

Chapter One

Introduction

This chapter consists of the introduction of the study. In this chapter, some significant points are listed. First, the background of the study explains why the researcher is interested in investigating the students' public speaking anxiety. Second, this chapter will also explain the research questions, which aim to guide the analysis. In addition, the aim of the research will identify the objectives or purposes to be examined. The importance of the analysis would also demonstrate the advantages of this research for particular people. Finally, the chapter organization will show each chapter's description.

Background of the Research

Public speaking is a skill that has valuable advantages in a large variety of professions and in everyday life. Generally, public speaking performances are distinguished not only by compelling arguments or a well-structured train of thought but also by the nonverbal features of the presenter (Wortwein, Chollet, Schauerte, Morency, Stiefelhagen, & Scherer, 2015, p. 44). In this term, public speaking's importance is not only considered from the technical language proficiency, but also includes the students' critical thinking, creativity, and logical constructions. According to Nadiah, Arina, and Ikhrom (2019), public speaking is the act of speaking that should be delivered in a structured, deliberate, and sincere

manner to a group of people as the audience. Through the public speaking activities, the English students would be able to train their speaking skills.

In the form of public speaking, student academic presentation has become one of the most applied activities in the classroom. Through academic presentation, the students would experience learning activities that will be useful for their speech communication skills. Based on the researcher's preliminary study at one of the private universities in Yogyakarta and majoring in the English Language Education Department, the students have poor English public speaking skills that they found during academic presentation. The students from preliminary study explained that they were feeling anxious while performing, which caused the students to feel challenged to perform and focus on presenting the presentation fluently.

Academic presentation is the practice of demonstrating and conveying the information about a particular topic to the audience or learners that needs to be well structured to become an effective presentation (Swathi, 2015, p. 1). Preparing a presentation, such as organizing material, composing a presentation, deciding on a strategy, making the visual aids, organizing the event, dealing with nerves, and dealing with inquiries are all examples of ways to convey information during the performance. The academic presentation skills not only improve learners' critical thinking and analyzing abilities but also help them gain autonomy by improving their collaboration, critical thinking abilities, interpersonal skills, and may even help them to find a job in the future (Brooks & Wilson, 2020, p. 210). It means

that academic presentation is strongly related to the speaking skill that turns into the critical session of the learning process that make the students feel difficult while doing it. Thus, this situation can encourage the students to feel anxious about their performance during the presentation. The tension of anxiety can be raised when the situation becomes more severe and formal. Academic presentation anxiety is considered a common thing from the adaptive feelings towards a threatening or uncomfortable situation expressed by an individual while presenting materials by using English in front of many people as the audience. Anxiety is measured as a normal part of life when the feeling of anxiety itself is occasional and impermanent. However, it could turn out to be pathological or develop into a disorder when it is frequent and interferes with human activity daily, such as in work, school, and relationships (Mah, Szabuniewicz, & Fiocco, 2016).

Moreover, it can determine that when the students feel anxious during the learning activity, it can affect their achievement. In line with this statement, the correlation between foreign language anxiety and foreign language achievement has been figured out, and the result was a negative correlation (Huda & Ma'mun, 2020). Therefore, it can be said that public speaking anxiety while learning English in the classroom can be a serious problem that influences the learning output of the students. It is also mentioned above that public speaking anxiety is one of the common problems that the students in academic presentation experience.

On the other hand, doing an academic presentation in English with the other students and the teacher is still difficult to conduct even though the students have been learning English for several years. A well-prepared performance like acknowledging how to present the presentation effectively, knowing the academic presentation structure, comprehending what to say, and explaining the materials to the audience sequentially are needed. The reason is because a well-prepared performance able to influence how much the presentation audience would receive the information being delivered.

Therefore, it is hard to implement when an opportunity requires students to deliver or present some materials in English. The beginning of the academic presentation usually goes smoothly; however, as time goes by, the speaker of a presentation will face some difficulties and seem uncomfortable during their presentation, which will make their performance unstable then affecting their grades.

These situations result in stimulating nervousness that will be faced by the students. Hence, the students should be aware of some things for doing academic presentation in purpose to improve their performance. The students also need to consider how they can deliver the materials to the audience without facing so many problems to make them able to accomplish better grades.

