

Chapter Four

Finding and Discussion

In this chapter the researcher presents the finding of the research. The findings are the answer of the research questions. The first research question is “how is the level students’ anxiety in the classroom presentation”. The second research question is “what are the causes of students’ anxiety in classroom presentation at English education department of UMY”. The third research question is “what are students’ strategies to encounter their anxiety in classroom presentation”. The discussion of the finding is also presented in this chapter.

Findings.

The findings of this study are divided into four sections. First one, the findings on the research instruments involved reliability and validity. The reliability and validity of the instrument are measured to determine whether or not the instrument used to gather the data is reliable and valid. Second one is finding on students’ anxiety level. Third one is finding on causes of anxiety in classroom presentation. The last section is the finding on the students’ strategies to reduce anxiety in classroom presentation.

Reliability, Validity, Normality and Missing Value

Reliability. The finding on reliability is shown by the range of cronbach alpa which provided a coefficient of each inter item correlation (Cohen, Manion, & Morrison, 2011). The instrument of the study is categorized as valid if the range of cronbach alpa is > 0.6 . The reliability of this study was 808. It means that the questionnaires used to measure the level, problems and strategy are reliable.

The validity. Validity of this instrument was verified through expert judgment. This instrument was consulted to several experts and a lecturer at English Education Department and the experience researcher, thus they consider it valid from the construct. The expert was a male experienced teacher, and two others were males who know about quantitative studies. Before doing expert judgment, the questionnaire that is used to measure three characteristics of students' anxiety consisted of 22 items. After doing expert judgment, the items decreased becoming 20 items. Two items were removed because they had same meaning with other questionnaires.

The normality. Normality of this study, the researcher attempts to find the normality from the skewness. Nineteen items had good normality since the number of skewness was in in the range -1 to 1. But, there is one item which is not included in the good criteria. This is number 18. The skweness of this numbers is - 1.137.

The missing data. Missing value of this study, the data showed that there was no missing value. It also reveals the value of mean, median, and mode of the questionnaire that has been administrated. The mean is the average of the numbers that have been calculated. Then, median is the middle of sort list of numbers, whereas mode is the number that most appears in the set of list. The questionnaire which was spread consisting of twenty items which were administered to ninety participants. The finding revealed that the value of scale statistic mean was 56.78.

The data of students' anxiety were obtained by giving the participants questionnaire to measure the students' anxiety in classroom presentation at

English Education Department of UMY. The questionnaire was distributed to ninety students of English Education Department UMY academic year 2013

The first research question of this research is “How is the level of students’ anxiety in the classroom presentation?” The finding shows that there are three level students’ anxieties in classroom presentation of UMY. They are low, moderate and high.

The data on students’ anxiety in classroom presentation were gained from their anxiety score at English education department of UMY batch 2013. In order to make the score easier to analyse, the researcher presented the score. After that the score was used to find out the level of this study.

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To analyse the level of the students' anxiety in classroom presentation the table below reported about the criteria in measure students' anxiety level.

Table. 9 The Criteria of Level Value	
1-2,5875	<i>Low</i>
2,5875-2,8500	<i>Moderate</i>
2,8500-3,1000	<i>High</i>

To find out the students' anxiety score level, the researcher used the result of students' anxiety score. After that, the value of mean founded was 2.838. The researcher used the value of mean to determine students' anxiety level. To know the criteria of anxiety level, researcher used percentile in SPSS to explain the criteria of anxiety level. The level shown in number 2.838, the participants' anxiety in classroom presentation could be categorized in Moderate level.

The Causes of Students' Anxiety in Classroom Presentation

The second research question is "What are the causes of the students' anxiety in classroom presentation at English Education Department of UMY?" Based on the questionnaire to the participants, the writer has got the data about students' anxiety in classroom presentation, more specifically the causes of the students' anxiety to present English in front of the classroom at English Education Department UMY batch 2013.

According to the questionnaire, the table below describe about seven questionnaires that related with causes of students anxiety.

