

THE FACTORS AND STRATEGIES OF ANXIETY IN ENGLISH
PRESENTATION

SKRIPSI

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of background of the study, reason for choosing the topic, research problem of the study, objective of the study, significance of the study and definition of the key term.

A. Background of Study

English is mediator used to communicate and to strengthen the relationship among people over the world. National Education Curriculum establishes English is one of subject that needs to be learned by the students in every school. Speaking is one of three skills that have to be acquired by the students in learning English. Students' success in mastering English is measured from the way they speak and deliver the message orally, and also how they value their capability and worth.

According to Harmer and Brown (2001), speaking competencies are the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” and carry on a conversation reasonably and competently, they know about a language – verb forms, vocabulary items, basic grammatical patterns, and the like, and quite another to know how to use it effectively in conversational exchange (Savignon,

c1988). In addition, speaking competence is the ability to communicate orally in clear coherent, and persuasive language appropriate to purpose, occasion and audience (Utama, (2013).Beside it, speaking competence is not only about their ability but also how the way the students deliver their idea.

There are some activities to assess students' speaking competencies such as Acting from Script, Role – play, interviews, responses to a series of a picture, and reporting (Harmer, 2001 and Kayi, 2006).In addition English presentation activity is also one of the activity that be able to assess students' speaking skill where this activity is often met by the students in their class activity especially in English subject. So that this study choose English presentation activity as a medium to evaluate student's speaking competency.

Generally, Presentation is the process of presenting a topic to an audience. It is typically, a demonstration, introduction, lecture, or speech meant to inform, persuade, inspire, motivate, or to build good will or to present a new idea. Presentation can be faced by every single person in their activity no exception the students, because a presentation has been part of their class activity. Moreover, the most of their subject is filled by doing presentation, one of them is English presentation class, that give them different atmosphere than the other subjects, especially in Indonesia where English as a foreign language.Actually English presentationclass is part of public speaking activitythat can improve the students' speaking skill, where in this activity, it is notonly the students'skill that considered, but also the student's mentality or the students' emotion, because when they find themselves in the situation where they become the focus of

attention as they have to address the audience, they experience emotions, one of them is an anxiety.

Actually, an anxiety is a feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome. A person can be considered in the state of anxiety if they feel anxious, frightened, apprehensive, or if they are trembling or his heart is beating rapidly (Gaudry and Spielbeger, 1971), and those conditions can be faced by everyone wherever and whenever they are, such as an anxiety indeed an ordinary thing experienced by everyone when talking in public and can be increased if it is done by using a foreign language, anxiety disorders are among the most common mental disorders encountered by public speakers.

People who feel anxiety while speaking in public generally tend to avoid situations where they have to perform, but when they encounter such situation, they suffer intense distress and anxiety. These problems can also be faced by the students in their English presentation class. Moreover, even superior students who are excessively concerned about their performance may become so anxious that they attempt to compensate by studying even harder because their compulsive efforts do not lead to their intended performance.

Asnur (2010) divided factors in anxiety in presentation into two, namely internal factors and external factors. The first is about internal factors that consist of ; a) Fear of failure possibility of blundering), they afraid that they can not answer the question asked by the audience, b) Fear of criticism, means that individuals may fear that people may not pay attention to what they have to say, c)

Conflicting emotion, the condition where some speakers want to be successful in presentation, but they were also afraid to make a mistake in the presentation, d) Negative experience, the individual may replay the negative incident in the past and relive this experience, e) speech anxiety, some speakers are worried about their linguistic competence such as their vocabulary, grammar, and pronunciation, f) fear of losing the thread of material. The second is external factor, such as; a) condition of presentation room, b) failing to practice, and c) physical factor

Therefore, we can broadly think that anxiety is one of the most negatively influential variables, which prevent learners from successfully learning in foreign language. It makes language learners nervous and afraid which may contribute to poor speaking performance. In addition, according to investigation conducted by Price (in Koba et al, 2000) revealed that having to speak a foreign language in front of other students resulted in the most anxiety for most the students. In conclusion, from this case the students are demanded to create the strategies that appropriate for them to minimize an anxiety that can interrupt their learning process especially English presentation class.

Based on the things mentioned above, the researcher tried to identify and find the factors and the effective strategies that are used by the students to minimize their anxiety in doing English presentation, and the researcher hope that the readers can use those strategies that may appropriate for them, so this is the reason why the writer choose the title for this paper "THE FACTORS AND STRATEGIES OF ANXIETY IN ENGLISH PRESENTATION".

B. Research Problems

The research problem of the study such as below:

1. What factors make the students getting an anxiety in delivering English presentation?
2. What strategies are used by the students to overcome the anxiety in delivering English presentation?

C. Objectives of the Study

Based on the research problems above, the researcher can conclude of the purposes/objectives of this research are:

1. To identify factors causing the students' anxiety in delivering English presentation
2. To know what strategies that used by the students to overcome the anxiety in delivering English presentation

D. Scope and Limitation

Scope of this study is to know and analyze the students' anxiety factors and how to cope with in delivering English presentation for students especially the first grade in English department of IKIP PGRI BOJONEGORO. By the research, the researcher will research the result giving questionnaire and supported by interview. The result of this research will explain what the students' anxiety factor and how to cope with in delivering English presentation.

Limitation of this study is the researcher only focus on speaking skill that is presentation activity. The researcher does not focus on another skill and component (reading, writing or vocabulary). In this study, the researcher does not give the material to the students, but she will explore the speaking skill of the students through the English presentation activity that based on their material in their learning class.

D. Significance of the study

There are three kinds of significance of this study. They are theoretical, pedagogical and practical significance of this study.

1. Theoretical significance

In the theoretical significance, it is hoped that this study can enrich and broaden the readers' knowledge that is about the anxiety factors and how to deal with anxiety in delivering English presentation, especially in educational context. In the other hand, they can also improve and repair the strategies that appropriate to the students need.

2. Practical significance

From practical significance of the study, it is assumed that the research is beneficial for the readers especially the students to use the strategies in their own English presentation and explore their creativity for overcoming an anxiety in delivering English presentation. In addition this research can help the beginner to start learning and practicing the strategies, so that they will have become accustomed to use it before the implement it in their real English presentation class.

