Chapter One

Introduction

This chapter describes the research bases, including the background of the research, which explains the reasons for conducting this research. Furthermore, the researcher discusses the problem statement which contains a clear picture of the problem to be solved. Next, the researcher discusses the delimitation of the problem to address in detail all components required to answer the research question. This chapter presents research questions and objectives. The significance of this study is also discussed. Finally, the chapter organization is displayed, along with a description of each chapter. The keys to understanding this research are provided in this chapter.

Background of the study

There are some important skills in learning English and one of them is speaking. English language learners need to improve the speaking skill because it is one of the most critical skills in English (Tinjaca & Contreras 2008). It means that speaking is essential in the language learning process for students to learn as speaking is one of the communication tools. Harmer (as cited in Madsa, 2012) stated, "Speaking involves many factors. The ability to process information and language makes speaking become a complex matter in a foreign language." (p.1).

Speaking English is not only done in everyday life like communicating with friends, family and teachers. Speaking English is also done in public. Lucas (2015)

said that public speaking, as its name implies, is a way of making your ideas public—of sharing them with other people and of influencing other people, such as doing a presentation in front of the class and attending an event as a speaker or presenter. In reality, public speaking is something that some people fear. Not only students, even a teacher can be anxious while speaking in public. This apprehension is no longer an unusual phenomenon, because whenever students do this practice, they need to stand alone in front of a lot of people who are concentrating their viewpoints and attention on us. It makes most people feel nervous and feel they cannot make a single mistake.

The topic of speaking anxieties has been extensively studied in the world of education, especially in Indonesia. In general, anxiety is the feeling of uneasiness triggered by fear, and the excessive and unrealistic worry that interferes with everyday routines and social interactions. It is a major emotional stressor an individual may have to face it on a daily basis (Suleimenova, 2013). Anxiety is a kind of weakness that makes students unable to communicate well in English; they already know everything that needs to be told, but they could not express it because of anxiety (Brown, 2001). Many students have trouble speaking English in their own way. They do have their own reactions to anxiety while speaking English, which would definitely affect their success in public. Anxiety also exists not only for beginners, but also for native speakers.

This issue needs to be recognized and studied in order to provide the best lesson for everyone who wants to be a good speaker, especially in English. Chandran

et al. (2000) investigated how oral presentation anxiety affected students who took a seven-week oral presentation module. Sixty-three ITB students in first year engineering (36 male, 27 female) participated in the study. The research used a model of mixed approaches to gain new insights into the social world and a survey by McCroskey (1970) Personal report of Public Speaking anxiety (PRPSA) targeted to public-speaking anxiety which is a 5-likert weighted survey with 34 items in it. Results showed that 64 percent of students experienced low-level anxiety, while 36 percent experienced moderate levels of anxiety, suggesting that exposure to oral presentation techniques during the seven-week training period allowed students to develop confidence to present publicly. This study found that there were factors that cause anxiety, such as inadequate preparation, fear of making mistakes, lack of confidence, fear of audience and lack of confidence in language skills. Female students outnumbered male students in Oral Presentation Anxiety (OPA), and this was mainly because they (female students) were more aware of their grades. That being said, even though there is a lot of research in speaking in public on the causes for somebody's anxiety, there is still limited research on anxiety and how to cope with it.

In the Department of English Education at a university in Yogyakarta, several courses teach students to speak in public, for example, education and teaching practices, teaching English as a foreign language, and others. Based on interviews with students, there were some students who felt confident but there were also those

who experienced fear in speaking in public. They also had difficulty coping with the anxiety. The purpose of this study is to determine the causes of student's public speaking anxiety and the strategies students use to solve them.

Identification of the Problem

ELED students have been taught a lot about English, one of which is public speaking. However, as discussed in the background, many students feel anxious when they speak English in public. Many students may be fine for the weeks leading up to a presentation, but while waiting to start a conversation, nerves can spike and threaten the ability to deliver a clear and impactful message. Some problems, such as student-related anxiety, class-related anxiety, skills and abilities, are found in various ways. One of the negative effects that usually appear while speaking especially for learners, is that it affects a person's language learning process, including loss of vocabulary and syntactic structure when speaking. A concrete manifestation for anxiety in learning English is the lack of trust among students about learning and misconceptions about learning (Zhang & Zhong, 2012).

This is not only a problem for students but also for teachers. Teachers often feel confused in assessing and dealing with students who experience anxiety during presentations or teaching demo. Based on the experiences felt by students while anxiously speaking in public, this study is designed to find out the cause of anxiety and the strategies to overcome it. Student perceptions cannot be represented by one opinion, as they will be relatively different between students.

Delimitation of the Problem

This research focused on understanding why students feel unwilling and tend to be afraid to speak English in public and how to overcome it. Many students experience difficulties because of experiencing it. To make the discussion more focused, the researcher limits the problem to several points. First, the researcher only investigates the causes of students' anxiety to speak English in public. Second, the researcher investigates strategies to reduce anxiety during public speaking. Third, the participants of this research are students of the 2017 EFL at one Islamic Private University in Yogyakarta and six students are recruited as the participants in this research.

Research Question

Based on the description and issues above, the research questions are formulated as follows:

1. What are the factors causing anxiety in public speaking among EFL students?
2. What are the strategies to reduce EFL students' anxiety in public speaking?

Research Objective

1. To investigate the factors causing anxiety in public speaking among EFL students

2. To explore the strategies to reduce EFL students' anxiety in public speaking

Significance of the Research

Based on this research, the researcher expected to serve the benefits and good impacts for three aspects including students, teachers, and future researchers. There are some parts of significance as explained in the following paragraphs.

For the students. This work is expected to increase awareness about speaking anxiety to students, the factors that cause anxiety, and how to overcome this anxiety so that students can reduce their anxiety.

For the teachers. The existence of this research can be used as a tool for teachers to find out the causes of students' anxiety, and how to overcome them so that teachers can help students more.

For other researchers. This study can be a source of further study for potential researchers in the same region in Indonesia and is expected to be a reference for those who want to conduct research from other perspectives and goals.

Organization of the Chapters

This research consists of five chapters. Chapter one presents the introduction of the research. There are some important points in this chapter, among them consists of the context of the study, the identification of the study, the description of the issue, the research question, the purpose of the research and the importance of the research.

Chapter two elaborates on the literature review. This chapter reviews theories and studies related to previous research. In this chapter several points are discussed, among others, the meaning of anxiety, public speaking, public speaking anxiety, things that cause anxiety and how to overcome them.

Chapter three is methodology. This chapter addresses the methods, the instruments, the participants, settings and techniques for gathering data. Other than that, the researcher also discusses on how to analyze the data in this chapter.

Chapter four contains the finding and discussion. This chapter presents the result of data analysis. The first finding is related to the causes of public speaking anxiety experienced by students and the second finding is how to solve the problem.

Chapter five consists of a conclusion and a suggestion. This chapter discusses the general answers to the research questions and the researcher 's recommendations. Recommendations are made to teachers, students and other researchers.