Therefore, the researcher is interested in researching the public speaking anxiety specified in the academic presentation among English students. The focus of this research is to investigate the students' speaking anxiety level and the hierarchy of causes of feeling anxious in academic presentation among English

students with the purpose of this research is to provide the knowledge for the students to have an improvement in their presentation performance.

Statement of the Problem

The type of public speaking task primarily used in English Language Department Education classes is academic presentation. The role of the academic presentation itself is essential in the teaching and learning process. Because through academic presentation, there is a process of orally transferring information between the presenters to the audience. The academic presentation can be conducted by an individual or work in a team as the task presenter. According to preliminary study, students during academic presentations were not able to perform the performance well. The students described that they are experiencing symptoms of anxiety, such as they are sweating, rapid heartbeat, shaking, shortness of breath, blushing, and feeling restless all the time.

In the practice of academic presentation, academic presentation anxiety became an essential problem on the performance of the students. In accordance with Huda and Ma'mun (2020), anxiety is a reality that occasionally exists and cannot be denied. It will impede language acquisition and preventing students from producing their best work. This research analyzed the level of anxiety and factors that dominantly influenced the anxiety in academic presentation. Furthermore, to investigate this problem that related to academic presentation, the researcher wanted to figure out the students' speaking anxiety level in academic presentation that the English students have. Then, there will also be an

investigation about the hierarchy of causes of students' anxiety during presentation.

Delimitation of the Problem

In this study, the researcher needs to limit the problem to focus on this research. This study aims to investigate the academic presentation as one of the public speaking activities among English students at one of the private universities in Yogyakarta. In addition, this study focuses on analyzing English students' anxiety level in academic presentations and limits the discussion to find out the level of hierarchy of causes anxiety in academic presentations.

Research Questions

The research questions of this study are:

1. What is the English students' anxiety level in doing an academic presentation?
2. What is the hierarchy of the causes on anxiety during academic presentation?

The Objectives of the Research

According to the research questions, the objectives of this study are:

1. To find out the English students' anxiety level in academic presentation.
2. To find out the dominant or the hierarchy of causes of academic presentation anxiety faced by English students.

The Significances of the Research

There are three significant points out of this study; expected to provide the benefits and positive impacts for many aspects to the students, the lecturers, and the future researchers.

Students. This study investigates the students' academic presentation anxiety level during academic presentations that might give guidance to the students. Firstly, this investigation can help the students figure out the English students' anxiety level from doing academic presentation as a part of a public speaking activity. Second, this study may also help the students recognize and consider the causes they might face while performing academic presentation. This research can be used as a form of prevention to decrease the feeling of anxiety during public speaking tasks, especially during academic presentation activities, by using it as a reference.

Lecturers. Through this research, the lecturers can improve and provide a better learning environment, especially for presentation activities. The excellent support and environment can make the students enjoy and enhance their performance. The lecturers can use this research as a reference to figure out the students' level of anxiety in academic presentation and the hierarchy causes of the English students' anxiety in academic presentation.

Future researchers. This research can be used by future researchers with the same interest in this subject of the study. It can be employed as guidance or reference for those who want to investigate in the same field or a broader area in anxiety and academic presentation but from different perspectives and purposes.

Organization of the Chapters

This research consists of five chapters. Chapter one consists of the background of the research, identification of the problem, delimitation of the problem, the research questions, the objectives, and the research's significance. In this chapter, the researcher will explain why the researcher wants to research this topic and what is the urgency of this problem, so that this problem needs to be investigated.

Chapter two is the literature review. This chapter explores the theory that focuses on academic presentation. This chapter also provides the definition of public speaking, academic presentation, speaking anxiety, public, anxiety level, factors of anxiety that consist of personal traits, students' presentation skills, fear of facing audience and instructor, and a review of related studies. Several related studies will also be presented in this chapter to support the current research and to search for the differences between the previous and current studies.

Chapter three is the methodology. This chapter explains how the researcher will conduct the research. The chapter discusses the methods, the setting, the respondents, the data collection method, the research instruments, the validity and reliability of the instrument, the data collection procedure, and explains the data analysis of this research.

Chapter four consists of the findings and discussion. In this chapter, the data analysis results are presented, and the discussion based on the result will also be presented.

Chapter five consists of the conclusion and the recommendation. This chapter provides the general answers to the research questions and the recommendation of this study that the researcher provided. The recommendations are given to the students, lecturers/ teachers, and the other researchers.