3. Pedagogical significance

In this pedagogical significance, this study is expected to make learning process easier and effective for the readers especially the teachers and the students, so that it can achieve the learning goal.

E. Definition of the key terms

1. English Presentation

Presentation is oral communication activity to deliver idea or a fact to the other people with some purposes. Presentation can use in several subject, one of them is presentation in educational subject that we can find in the class, for example English presentation. In this presentation, the students is pushed to be active in practice their speaking skill. Their performance is also being assessed in this learning activity.

2. Anxiety

Anxiety is feeling afraid, worried, nervous and afraid that is appeared in the same time. Usually this feeling is followed by the high stimulation in our body, such as palpitation, sweating and confusion. Usually this feeling is appeared when there is an incident or when someone facing a problem. In addition, an anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone having low-confidence, so that they can't get maximal of their life. Someone with high-anxiety can create a negative effect especially in foreign language class. It is because, as we know, to learn a foreign language we have to practice of perform the language in order to show the ability that we have.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents a review of related literature which covers a review of related theories. The review of related theories is done to find theories that can be the foundation of the research. In this chapter, cover about speaking skill, deliver the presentation and students anxiety.

A. Speaking Skill

1. Definition of Speaking Skill

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill and at that period speaking skill is learned. Based on Competence Based Curriculum, speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in join construction of text stage (Departemen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated

from pronunciation is it encourages learners to learn the English sounds.

Harmer,

in Tarigan, 1992:12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning English process. Students' skill in conversation is core aspect in teaching speaking. It becomes vitally aspect in language teaching learning success, if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language, there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouze (1991), speaking is described as the activity and as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words, or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990:8) said

that speaking as the way of communication influences our individual life strongly.

From the explanation above, it is concluded that speaking is what we say, feel and think. When we feel something, we want someone can hear us. So, in the process we can call it is an interaction between two sides. On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should give. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of class.

Wallace (1978:98) sated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Therefore the researcher concludes that speaking is the ability to produce the language and share their ideas

2. Types of Speaking

Nunan (in brown, 2001:250) writes that generally there are two types of spoken language, as follow:

a. Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcast, and the like, then the listener have to

process the information without interruption and the speech will go on whether or not the listeners comprehend what the speaker means.

b. Dialogue

It is different with monologue; Nunan says that dialogue is the speaking that involve two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says.

Like Nunan, according to harmer (2007:343) finally, we might make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

B. English Presentation

According to Bormann and Bormann (1981), presentation is one type of speech. It means that presentation is kind of public speaking activity. The presentation is a speech form that has emerged within the last few decades to meet the needs of the highly developed urban culture. Most of people now works in organizations, institutions, or corporations. Representatives from various groups within the company, the church, the governmental agency, or the school need to give and get information in formal agency, or the school need to give and get information in formal communication settings officially approved by the organization involved.

How the speaker give a presentation on examination or proposal can be crucial; when the speaker present their self and their ideas about their

particular specialty to their peers and their superiors, they will make judgments about the speaker's skill, understanding, and competence on doing on the job. Sometimes presentations are given repeatedly, especially for purposes of public relations. A company representative might give a presentation to visitors touring a plant. Another representative might go out to groups and schools in the community and give a presentation about the organization. The most common situation, however, and the more critical or important occasion, is the instance in which a presentation is prepared with a definite persuasive purpose, with a specific audience in mind. The audience for a presentation may be one or two people only. But, more usually, presentation are given to groups of people ranging in size from five to twenty, or even, occasionally, hundreds (Bormann and Bormann, 1981).

As a speaker, the speaker needs to consider the effective ways to deliver their presentation. When the speaker speaks in public, they have three basic tools at their disposal namely verbal, visual, and vocal (Gamble and Gamble, 1984). In conducting a presentation, the speaker needs to address a group of people and try to get their attention and interest. Thus, the above dimensions are very suggested to apply by the speaker in order to make an effective communication toward their audience. Following are some of the points proposed by Ambekar (2010) which should be taken into consideration for making the communication effective, particularly in public speaking:

1. Speaking through eyes

The first thing that a good speaker does is first look at the audience and takes a pause before beginning his speech. This helps to create good

impression on the audience. Throughout the speech speaker should have maintain eye contact with the audience. Every reaction has equal and opposites reaction. So if the speaker doesn't maintain eye contact with the listeners they will feel that they are being ignored and it is quite likely that they also ignore whatever he is trying to convey.

2. Voice level

One more important thing while communicating is the level of voice that is he must be clear and audible to audience. A good voice can be strong point for being an effective speaker, although it's a natural gift but one can improve by skillful training and practice. Generally a good speaker knows with what tempo he should speak so that it's not too loud or too weak voice while speaking through amplifiers. Proper variation in pitch and tempo of the voice improves the quality of speech. Accurate pronunciation of words with due stresses wherever required must be done.

3. Audience awareness

To make our communication successful get the clue about the audience and their interests. Some points that should be noted such as: get the rough ideas of the strength of the listeners; think over the age, sex, background and interest of the listeners; see whether the audience is patient enough to handle you for hours. Check out if they are friendly or hostile; choose the approach that suits the audience; create a feeling such that each individual feels that the speaker is trying to talk with him and sharing the joy and sorrow of events with him; let the audience know depth of your knowledge regarding the subject; show your sincerity and

whole heartedness for the subject; to keep the communications healthy do keep cracking jokes in between such that the jokes should not be appeared to be deliberately told. They should relate to topic; and concentrate on your ideas and do not get distracted by the activities performed by the audience e.g. smiling, whispering.

4. Facial expression

Face is mirror of an individual's personality. Facial expressions reveal what thoughts are running through a person's mind. For example, a smile expresses friendliness and affection. Raised eye-brows show surprise and furrow forehead conveys fear and anxiety. All the emotions and various types of human behavior bring different expressions on face. So while communicating, see that the facial expressions reveal your interest for the subject on which you are communicating.