	Strongly Disagree	Disagree	Agree	Strongly Agree	%(Students agree)
Q1	5	51	30	4	34 (37.7%)
Q2	7	49	33	1	34 (37.8%)
Q3	7	47	35	1	36(40%)
Q4	8	52	29	1	30(33.3%)
Q5	9	45	34	2	36(40%)
Q6	10	35	38	7	45(50%)
Q7	6	16	50	18	68(75.6)

I feel anxious when I deliver English presentation			
		Frequency	Percent
Valid	Strongly disagree	5	5.6
	Disagree	51	56.7
	Agree	30	33.3
	Strongly agree	4	4.4
	Total	90	100.0

In this statement “I feel anxious when I deliver English presentation /Saya merasa gelisah/gerogi ketika presentasi dalam bahasa Inggris.” Based on the table

above, it can be seen that there are fifty students' who disagree, thirty students who agree, five students who strongly disagree and four students who strongly agree to that statement. It means that there are only thirty four students who are anxious when doing presentation.

Table. 12 Statement 2			
I am usually reproved by lecturers when I make a mistake in English pronunciation, so I chose silence .			
		Frequency	Percent
Valid	Strongly disagree	7	7.8
	Disagree	49	54.4
	Agree	33	36.7
	Strongly agree	1	1.1
	Total	90	100.0

For the result, forty nine students disagree to the statement of “I am usually reproved by lecturers when I make a mistake in English pronunciation, so I chose silence.” Meanwhile, thirty three who agree, seven students who strongly disagree and only one student who strongly disagree. It means that thirty four students choose silence when they make mistake in English pronunciation.

Table. 13 Statement 3			
I feel shy when I deliver English presentation.			
		Frequency	Percent
Valid[‘	Strongly disagree	7	7.8
	Disagree	47	52.2
	Agree	35	38.9
	Strongly agree	1	1.1
	Total	90	100.0

In this statement “I feel shy when I deliver English presentation.” Based on the table above, it can be seen that there are forty seventh students who disagree, thirty five students who agree, seventh students who strongly disagree, and only one students who strongly agree. There are a few students of batch 2013 who shy when doing English presentation.

Table. 14 Statement 4			
I am also bullied by friends in delivery English presentation.			
		Frequency	Percent
Valid	Strongly disagree	8	8.9
	Disagree	52	57.8
	Agree	29	32.2
	Strongly agree	1	1.1
	Total	90	100.0

The result from question four “Saya sering di buli dan ditertawakan temen ketika presentasi Bahasa Inggris/ I am also bullied by friends in delivery English presentation.” Fifty two students disagree, besides that only twenty nine students who agree, eight students who strongly disagree, and one students only strongly disagree. It means that thirty students feel bullied by their friends in deliver English presentation.

Table. 15 Statement 5			
I do not confident in deliver English presentation, because I do not know how to pronunciation correctly			
		Frequency	Percent
Valid	Strongly disagree	9	10.0
	Disagree	45	50.0
	Agree	34	37.8
	Strongly agree	2	2.2
	Total	90	100.0

In this statement “Saya tidak percaya diri ketika belajar berbicara dalam Bahasa Inggris karena saya tidak mengetahui cara pengucapan, susunan kata dan grammar secara benar I do not confident in delivery English presentation because I do not know how to pronunciation the words and grammar correctly.” Based on the result above, 45 students (50, 0%) disagree, 34 students (37, 8%) agree, 9 students (10, 0%) strongly disagree and only 2 students (2, 2%) who strongly agree. It means that there are only few students who cannot confidents in learning English.

Table. 16 Statement 6			
I often feel anxious in deliver English presentation			
		Frequency	Percent
Valid	Strongly disagree	10	11.1
	Disagree	35	38.9
	Agree	38	42.2
	Strongly agree	7	7.8
	Total	90	100.0

In this statement “Saya merasa ragu ketika presentasi dalam bahasa Inggris karena saya jarang latihan berbicara bahasa Inggris/I often feel anxious in deliver English presentation” based on the statement above that there are thirty eight students who agree, thirty five students who disagree, ten students who strongly disagree, and seven students who strongly agree. It means that only forty five students who anxious in deliver English presentation.

Table. 17 Statement 7			
I feel that other students are more excellent in english than me			
		Frequency	Percent
Valid	Strongly disagree	6	6.7
	Disagree	16	17.8
	Agree	50	55.6
	Strongly agree	18	20.0
	Total	90	100.0

In this statement “Saya merasa bahwa siswa lain lebih unggul Bahasa Inggris nya pada saya/ I feel that other students are more excellent in English than me.” Based on the result above, it can be seen that fifty students agree. Eighteen students who strongly agree. Sixteen students who disagree and only six students who strongly disagree. It means that most the students felt anxious by thinking that friends were better in English.

