

Students' Strategies to Overcome Public Speaking Anxiety

**(A Descriptive Study Of the 5th Semester Students of English Education in
Universitas Tanjungpura)**

THESIS

*Submitted to fulfill one of the requirements for Bachelor Degree Examination in
English Education Study Program of the Language and Arts Education
Department of Teacher Training and Education Faculty
Universitas Tanjungpura
Pontianak*

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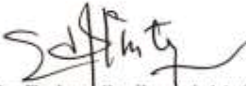
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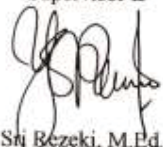
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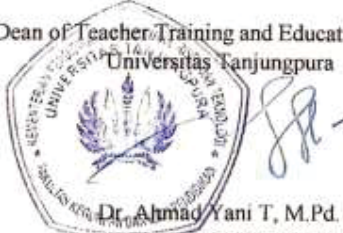

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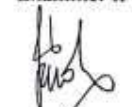
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AN ARTICLE


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I legitimately state that this thesis entitled "**Students' Strategies to Overcome Public Speaking Anxiety (A Descriptive Study Of the 5th Semester Students of English Education in Universitas Tanjungpura)**" was written by myself. I guarantee that it was not taken from others' ideas or works. All the citation and opinion inside this thesis was cited with the writing standards. If in the future this thesis were proven as the work of plagiarism, I am willing to take all the responsible.

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Abstract

Public speaking anxiety (PSA) is a problem that often occurs in the language learning process therefore this study was conducted to find the strategies students use to overcome the public speaking anxiety they experience using the theory developed by Kondo and Ying Ling (2004). This study used a quantitative method with a descriptive approach. The participants of this research were 40 students of the English education study program of FKIP at Universitas Tanjungpura. The results showed that relaxation strategy is the most chosen strategy by students as the strategy they use to overcome their public speaking anxiety with the percentage 83.2%, followed by the preparation strategy as the second strategy with the percentage 80.1%, then third is peer seeking strategy chosen by 80% students and the last is the positive thinking strategy as much as 78.2%.

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CHAPTER 1 INTRODUCTION

1.1 Background

Public speaking is a speaking skill designed to inform, influence, persuade, or entertain listeners so that the speaker becomes the focus of attention of those around him. According to Beebe and Beebe (2013), public speaking is the process of conveying a message to a small or large audience. In addition, Jaffe (2015) states that speaking occurs when someone makes a speech and delivers it in front of the listener without disturbing the content of the speech. The purpose of public speaking is divided into three categories according to type: informative speaking, persuasive speaking and entertaining speaking.

In the English Education Department in FKIP Universitas Tanjungpura the subject related to public speaking is "Speaking for Academic Presentation". The purpose of this course is to build student confidence, increase student knowledge and competence to make formal presentations in front of the class. In addition, the material contained in this course includes theories on how to make presentations according to academic standards. Not only theoretical students will also practice presentations in front of the class which are usually done in groups. Based on the syllabus for the course "Speaking for Academic Presentation" students are required to be able to make presentations in front of the class, which means students must be able to speak in public to convey the message of the presentation material properly.

This research focuses on the type of speaking "informative speech and persuasive speech" with the 5th semester students of the English Education Study Program, FKIP, Universitas Tanjungpura as the research sample.

The requirement to be able to speak in public can be a trigger for the public speaking anxiety experienced by students. This anxiety makes students feel panicked and embarrassed to speak in public because they are afraid of negative evaluations from their classmates. As found by Zhiping and Paramasivam (2013) the causes of students' speaking anxiety are fear of being in public, embarrassment, and inaccurate pronunciation. This is usually caused by students' lack of self-confidence which is one of the factors causing students' speaking anxiety. In addition, Pertaub et. al (cited in Cagatay 2015) stated that anxiety often arises when someone speaks in public, this is caused by the fear of being judged negatively and humiliated by others. Anxiety in speaking in public is very influential with students' learning process, as stated by Melouah (2013) speech anxiety is one of the most powerful factors affecting students' speaking ability. The speaking anxiety itself is a social anxiety that occurs in situations where a person is afraid of social situations, such as speaking in public.

Meanwhile, Kaplan et. al (1994) states that anxiety itself is a form of response to certain situations and naturally accompanies new changes or new experiences, as well as in finding identity and meaning in life. This is in line with the status of English which is a foreign language that is not widely used in Indonesia. It is very rare to find people who use English in daily conversation so that speaking English can be something new for some students, especially public

speaking when the speaker being the center of attention of all audiences this is very likely to trigger anxiety in students.

There are two factors of public speaking anxiety, namely linguistic factors and non-linguistic factors. As stated by Hashemi and Abbasi (2013) that anxiety in learning a foreign language can occur because students experience linguistic difficulties when learning and using the target language. Meanwhile, Rajitha and Alamelu (2019) state that the two factors that cause public speaking anxiety are internal factors and external factors. In internal factors, there are grammar and pronunciation that are the same as linguistic factors. Then external factors, namely fear of the stage or fear of being the center of attention, lack of confidence and embarrassment are the same as non-linguistic factors.

Non-linguistic factors that appear the most are lack of self-confidence, shame and fear of making mistakes, this is evident from the many researchers who conducted research on the factors that cause students' speaking anxiety, one of which was Haidara (2016) found that most of the problems that students complain about are the cause of their anxiety: fear of making mistakes, feeling ashamed, doubting and feeling less confident. Ibrahim and Mohammed (2015) found that communication fear, low self-esteem, lack of confidence, fear of other people's perceptions, fear of negative evaluation, and fear of mistakes were factors which causes students to experience anxiety.