5. Postures

The body movements while speaking must coordinate with your convincing power. They must be such that they add to the things which are more effectively caught visually than verbally. For e.g. a head down shows the completions of a statement, raising of head indicates the end of the question. More frequent body movements reveal a state hurry or confusion in mind.

6. Dress sense

The clothing plays an important role in presenting ourselves to society. The people who wear dress suitable to their body structure look attractive. A person's physical appearance and dress creates a definite

impact on the communication process. A dress should be such that it is not too modern for the people whom we are interacting yet be able to create a positive impression on them

C. Students Anxiety

1. Definition of Anxiety

The construct of “anxiety” is widely associated with unpleasant emotional state and is intricately intertwined with self-esteem, inhibition, and risk-taking. Casado and Dereshiwsky (2001) maintained that it is difficult to define anxiety. Definitions which are available in literature, generally describe anxiety as a cognitive-affective response characterized by physiological arousal and apprehension regarding the potentially negative outcome that the individual perceives as impending. Sarason (1986) defined anxiety as “distressing preoccupations and concerns about impending events.

Anxiety, simply speaking, is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz, 1986). Anxiety is defined as state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Language anxiety has been said by many researchers to influence language learning. Whereas facilitating anxiety produces positive effects on learner’s performance, too much anxiety may cause a poor performance (Scovel, 1978).

Investigation conducted by Price (in Koba, 2000) revealed that having to speak a foreign language in front of other students resulted in the most anxiety for most of the students. Other responses were making pronunciation errors or being laughed by others. Price then indicates the role of instructor. He says that those instructors who always criticize students' pronunciation might make students anxious.

Students experiencing public speaking anxiety say they are concerned they will be embarrassed if they speak. They say they are worried that they will make mistake, look "stupid" to others, or be judged unattractive. Some students say they get upset thinking about others looking at them or being the center of attention. Others express the belief that no one would be interested in anything they would have to say, or that nothing they would say would be worthwhile. The bottom line is fear of unfavorable evaluation by others (Katz, 2000:2).

In conclusion, anxiety, which is typically associated with self-deprecating thoughts, fear of failure, or worry over performance procedures, may compete for cognitive processing will demand. Moreover, even superior students who are excessively concerned about their performance may become so anxious that they attempt to compensate by studying even harder because their compulsive efforts do not lead to their intended performance. Therefore we can broadly think that anxiety is one of the most negatively influential variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which contribute to poor speaking performance.

2. Types of Anxiety

Anxiety as an affective state is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tension in the face an expected danger (Blau in Aydin, 2008). Scovel (1978) defines two categories of anxiety according to its effects, those are it debilitating anxiety and facilitative anxiety. Facilitative anxiety are positive effects that help increase performance, it helps a learner to be more alert to a task and this is considered as positive factor in order to accomplish a task. Horwitz, et.al (1986) argued that anxiety is helpful only for simple learning tasks but not with more complicated learning such as language learning.

While, debilitating anxiety, on the contrary is negative, where a learner becomes too anxious and may not perform a task to the optimum level. It does harm to learners' performance in various ways, both indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language (Oxford in Cheng, 2005: 9).

3. Level of Anxiety

According to Townsend (1996), there are four level of anxiety those are low anxiety, moderate anxiety, high anxiety, and panic. Low anxiety related with strained situation happened in daily life and cause someone become aware and increase their perception. Low anxiety can motivate learning and provide improvement and creativity. Manifestation arise on this level are exhaustion, irritable, perception tended to increase, high

awareness, able to learn, motivation is increase, and attitude base on the situation.

Meanwhile, moderate anxiety enables someone to focuses on important problem and turns aside the other problems therefore someone has main attention, but he/she can do something directed. Manifestation happened on this level are the increase of exhaustion, heart beat faster, breath heavily, muscle suspense increase, speak faster with high volume, narrow perception, able to learn but not optimally, concentration decrease, selective attention and focuses on stimulation that do not increase anxiety, offended easily, impatient, easy to forget something, easy to angry and cry.

The next is high anxiety, which is extremely reducing someone's perception. Someone with high anxiety tends to focuses on something detailed and specific, and also do not think too much on another problem. Someone who are on this level of anxiety need more guidelines in order to focuses on another area. Manifestation that arise on this level are sometimes complaint about vertigo, headache, insomnia, frequently urinate, diarrhea, area of perception become narrower, do not want to learn effectively, focus on him/herself and his/her desires to omit the high anxiety, feeling over a barrel, confused, and disorientation.

The last level is panic. Panic is related to agape with surprise, fear, and terror because of lost control. Someone who is panic cannot do something although by direction. Symptoms that usually occur on this level of anxiety are hard to breath, pupil dilatation, look pale, incoherent

talk, cannot perceive on a simple order, scream, cry out, experience hallucination and deletion.

4. Symptom of Anxiety

Anxiety is a general symptom that can be rooted in previous failure, being afraid to make mistakes to be a citizen, being afraid to lose face, or lose face, or lacking of self-confidence. This can be blocking the students' speaking performance in classroom or outside classroom (Nur, 1993).

Orchs (1991:18) obtained several symptoms of anxiety that may occur separately or in combination: 1) the voice might be sound quivers, too slow or too fast, and monotonous or unemphatic; 2) the verbal fluency look stammers halting, too many awkward pauses, hunt of words or speech blocked; 3) the mouth and throat are allows repeatedly and breathes heavily; 4) the facial expressions, there is no eye contact, roll eye, tense face muscle, grimaces or twitches, and have a deadpan expressions; 5) the arms and hands will be rigid or tense, fidget, waves and hard about, motionless or stiff; and 6) Gross body movements, it will sways or paces or feet is shuffles.

Stage fright or speech anxiety or performance faced by an athlete before playing, a musician before being on the stage, a teacher before coming into the classroom, an applicant before a job interview are terms used for communication anxiety (Rahmat in Syarifuddin, 2006). The indications might be as follows: the heart sound of tapping is fast; the palm of hand and back perspire; the breath is panting; the mouth is dry and

it is difficult to swallow; the muscle of chest, hands, neck and feet are tense; the voice is hoarse; speaking is fast and unclear; cannot listen and concentrate; and cannot remember what he said.