Students Strategies to Encounter Students’ Anxiety

Table. 18 Percentage (%) of Students Strategies to Reduce Anxiety					
No	Strongly Disagree	Disagree	Agree	Strongly Agree	%
Q10	10	11	33	36	69(76.7%)
Q11	7	10	42	31	73(81.1%)
Q13	5	15	50	20	70(77.8%)
Q14	5	18	44	23	67(74.5%)
Q15	4	10	50	26	76(84.5%)
Q16	7	10	45	28	73(81.1%)
Q17	5	10	42	33	75(83.4%)
Q18	5	7	37	41	78(86.7%)

Table. 19 Statement 10
I am glad to deliver english presentation

		Frequency	Percent
Valid	Strongly disagree	10	11.1
	Disagree	11	12, 2
	Agree	33	36.7
	Strongly agree	36	40.0
	Total	90	100.0

Additionally, with the statement, " Saya senang belajar dan presentasi dalam Bahasa Inggris/ I am glad to deliver English presentation." It can be seen from the table that only thirty six students strongly agree, eleven students disagree. Beside that thirty students agree and only ten students strongly disagree. Based on the reason a few respondents like a presentation method in English learning.

Table. 20 Statement 11			
I believe that I can speak /present in English is a great gift that is important for the future.			
		Frequency	Percent
Valid	Strongly disagree	7	7.8
	Disagree	10	11.1
	Agree	42	46.7
	Strongly agree	31	34.4
	Total	90	100.0

In this statatment, "Saya percaya bahwa bisa berbicara dan presentasi

dalam bahasa Inggris sebuah anugerah yang besar dan sangat penting untuk masa depan/ I believe that I can speak /present in English is a great gift that is important for the future” Forty two students agree and ten students disagree, thirty one students who strongly agree and only seven students who strongly disagree. It means that many students 2013 EED UMY agree with the statement above.

Table. 21 Statement 14			
I am motivated and have confidence when I speak in front of other students			
		Frequency	Percent
Valid	Strongly disagree	5	5.6
	Disagree	18	20.0
	Agree	44	48.9
	Strongly agree	23	25.6
	Total	90	100.0

Based on the table above, “Saya begitu semangat dan percaya diri ketika belajar berbicara menggunakan Bahasa Inggris di depan siswa lain/ I am motivated and have confidence when I speak in front of other students. It can be seen that forty four students stated agree, twenty three students choose strongly agree, eighteen students disagree and only five students who strongly disagree. It means that forty four students have more confident when speaking in front of the other students.

The third research question is “What are students’ strategies to encounter their anxiety in classroom presentation?” In this study, students’

anticipates to encounter their anxiety in some ways according to their participants, such as:

Believe in their own ability

Table 22. Statement 13			
I feel confident when I read and speak in English, although I am not mastery English well and correctly.			
		Frequency	Percent
Valid	Strongly disagree	5	5.6
	Disagree	15	16.7
	Agree	50	55.6
	Strongly agree	20	22.2
	Total	90	100.0

In this statement, "Saya merasa percaya diri ketika membaca dan berbicara dalam bahasa Inggris, walaupun saya kurang menguasai Bahasa Inggris dengan baik dan benar." Fifty students who agree, fifteen students who disagree, twenty students stated strongly agree and only five students choose strongly disagree. It means that fifty students feel confident to talk in English a second language although they are not mastery English. Depending on seventy students' responses, they have confidence than other students in deliver English presentation. Besides that students should have positive thinking in English to support their ability in presentation skill.

Relax

When students feel very anxious while speak English with their friend or

other students, they enjoy the conversation and their anxious will lose little by little and it will away from them.

Table 23. Statement 15			
I will learn slowly and confident in learning English			
		Frequency	Percent
Valid	Strongly disagree	4	4.4
	Disagree	10	11.1
	Agree	50	55.6
	Strongly agree	26	28.9
	Total	90	100.0

From the statement, “Saya akan belajar lebih santai dan percaya diri ketika belajar bahasa Inggris” it can be seen that fifty students choose agree, ten students who disagree, twenty six students stated strongly agree, and four students choose strongly disagree. It means that seventy six students used relax as strategy to reduce anxiety in classroom presentation.