At the Universitas Tanjungpura there are also researchers who have conducted research on factors that cause students' speaking anxiety, Nurilahi (2022)

found that the cause of anxiety that most often occurs in students is psychological problems, for example feeling afraid of being laughed at when making mistakes, lack of preparation, feeling no better than other friends in speaking English, nervousness, anxiety when having to appear in front of the class alone, fear of speaking test, not good at pronunciation, afraid of making mistakes, afraid of being judged directly by the teacher, afraid of negative evaluations from classmates, thinking that English is difficult and the class situation is too formal.

After knowing the cause of public speaking anxiety, the next step is to find the solution to overcome this anxiety. Kondo and Ying Ling (2004) found 70 basic tactics to overcome the anxiety which were combined into five strategies, namely, preparation, relaxation, positive thinking, peer seeking, and resignation, but researchers only took 4 strategies because the resignation strategy is not in accordance with this study. These strategies relate to cognitive, affective, and behavioral approaches. Preparation strategy is a strategy that tries to overcome anxiety by increasing learning, with this strategy students are expected to increase mastery of the material and help reduce speaking anxiety. Then there is the relaxation strategy which is a strategy used to reduce the symptoms of somatic anxiety.

Third, there is a positive thinking strategy, which is a strategy that helps students overcome anxiety by diverting all bad or negative thoughts into positive thoughts, for example by imagining something fun. The last is peer-seeking strategy. Peer Seeking strategy works by helping students to realize around them that they are not the only ones feeling anxious, Kondo and Ying Ling (2004) says

that seeing other students going through the same thing as them can help students deal with their anxiety. Peer seeking can also be done by studying together with other friends, for example by practicing pronunciation with a friend who is more fluent in pronunciation.

Apart from Kondo and Ying Ling, there were also other researchers who conducted research with these five strategies, Deni (2020) who conducted research at UIN Ar-Raniry found that the positive thinking strategy was the most widely used strategy by students, then there was the second highest preparation strategy, the third is relaxation, the fourth is peer seeking and the last is the resignation strategy.

Research on strategies used by students to overcome their public speaking anxiety has also been carried out at Universitas Tanjungpura. Pratama (2018) conducted research not only on the strategy but also the factor that caused public speaking anxiety. Factors causing public speaking anxiety that often occur in Mr. X are lack of self-confidence, lack of preparation, fear of making mistakes, and dislike being the center of attention. The strategies used by Mr. X to overcome his anxiety are practicing before presentations, relaxation strategies, visualization, doing body movements, and taking notes.

Based on these previous studies, this study is also interested in knowing the strategies students use to overcome the anxiety they experienced especially in the "Speaking for academic presentation" class. Previous research, which also discussed students' strategies to overcome public speaking anxiety, was used to

support this research. However, researchers found a significance between this study and previous study. The important part lies in the differences in theory used in this research, the strategy used is taken from the theory developed by experts then, in previous studies the strategy used was found from the results of the study itself. In addition, the difference in the number of participants or research samples is also very far, this research uses many participants while the previous research only used one person as a research sample.

1.2 Research Question

The research questions of this study are listed as follows:

1. How many students experienced public speaking anxiety in “Speaking for Academic Presentation” class?
2. What strategies do students use to overcome their speaking anxiety?

1.3 Research Purpose

The purpose of this study is to find out the strategies used by students to overcome the speaking anxiety they experienced, so that students can master speaking skills to the maximum and demonstrate their English skills well, and can speak English fluently. That way students can exchange information this of course can help students get important information such as scholarships for education abroad. Especially for English education students who need public speaking skills when they become a teacher.

1.4 Research Significance

The result of this research is expected to give some advantages for the researcher, the teacher, the students, and the other researcher, as follows:

1. For the researcher who conducts this research, it is hoped that by doing this research researchers gain new knowledge so that they can share it with others.

2. For the teacher with this research, it is hoped that teachers can help students overcome their speaking anxiety.
3. For students to be able to use or apply the strategies found in this study as a way to overcome speaking anxiety in order to learn English more optimally.
4. For other researchers who are also conducting research on the same topic, hopefully the contents of this study can help other researchers' research.

1.5 Scope of Research

In accordance with the purpose of this study, the scope of this research is limited to finding strategies used by students to overcome public speaking anxiety, using the theory developed by Kondo and Ying Ling (2004). The research is located at FKIP Universitas Tanjungpura.

1.6 Terminology

In order to avoid misunderstanding and misinterpretation of the terms used in this research the researcher provided an explanation of the terms used in the study.

1. Public Speaking

Public speaking is a speaking skill that requires a speaker to speak in front of the audience. Public speaking aims to convey information, persuade or entertain the audience. There are three types of public speaking informative speech, persuasive speech and entertain speech.

This research only focused on informative speech and persuasive speech.

2. Public Speaking Anxiety

Public speaking anxiety is a type of social anxiety that arises when a person or speaker is afraid to speak in public. Symptoms of public speaking anxiety are heart beating very fast, shortness of breath, shaking hands and a blank mind.

3. Factor

Factor is a procedure or process that contributes to the occurrence of an event. For example, lack of self-confidence and lack of preparation are factors for public speaking anxiety. This means that lack of confidence and lack of preparation are the things that cause anxiety to speak.

4. Strategies

The definition of strategy is a way or approach that is carried out effectively to achieve a goal or get an achievement and success. In other words, a strategy is a way that a person takes to achieve a goal that describes the actions that lead a person to achieve their goals.