D. Factors of Anxiety in Presentation

Asnur (2010) divided factors of anxiety in presentation, namely internal factors and external factors as follows;

1. Internal factors

a. Fear of failure

The speaker fears of social blunder (or possibility of blundering). They were afraid if they could not answer the questions asked by the audiences or would be asked unpredictable questions. This fact is in line with the idea of Linkguel (in Syarifuddin, 2006), but then he expressed that at least no meeting with success. In writer's mind, basically there is no individual wants to make mistakes, because if they make mistakes it will obsess them all the time. Thus they will fail in doing things that they must do.

b. Fear of criticism

This is a common cause of public speaking anxiety. Individuals may fear that people may not pay attention to what they have to say, or their speech won't be welcomed. When individuals are about to speak in public, they have a fear their ideas may be disregarded. It is supported by the idea of Buehler and Linkguel (in Syarifuddin, 2006) that one causes of anxiety in speaking in front of public is the individual is fear and may be over-sensitive to negative feedback from the audience.

c. Conflicting emotion

Some speakers experience conflicting emotion in mind, when participants want to be successful in the presentation, but they were also afraid to make a mistake in the presentation. This factor may hamper the students to get a better performance, but students who can prevent his/her conflicting emotions, and make their thinking to be succeed higher than thinking to be failed because of mistake, absolutely can have a better performance.

d. Negative experience

It is common for people who have had negative experiences in public speaking to experience anxiety the next time they're in front of an audience. The individual may replay the negative incident in the past and relive this experience, causing him to feel hesitant in speaking again in public. Negative experience of the students in carrying out the presentation may also hamper their performance. Thus, it is better for them to omit thought about their negative experience in the past.

e. Fear of losing the thread of material

The speakers are afraid if they forgot the material will be presented or their speech, thus it increases their anxiety. According to Asnur (2010) The factor of anxiety is related with speakers' failure of practice and strategy on preparation, because if they failed to practice their speech and lack of preparation, they would make them lost their words

and forget their material to be presented during the presentation and even at the beginning of presentation.

f. Fear of being stopped

In Asnur's research (2010), she found that the factor that mostly influences the students' anxiety is being stopped. They were afraid during they conducted their presentation the observer would stop their presentation because of their performance that might be not very well. Indeed, there is one rule in Business English Department of State University of Makassar when the students conduct their report presentation, they will be stopped by the examiners or the head committee of seminar and in consequences they have to conduct their presentation once more on the other day. It became the students' main anxiety, but for several students especially students who have low anxiety level, it became their motivation as well.

g. Negative thinking

Some speakers, who could not overcome their negative thinking before and during the presentation, failed on their performance. It is shown that what we think in our mind that is the thing that will happen to us.

2. External factors

a. Condition of presentation room

The condition such as number of audience include in this factor of anxiety. The way of the audience, supervisors, and examiners stared and followed their presentation had also increase their anxiety. Some

of them were also anxious by the new situation of the room. This factor is in accordance with Linkguel (in Syarifuddin, 2006) idea, who stated that one factor that may influence speaker's anxiety is because the inexperienced speaker had not yet met the situation and does not know what to expect.

b. Failing to practice

Failing to practice the speech and techniques of public speaking may cause public speaking anxiety because the individual may feel unprepared and unworthy to stand in front of the audience. Being a great public speaker takes a lot of practice in rehearsing the speech and exercising public speaking techniques. Inexperienced public speakers mostly feel this anxiety.

c. Physical factor

The negative thinking once again leaves the presenter in anxious feeling and turn out in a poor performance. Unhealthy feeling of bad condition of speaker's healthy will also make them anxious. The unhealthy condition will get speaker's mind in negative thinking, such as worry if they will be fall down or unconscious during the presentation that their voice would not pass her lips, and such negative thinking as that.

In addition, there are some sources below also support the anxiety factor above in english presentation. Such as cognitive factors, affective factors, and performance factors.

3. Cognitive factors

Cognitive factors can possibly trigger student anxiety when doing English presentation. Such factors deal with certain areas which cover topic, interlocutors, and processing demands.

a. Topic

Tuan and May (2015) along with Kasbi and Shirvan (2017) identified lack of topical knowledge as the cause of high speaking anxiety that made students speak very little, or not at all as they could not think of anything to say, it is also happened when the students deliver their presentation, when they don't feel familiar with the topic, it will loss their confident in delivering presentation. Thus, as suggested by Al-Nouh et al. (2015), the students must be allowed to choose their own topics will provide greater comprehension for them and hence will lower their anxiety.

b. Interlocutor

Another cognitive factor that is considered to be the source of anxiety in delivering English presentation is connected to interlocutor. Raja (2017) found that the size of the audience also played a major role on students' performance. Audience size has a strong impact on a student's performance and level of nervousness as the student may feel it will be difficult to handle the audience interest, especially when there is a very big audience. They start to think that their presentation is not interesting enough. In addition, interlocutors' behavior is claimed to

contribute to generate anxiety as well in delivering presentation. Studies conducted by Mak (2011), Subasi (2010), Melouah (2013), and Sadeghi et al. (2013) highlight that interlocutors' reaction to the learners' errors and their manner of error correction have been found to be significantly influential in creating a stressful environment for foreign language learners. Being corrected while speaking can be a serious problem as it leads to loss of confidence.

c. Processing demand

The last source of anxiety related to cognitive factors goes to the demands and stresses of learning a foreign language. Learning to speak a foreign language involves complex mental processing. In order to communicate well, EFL learners must acquire knowledge and competence in certain language components, namely: grammar, vocabulary, comprehension, fluency and pronunciation (Brown, 2004). Students should know what they want to say. Some linguists (e.g. Kasbi & Shirvan, 2017; Mukminin et al., 2015; Rahman, 2017; Sadeghi et al., 2013) underline lack of a rich vocabulary and knowledge of grammar and collocation, particularly in the arrangement of words in a correct order are linguistic factors that can ruin confidence and cause the emergence of anxiety. This happens because the students are too concerned with the quality of their appearance and become worried about the consequences of failing in the course (Alsowat, 2016).