Study More

Table 24. Statement 16			
I want to learn more about english to have english well and correctly.			
		Frequency	Percent
	Strongly disagree	7	7.8

Valid	Disagree	10	11.1
	Agree	45	50.0
	Strongly agree	28	31.1
	Total	90	100.0

In this statement, “Saya ingin belajar lebih jauh tentang bahasa Inggris agar bisa menguasai bahasa Inggris dengan baik dan benar.”Forty five students agree with statements above, twenty eight students strongly agree, and ten students stated disagree, only seventh students strongly disagree. It means that seventy three students are serious when they study more to get mastery English. According to seventy three students’ responses, they need to study more to reduce their anxiety to speak English. They need to study more to make small group discussion or make small club discussion using English or other method.

Read book

Table 25. Statement 17			
I am happy when I read English conversation book.			
		Frequency	Percent
Valid	Strongly disagree	5	5.6
	Disagree	10	11.1
	Agree	42	46.7
	Strongly agree	33	36.7
	Total	90	100.0

Based on the table above, related to the statement,” Saya senang membaca

buku tentang percakapan dalam bahasa Inggris.” Forty two students agree, and ten students choose disagree, only five students stated strongly disagree, and thirty three students strongly agree. It means that seventy five students are happy when they read English conversation text.

Talk to Friends / Share

Table 26. Statement 18			
I always ask my friend if there are vocabularies that i do not know in speaking English.			
		Frequency	Percent
Valid	Strongly disagree	5	5.6
	Disagree	7	7.8
	Agree	37	41.1
	Strongly agree	41	45.6
	Total	90	100.0

Additionally, with the statement, ” Saya selalu bertanya pada teman saya jika ada kosa kata yang tidak saya ketahui dalam pembicaraan Bahasa Inggris.” It can be seen from the table that there only forty one students strongly agree, only five students who strongly disagree, and thirty seven students agree, seventh students disagree with statement above. It means that seventy eight students always ask to their friends if they do not know about vocabularies in speaking English.

Discussion

This part discusses about descriptive statistics of data analysis as recognized in findings in order to answer three research questions by elaborating findings and theories which have been reviewed in chapter two. The aims of this study are to investigate students' anxiety level of EED UMY in classroom presentation, also to investigate the causes of students' anxiety and to investigate students' strategies to reduce anxiety.

Students' anxiety level in classroom presentation at EED UMY.

In this discussion, the data have been collected from the questionnaire. The data was analyzed by SPSS and reported based on the statements in questionnaire, included the students level, statement of the causes, and how the strategies to reduce students anxiety in classroom presentation.

The result on students' anxiety level at English Education Department UMY batch 2013 had been presented in table (7) shows that there were 2.838. It means that a student feel anxious in the classroom presentation and their anxiety is at moderate level. Although their anxiety is at moderate level, their anxiety may hamper their learning process especially when they do a presentation. It is in line with Aida (1994), MacIntyre and Gardner (1991), in Tsiplakides (2009, p.39) who stated that: "Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students" it means that anxious can influence to students' english activities. Students' influence in presentation anxiety can give impact to students performance

in showing their presentation. During the process of study, the research found that there were students that they fear of presentation because the students lack of confident and lack of preparation. It means students have a problem in their self between the confident and preparation.

The Causes of Students' Anxiety to Present in Classroom.

Self-perceptions. Based on the findings of the research, this study exposed that most of students' in EED UMY batch 2013 have anxious in deliver English presentation. This study found that self-perfection is a problem for students in English classroom presentation. This problem appears because students do not confidence and feel shy in their self to talk in front of audience. Beside that students fear of other students bulling in convey material. From the result above that students feel anxious when they have negative thinking. According to Subaşi (2010) stated that students' self-perception of their ability is the main of problem in apprehension. It means that self-perceptions is a problem for students in English classroom presentation.

Fear of making mistake. Making mistake is a typical conditions that done by people in any situation. Besides that, making mistake should be reduce and handle to get the feel confidence in their activities. This is in line with Jones (2004) stated that fear of making mistake is one of factor that influences to students apprehension. This happen in students EED UMY batch 2013 in classroom presentation.

Lack of confident. Lack of confident is one of the factors in the second language anxiety and it can make students feel nervous to express their opinion in front of the other students. This is because unfamiliarity of students to public speaking / presentation classes. In line with Vitasari, Wahab, Othman, and

Awang (2010) said that anxiety is one of the wide varieties of feeling and activities disorders. The students feel that they are going to be worried for their mistakes when they are speaking English in classroom presentation. It is likely a typical condition of students of English education department of Muhammadiyah University Yogyakarta as indicated by the findings that there are 55, 6% who agree that they felt anxious.