4. Affective factors

Other sources of foreign language speaking anxiety are derived from affective factors. Unlike cognitive factors which refer to students' thinking processes, affective factors belong to the feelings and personality of the learners, such as fear of failure, stressful, uncomfortable feeling, having shy feeling, having helpless personality, and feeling embarrassed.

One finding that is relevant came from Alsowat (2016) and Mouhoubi-Messadh (2017) who found that one source of anxiety shared by students in the classroom was fear of failure to speak English to teachers as they worried over the teacher's negative reactions, in addition the students are also afraid if they will not be able to answer the question from the audiences. Potentially destructive responses from others make students anxious and hesitant to speak; for example, fear of being laughed at or mocked, or judged as being superior by others once they try to communicate in English with their friends or teachers.

In the other side Some learners experience intense feelings of apprehension, tension, and even fear, when they know they are going to be evaluated, particularly for an oral performance no exception in English presentation. Horwitz et al. (1986) and Young (1990) affirmed that test anxiety can make individuals have unpleasant emotions. A large number of students are reported to feel fearful during a language test (see Al-Nouh et al., 2015; Alsowat, 2016; Kayaoğlu & Sağlamel, 2013). Testing seems to be stressful for some students in that the grades obtained are believed to be representative of the overall knowledge of the learners. In this regard,

Sadeghi et al. (2013) and Yalçın and İnceçay (2014), found that anxiety commonly comes out as the fear of failing in their performance. This becomes more serious as students like to compare themselves with other students (Aydoğan et al., 2013; Gkonou, 2011). Therefore, students need to be made aware of the criteria used for assessing their performances in order to help them prepare well and to decrease their anxiety about English presentation.

5. Performance factors

The remaining source which leads students to be burdened in English presentation are performance factors. These factors entail some particular circumstances. According to Horwitz et al. (1986), one factor that supports FLA in the classroom is communication apprehension. People with communication apprehension typically have trouble to speak with others and it is safe to say that students who are highly anxious may experience great fear in every EFL communication. However, the degree of anxiety will vary depending on the speaking mode. A number of studies had verified that doing extensive speaking like performing a presentation in public can be more difficult and is likely to generate more anxiety than having a conversation. Singh (2012) observed that students with average performance had communication fright as the major hurdle in their way to success owing to the fact that they could not handle the fear of speaking before a group. Other scholars (e.g. Anandari, 2015; Rahman, 2017; Raja, 2017) have also found that speaking anxiety mostly emerged when they had to speak in public. As a consequence, many students tended to feel

uncomfortable, shy, frustrated, helpless, and embarrassed when speaking in front of others.

Futhermore, time pressure is also categorized to affect students' speaking anxiety. Time is an important matter that every speaker should pay more attention to, especially in extensive speaking. According to Rai (2010), the length of time taken by a communication event influences the quality of the communication. In this case, talking too much can be tiring and boring; while too short may be inadequate. Therefore, a good speaker is expected to have the ability to manage the time. Anxiety arises if students find there is a degree of urgency since it increases the difficulty for them. The study by Tuan and Mai (2015) found performance condition including time pressure can be the factor that affects one's speaking performance. In other words, time limitation can cause the students to perform less than optimally.

E. Strategies to Cope with Anxiety in Presentation

To reduce our fear, you need to make sure we properly and thoroughly prepare ourselves before we speak. Lawkowski (1996) then states that proper preparation and rehearsal can help to reduce this fear by about 75%, proper breathing techniques can further reduce this fear by another 15%, mental state accounts for the remaining 10%.

For the students or speakers who have to conduct a presentation using a foreign language, the strategies below might help them to reduce their anxiety. These strategies are suggested by Asnur (2010) based on her research:

1. To keep thinking positively toward the audience, the speech, and their self as a speaker
2. To made good preparation, include the presentation material, power point slide, the appearance, the speech, and the health
3. To rehearse, practice speech by the assistance of the supervisor and colleague as well, include asked to correct the grammar, pronunciation, and performance
4. To keep self-confidence, which can be built through well preparation, positive thinking, good appearance, keep healthy, and smile, and
5. To do relaxation before the presentation and during the presentation.

In addition, other sources also find the strategy of overcoming anxiety in English presentation by Rebecca Ezekiel (2001) presentation learning strategy.

1. Mental Strategy

a. Prepare Properly

One of the best ways to overcome fear is to be adequately prepared. Nervousness is often produced by fear of the unknown. If we are familiar with our presentation material, our anxiety about speaking will be reduced. If we have ever given the same presentation more than once, we will have experienced this already. Take the time to plan our presentation well. Use an organization template to make sure the information flows logically. Make sure we emphasize and repeat the key points you want people to remember. Don't give in to the

temptation to include too much information. People can only absorb so much knowledge at one stretch in an auditory manner.

Study the guidelines about designing effective visuals. Most people include too much information on their slides. Write only the most basic information on the slide itself so we can play a meaningful role in fleshing out the information and argument. If there are additional details we want to share, include them in a handout.

Then, after we've chosen the information and created our visuals, rehearse as often as necessary to get a feel for the flow of events. Identify how we will move smoothly from one point or section to the next. Draw up a plan and rehearse till we feel like we could deliver the presentation in our sleep. The repetition will also help us identify any bugs in our talk before the real event. If we always get stuck on particular word, for example, drop that word or expression and choose another we're more comfortable with.

In short, the more we sweat while preparing the presentation, the less we will sweat while actually delivering it.

b. Conduct a Dialogue

Standing before a group of people to present our ideas often creates the feeling that we are delivering a monologue. However, any presentation, regardless of how formal, is a dialogue because we are constantly receiving visual feedback from the audience. we can

reinforce the conversational aspect of presentations in our mind by using the following technique.

- 1) Interact with audience members before the presentation. Mingle with the crowd and introduce yourself. That way, they won't be strangers anymore.
- 2) Maintain eye contact during the presentation. Begin by establishing eye contact with a friendly face. As we feel more comfortable, focus on each person in small groups.
- 3) Ask questions, so as to involve the audience whenever possible.