Lack of preparation. The next cause is lack of preparation. The findings show that the students in English education department of Muhammadiyah University batch 2013 are lack of preparation, and it is one of the causes of students' anxiety in the classroom presentation. When students' have lack of preparation in deliver English classroom presentation, they feel embarrassed at this moment. Referring to this, students should have time for preparation before delivering presentation in front of the classroom and students should anticipate their language based on the strategies that they have.

Fear of negative evaluation. Fear of negative evaluation means that students fear of lecturer corrections if students' wrong in pronunciations or wrong in deliver English presentation. It is line with Watson *et al* in Toth, (2008) argued that fear of negative evaluation comes from students' apprehension about other's evaluations, and avoidance of evaluate negatively

Students' strategies to encounter anxiety in classroom presentation.

In order to become successful language learners, students are required having strategies in encountering anxiety in English classroom presentation. The strategies can be effective for them to encounter anxiety in classroom presentation. Based on the findings, the students' strategies include believing in students' own ability, staying relax, studying more, reading books, and talking to friends or sharing.

Believing in students' own ability. Based on the findings, when students present, they just focus on finishing their presentation. They tried to make classroom enjoyable and relax or they could use funny story to make the students more comfortable. In this regard, they tried to adjust with their uncomfortable feeling, for example, like being shy. To assume that all friends also feel the same way makes students believe that they are in the same level. To believe in their own ability makes them far from feeling nervous. Then, it makes easy for them to deliver their English classroom presentation.

Verbal communication teachers should identify the signs of perfectionism in the learners and should work to explore their earlier belief systems in order to help them to step down from the set standards at the early stages and then they work patiently to achieve the desired standards gradually. It is line with (Onwuegbuzie in Tranveer, 2007, p.58) Instructors can "build students' confidence and self-esteem in their second/foreign language ability via encouragement, reassurance, positive reinforcement, and empathy".

Relax before presenting at English classroom. According to participants, they have already got strategies to reduce anxiety in classroom presentation. For example, before they present their presentation, they have already done practices to present English at home before showing and try to say what is coming to their mind, from this they tried to say whatever came through in their mind. They keep on trying to speak and stays relax. Here, they tried to relax or calm to present English in front of classroom. Marwan (2007) argued that, there are four strategies that learners can use in reducing the anxiety, such as preparation, relaxation, positive thinking and peer seeking. Many students used believing in students' own ability, relax before presenting at English classroom, a study more, read book, talk and share with friends or lecturer when students do not understand. In this condition Marwan also suggested that students should know their causes of FLA and used the strategies to handle anxiety.

A study more. A study more of the preparation for the talk, the students are able to find out the difficult words. Besides that, the students will be easier to master English language before presenting English in classroom presentation. Marwan (2007) argued that, students can use in encountering the anxiety, such as preparation, relaxation, positive thinking and peer seeking. Speaking in front of the mirror at home is an exercise that learning English as presentation can be done in other or many ways. It is not only in classroom but students can try their own ability to present and speak English at home. In other words, students should try to hear and relax when the lecturer explain material or other. It can be good understanding for students, if they heard what the lecturer explained.

Read the book. Read book and try to find synonym of the word. It will improve English skills of presenting/speaking. According to Hodgson and Tarigan (2008: 7) reading is the one conducted and utilized by readers to get the message carried by the writer through the speaking or writing. Students should prepare before presenting the material using English, trying to read the book, trying to understand the topic before speak, taking the statement and words that is easy to master and understand before explain, studying and preparing carefully what we will say in deliver English presentation. Furthermore, the participants can use the strategies above to reduce their anxious in speaking English.

Talk and ask to friends. Talk and ask to friends or lecturer when they do not understand, with asks to friends or lecturer, student will understand what the friends or lecturer explain. They do every task of the lecturer as much as possible, if the students do the task and turned out to be true. Teachers should have time to discuss in the class by pointing out that it is very common for students to feel uncomfortable, uneasy and anxious though speaking English, thus inviting their thinks about its possible reasons as well as solutions. (Price, 1991, as cited in Tranveer, 2007). It will be great outcomes from the teacher/lecturer and students will be proud and glad, certainly improves their confidence in English classroom as a second language.