2. Psychological Control

a. Identify our fears

One helpful step toward conquering our fear is to identify what it is you are afraid of. Some commonly expressed fears are:

- 1) I might make a fool of myself.
- 2) I might forget what I am going to say.
- 3) I might begin to stutter or say the wrong thing.
- 4) People may laugh at me.

Once you've identified what it is we are afraid of, we can determine whether the fear is legitimate. To analyze our fears, ask yourself the following questions:

- 1) Is this a rational fear?
- 2) If this is a rational fear, what is the worst that could happen?
- 3) So what?

b. Send positive messages

In life, we generally get what we expect. Learn to handle our inner critic and tell him or her that we can and will change. Look into the mirror and give yourself positive affirmations to offset the negative self-talk and to make a breakthrough. Instead of telling yourself that we're terrible at giving presentations, for example, give yourself the positive message that we have the required skills to do a good job. Instead of saying we might forget what to say, tell ourselves that we have reviewed and rehearsed so often that we could deliver the presentation well in our sleep.

c. Use visualization techniques

Visualization is kind of mental rehearsal. It is a psychological process in which we prepare ourselves to produce a positive result by imagining a future event in our mind. It doesn't take much time, and enables us to practice mentally for our presentation. If we visualize ourselves giving a successful, confident presentation, we are more likely to do so. Never visualize ourselves making mistakes, or we may subconsciously program ourselves to do so. Expect a positive outcome as most winning personalities do. Be confidently optimistic in our own abilities and expect a better tomorrow.

d. Meet our audience

If possible, walk around, introduce ourselves and greet members of our audience before the presentation begins. In this way, we will be

speaking to fewer strangers and are more likely to get a positive nod from the individuals we have already met.

e. Do our best

To minimize our fear, we also must accept that it is not our job to please every single person in the room. Do our best to get our message across, focus on the positive responses we are picking up and forget the others.

3. Physical Method

Although nervousness is caused by a mental lack of confidence, the body responds as if it were being threatened physically. In both situations, the body is reacting to stress. The solution is to find a way to control our body's physical reaction. The following methods will help us relax.

Progressive relaxation is a method of systematic tightening and loosening various muscles of our body until our entire body is in a relaxed state. The action of tightening and loosening enables us to feel the difference between the two states in a more pronounced way.

Guided imagery is a relaxation method which transports us mentally to a place which we associate with peace and restfulness (the opposite of stress) and thus allows our body to feel more relaxed before a presentation.

Moving about before and during the presentation relaxes our muscles and processes excess adrenalin. So get up out of our chair and

walk around a bit, in a relaxed way, where we can get away from the crowd for a short while.

Breathe deeply and slowly while others are speaking or before we are introduced and called upon to begin our presentation. Then, walk confidently to the podium and begin speaking with energy.

All of the above suggestion about reducing the anxiety of public speaking can be very valuable for anyone who wants to deliver a presentation, include the students.

F. Review of Related Study

Before the researchers conducted this research, there were several researchers who had conducted other studies that were relevant to the topic.

The first was done by Ni Nyoman Padma dewi wrote about “Students’ Anxiety in Speaking Class and Ways of Minimizing It at the first year university in the English Department of STKIP Singaraja, Bali”, this study investigated the anxiety levels of ability groups streaming by their perceived ability, it also dealt with the investigation of possible factors which provoked the students’ anxiety and finding out ways of minimizing the anxiety level. The subject of this study, were 60 university students that took speaking I in English Department STKIP Singaraja. The data was collected by interviewing the students who rated themselves in the dichotomy of being confident and being inferior. She used two subjects, 18 and 19 years old, were employed I is analysis. Both of them were first year undergraduate students. One was

confident with her ability and the other often criticized himself as being inferior in classroom situation. The result of this study is both students had the same provoking anxiety factors. Despite the same factors, the reason of being anxious and the degree of anxiety level of high rated student (student A) was higher than student B (low rated student).

The second previous research is conducted by Asnur that wrote about “The Students’ Anxiety in Delivering English Presentation” at Business English Department in Alaudin State Islamic University, Makassar. In this study, the researcher conducted a research toward 10 students of Business English Department who did presentation of their internship report to pass the final examination on their faculty. The result of this study found that 80% of the students experience the anxiety in delivering their presentation especially by using English as their foreign language. Moreover the research also found, that were several factors which influence the anxiety of business English students in business English internship presentation.

The third was done by Bram Sivadjati that wrote about “The Strategies in Facing Difficulties in Oral Presentation at the English Language Education Program of the Faculty of Language and Literature that is located in Satya Wacana Christian University, Salatiga. This study investigated the strategies used by the members of a study group in the English Language Education Program (ELEP) in dealing with their difficulties during an oral presentation. The participants of this study are the members of the ELEP which consist of five students. The result of this study shows that the participants have challenges such as grammatical problems, having problem

in understanding the topic and organizing the idea, difficulties in audience's interest, speaking speed, memorizing problem anxiety, teacher expectation, and time problem. Additionally anxiety becomes the biggest fear when doing oral presentation. As for the strategies to overcome those problems, the participants proposed; studying about the grammar, looking for the information in the internet, mastering the topic, be entertaining, adjusting the speed in speaking, practicing, taking a deep breath, not looking straight to the audiences eyes, changing your mindset and calculating.

G. THEORETICAL FRAMEWORK

Presentation is one of public speaking that has to be mastered by the students especially at the university. Beside that, there are some factors that offend their performance in their speaking presentation, one of them is anxiety. Anxiety can be faced every student, even though they have good ability of grammar, pronunciation, etc. because the anxiety can be caused by some factors, those are cognitive factor, affective factor, performance factor, and physical factor. In the other hand to have good presentation, the strategies are divided into mental strategy, psychological control, and physical method. Therefore, the researcher assumes by identifying factors causing the students' anxiety and knowing the strategies that used to overcome their anxiety, it can help the students succeed in their English presentation.

Figure 2.1 the theoretical framework of students's anxiety in English presentation

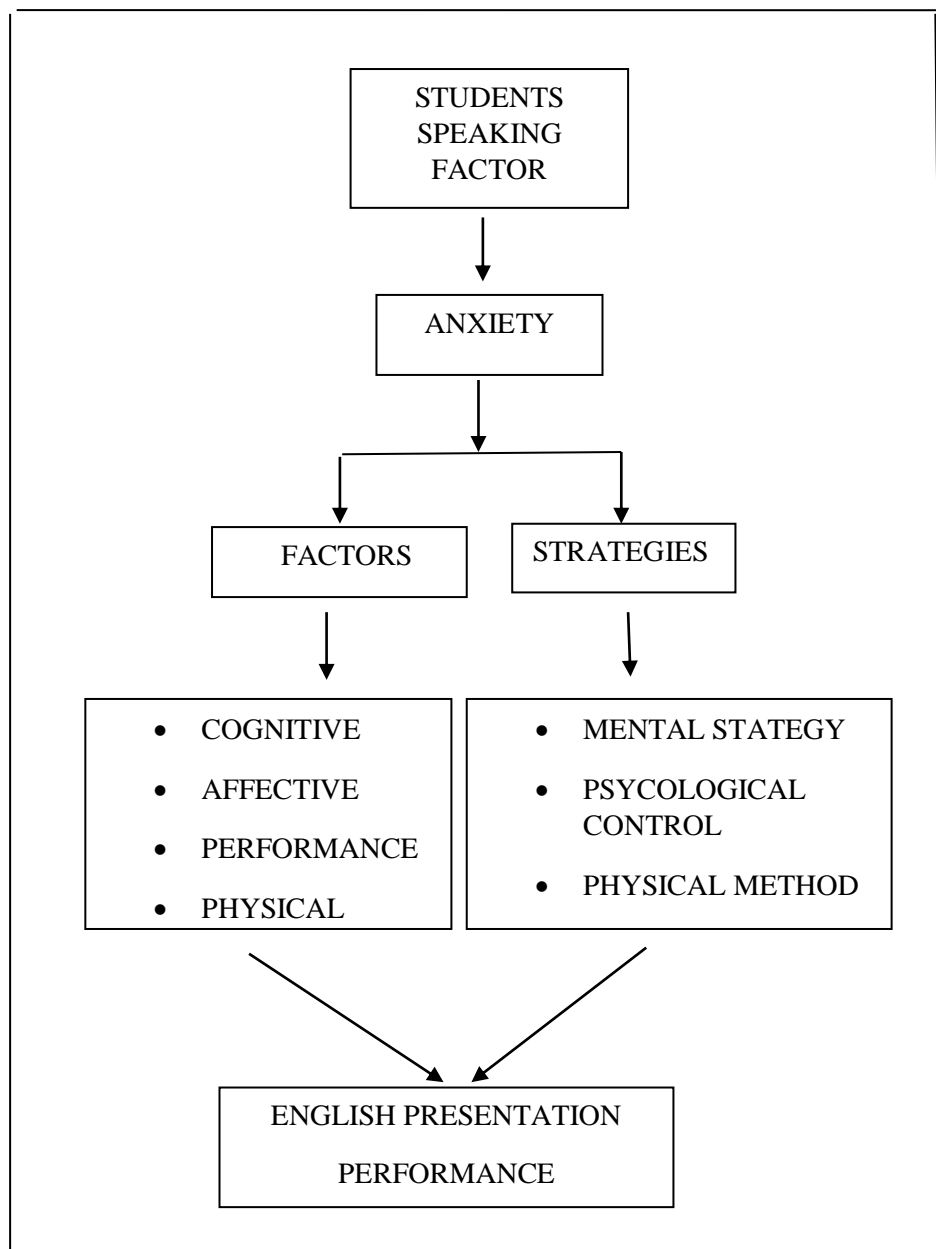


FIGURE 2.1 THEORITICAL FRAMEWORK OF STUDENTS ANXIETY

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the method that used in the research which include; research design, research setting, research subject, data and data source, data collecting technique and instrument, and technique of analyzing data. It will be discussed, as follow:

A. Research Design

This research used descriptive research as Surakhmad (1990:139) states that descriptive research is a kind of research which tries to describe and interpret a factual phenomenon. The characteristics of descriptive research are explained by Arikunto (1990:309); it is centered in actual problem solving and the data are collected, explained and then analyzed.

Moreover, there are many kinds of descriptive research such as survey research, quantitative research and qualitative research. This study is a qualitative-descriptive research which is based on the problem in the study that its function is to know the status and describe the phenomenon (Arikunto: 147). Meanwhile, if it seen from the variable, this study was non-experimental research because in this study there was no treatment.

In addition, Cresswell (1994:147) explains that qualitative research is interpretative research. As such, the biases values and judgment of the researcher become stated explicitly in the researcher report.

This study was a case study which intended to describe, the anxiety factors and strategy of overcoming in English presentation class of the students of IKIP PGRI Bojonegoro.

B. Research Setting

The research was conducted in the institute of IKIP PGRI Bojonegoro in the academic year 2018/2019. This institute is located on jl.Panglima Polim No.46, Bojonegoro. IKIP PGRI Bojonegoro is the institution which creates the next generation who are ready to study as the teacher in order to face the era of globalization. In this study, the researcher took the first grade students of IKIP PGRI Bojonegoro. The researcher took the first grade students, because as the beginner they would find several factors of getting anxiety in their English presentation. But, beside those factors the students also were pushed to find the strategy of overcoming it for getting good performance in their English presentation. Although, it will not hapenned in every student. Therefore, in this study, the researcher only chose some students that had good performance in their english presentation as the respondent. Conducted from November until July, with the following schedule as shown in the table 3.1

Table 3.1 The Schedule of Research

No	Activity	11	12	1	2	3	4	5	6	7
1	Designing research proposal									
2	Developing reserach proposal									
3	Developing research instrument									
4	Conducting seminar proposal									

5	Trying out instrument									
6	Experiment and analyzing the data									
7	Writing the report									
8	Submitting the document									

Tabel 3.1 Time of research

C. Research Subject and Object

Qualitative research examines a case that exists in particular social situation, and the results are not applied to the population, but transferred to another place has the same social situation as Sugiyono (2010).

The subject in this study is the people who can provide in depth information related to the research. The subjects in this study are some students that have good performance of English presentation, that are based on preliminary the value results of English presentation class that had been conducted in their material subject.

The object of the study is something that will be researched and obtained from research subjects. The object in this study is the speaking performance in English presentation class of the first grade students IKIP PGRI Bojonegoro in academic year 2018/2019.

D. Data Source

The aim of the research is to get data. The data is the important tools in the research which are in the form of phenomenon in the field and number. From the data, the researcher will know the result of the research. Collecting the data must be relevant with the problem of research. The data in this

research will be in the form of descriptive qualitative data and use qualitative data procedure for the data analysis. Data in this research will be obtained from direct observation through the video performance, giving questionnaire to the respondents which is supported by conducting interview (about the anxiety factors in English presentation and the strategy to solve those factors)

In taking data, the researcher needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is the substance where the researcher will get information that is required. Ary et.al (1985: 332) argued that in qualitative research, there are two sources that can be used to get the data. Those are:

1. Primary source

Sugiyono (2008: 225) stated that primary source is source which can give valuable information directly. In other word, the primary source is to give prominent data relate to problems of the research. For the primary source, the researcher used direct observation, the result of questionnaire and supporting by interview. In qualitative research, the result of interview can be used as the strongest source to get the information.

2. Secondary source

Secondary source is additional source to get the data. Given (2008: 803) argued “Secondary data source is preexisting source that have been collected for a different purpose or by someone other than the researcher”. In other word, secondary source has function to collecting data for

different purpose when conducting research. Here, the secondary source which is used is document. The document is the subjects' value transcript in their English presentation class activity. The value transcript is used to know the students who get the good value in their presentation.

E. Data Collecting Technique and Instrument

Instrument is tools that are required to get information. Gay and Airasian (2000: 145) stated that instrument is a tool that is used in collecting data. While, Arikunto (2000: 134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. Here, the instrument is researcher herself.

Data is information that has been collected by conducting research. To get the reliable data, the researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. There are five data collecting technique. Those are observation, interview, questionnaire, documentation and triangulation.

In qualitative research, collecting the data mostly is done in participant observation, depth interview and documentation. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct

observation, in-depth interviewing, and documentation review. In this research, the researcher uses questionnaire supported by interview.

Research instrument is a tool used to collect, measure, and analyze data related to the subject. There kinds of research instrument as like observation, questionnaire, interview, test, and Cd docum entation (Arikunto, 2002:136). In this research, the researcher used observation, questionnaire and supported by interview as the research instruments.

a. Observation

Observation is a systematic observation and recording of symptoms or phenomena investigated (Marzuki, 2000). The type of observation used in this study is role observation and direct observation. Researchers come at the daily activities of the research subjects but are not involved in the activity (Sugiyono, 2011). Observations in this study were not systematically prepared, but only in the form of observations of the behavior of outstanding students when learning English. This observation activity aims to collect data on the students' performance in English presentation class activity.

b. Questionnaire

Questionnaire is the list of questions or statements that are given to participants. Sugiyono (2008: 142) explained that is a technique of collecting data that is done by giving some questions or statements to respondent. In this research, the researcher makes sixteen items statement relate to the anxiety factors in English presentatioan and

fourteen items statement relate to strategy of overcoming it, the researcher takes Rebecca Ezekiel's presentation learning strategy.

c. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary et.al (1985: 342) stated "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent". Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic.

The interview In this study was for students. The writer would conduct a direct interview with the students would be asked some question related to the factors and strategy of anxiety in English presentation. To collecting data of interview, the researcher makes some procedures. Those are (1) preparing the concept of questions that want to be asked to subject (based on the questionnaire result) and (2) the researcher transcribes the result of interview.

This interview is used to support and get validity of observation and questionnaire relate to the anxiety factor and the strategy of overcoming anxiety in English presentation. The interview is conducted after the researcher distributed the questionnaire to the subject.

Therefore, from the instruments above the researcher applied the steps, those are:

1. The researcher designed the instruments for collecting the data.

2. The researcher used the purpose sampling to decide the sample.
3. The writer administered the questionnaire and interview
4. In the end, the causes and the strategies are used for facing anxiety in English presentation collected from questionnaire and interview

F. Method of Analyzing Data

According to Sudjana and Kusuma (2000:89), data analysis is a process that is done through entry, arrangement, preparation, and interpretation, also to connect the data purpose that related to research problem. In this study the researcher apply the narrative analysis where the participants share about their experience in facing anxiety in their English presentation naturally. There are three activities in this qualitative study, they are organizing the data (collecting the data), reducing the data, analyzing the data, and presenting the data, interpreting the data. Analyzing the data was applied of several steps:

1. Organizing the data

Organizing the data or collecting the data takes from the respondents' responses through questionnaire and interview.

2. Reducing the data

After getting the data, the researcher the data by discarding the data, such as making data transcription, grouping and drawing conclusion from the data obtained.

3. Presenting the data

After the data reduction the next process is presenting the result of the research data, based on the discussing that is about anxiety factor and the strategy of overcoming anxiety in English presentation used by the students to face anxiety in english presentation.

4. Concluding the data

The final stage in analyzing the data, the writer made the process of concluding the data and then perform the verification process of the issues discussed

G. Checking the Validity of the Findings

Establishing data trustworthiness requires inspection techniques which is based on a number of certain criteria. According to Moleong (1999: 174) the four criteria are credibility, transferability, dependability, and certainty. According to Sugiyono (2011: 330) triangulation technique means that researchers use collection techniques different data to get data from the same source namely techniques of participatory observation, in-depth interviews, and questionnaire studies for the same data source simultaneously.

Triangulation can also be interpreted as data collection techniques that are various techniques data collection on the essence of existing data sources. Testing the validity of the data in this study was carried out by:

1. Triangulation of data collection is done by comparing data collected through observation, questionnaires, and interview studies.
2. Triangulation of data sources, is done by asking the truth data or information obtained from an informant to the others informant.

3. Member checking is done by showing data or information, including the interpretation of the researcher, which has been arranged in a note format field.

The field data record was confirmed directly by the in

