

CHAPTER I

INTRODUCTION

This chapter offers a brief description of the entire content of research. This chapter explains in detail the background of research, research questions, research objectives, research significances, rationale and previous study.

A. Research Background

Presentation is a part of public speaking, a sustained formal presentation to an audience (Verderber, 2011). Being an excellent presenter is very challenging. Additionally, a presenter uses foreign language in delivering the presentation probably makes them experience anxious or nervous condition when the presenter is asked to speak in foreign language (Horwitz et al., 1986). This makes the presentation moment become something stressful for the presenter to experience.

Presentation is prominent for the undergraduate students. In line with the high frequency of doing presentation in classroom and making sure other students understand what the presenters deliver. Furthermore, English Education Program of Teacher Training and Faculty State Islamic University Sunan Gunung Djati Bandung facilitates the students to study how they can perform good presentation in Speaking for Academic Interaction class.

Here are presented two previous researches with issue of the strategies to cope speaking anxiety. First, a research by Pratama (2018) with the title A Student's Strategies to Overcome Speaking Anxiety in Public Speaking Class concludes that rehearsal, relaxation, visualization, gesture and using note card could be effective strategies to overcome speaking anxiety. The data is obtained from interview and narrative inquiry. Second, a research by Arlinda (2014) about EFL students' strategies to overcome speaking anxiety in speaking English found there are five strategies to overcome student's anxiety in Speaking English; those are preparation strategy, relaxation strategy, positive thinking strategy, peer seeking strategy, and resignation strategy. However, this research has a gap with the previous research. This research is specific observing the strategies of coping anxiety in English presentation for undergraduate students. This study is to investigate the student's

strategy to overcome speaking anxiety while presenting English in online classroom as a medium of instruction. Response to the pandemic situation since March 2020, the teaching process at Sunan Gunung Djati Islamic State University has been switched to e-learning or online classrooms. Some of the tasks have been performed virtually, including presentation. In practice, students undergo a range of efforts in presenting their presentation. The study is significant to conduct because speaking anxiety is a barrier for the EFL student in delivering a good presentation in the classroom. Therefore, the researcher is going to find strategies on how the EFL students can overcome speaking anxiety. One of the aspects to successfully deliver a good presentation is by overcoming anxiety because anxiety can cause various difficulties for the students to give the right response in speaking activities (Brown, 2000).

Based on the explanation above, the researcher is intended to find the strategies for EED students to overcome speaking anxiety when the students commit a presentation in the classroom using English. Finally, the researcher decided to write the research about finding strategies for undergraduate students to overcome speaking anxiety in English presentation.

B. Research Questions

Based on the background research, the researcher formulated the research question as follows:

1. What are the factors of speaking anxiety experienced by the undergraduate students while presenting using English as a medium of instruction in online classroom?
2. How are the undergraduate students' strategies to overcome their speaking anxiety while presenting using English as a medium of instruction in online classroom?

C. Research Objectives

In line with the research questions above, the aims of this research are:

1. To find the factors of speaking anxiety experienced by the students while presenting using English as a medium of instruction in online classroom.
2. To find the strategies to overcome speaking anxiety for the students while presenting using English as a medium of instruction in online classroom.

D. Research Significances

The researcher is expected that the result of this research can be beneficial for the undergraduate students to apply speaking English strategies in classroom while presenting English materials as a medium of teaching instruction. Practically, the result of this research can be as information for the undergraduate students to implement the strategies to overcome their speaking anxiety while doing English presentation in online classroom. The strategies may give a significant impact on the students to deliver an excellent presentation using English language.

E. Rationale

Presentation is a part of public speaking. Presentation becomes an academic need right now as teaching methods to involve more group work, joint project or group mark Imaniah (2018). Though not every student can do an outstanding presentation and express the material or idea clearly when they stand in front of the audience. Morita (2000) found that both native and non-native speaker will experience linguistic and psychological with academic oral presentation. Therefore, it is not surprising that undergraduate students find difficulties in academic oral presentation because they use foreign language to think, express, and communicate orally. Public speaking, in various contexts, is one of the most anxious experiences reported by Jackson and Latane (1981). It is likely the presentation can create considerable stress for the students if they do not the strategy to deliver a brilliant presentation. Moreover, Hilleson (1996) stated the most anxiety-provoking in the classroom is speaking activities.

Public speaking anxiety is a problem faced by the general public, particularly the students that commonly do a presentation in the learning process. Public speaking anxiety is one of the most common difficulties that students face in their academic career, and it is part of a problem facing them in building their professional career as well (Pratama, 2018). In agreement with Segar (2018) the anxiety can be triggered by one or more the following reasons. First, the anxiety is caused by the lack of practice or namely novelty, and the presenter can reduce their public speaking anxiety if they have already practiced their presentation more than ten times. Second, the formality situation can initiate the anxiety as well, the more formal the situation, the more likely the presenter feels nervous. Third, the type of audience can influence the presenter's anxiety. Fourth, the difficulty of the material that will be presented by the presenter also cause the arising of public speaking anxiety. Fifth is general social anxiety. Coopman and Lull (2012) also detailed that the fear of public speaking comes from two sources; the temperament and the way speaker respond to the uncertainty. Overall, there are other several reasons why public speaking anxiety exists inside the human's soul that becomes one of the factors student's presentation failed. Thus, it needs a strategy to overcome it.

From the explanation above, by finding the strategy to overcome student's speaking anxiety, it is expected the students can deliver a better presentation in the future. Also, the teacher can explain the strategy before the presentation begins.

F. Previous Studies

Some of researchers have been conducted about strategies to overcome speaking anxiety. The first is research of Pratama (2018) entitled Student's Strategies to Overcome Speaking Anxiety in Public Speaking Class. The problem of this research was student's anxiety in public speaking class and how to cope it. The subject of this research is one student (Mr.X) who has some criteria of having the experiences in public speaking anxiety. The result shows that rehearsal, relaxation, visualization, gesture and using card notes were the strategies to overcome public speaking anxiety in public speaking class.

The second is research from Arlinda (2014) that talks about EFL students'

strategies to overcome speaking anxiety in speaking English. The author classified the research question about what factors cause language anxiety in speaking English and what strategies do students apply to overcome language anxiety in speaking English. The participant of this research is student of language program of senior high school in Bandung. The outcome of this research is there are five strategies to overcome speaking anxiety in speaking English: Preparation, Resignation, Peer Seeking, Positive Thinking and Resignation. The author also stated factor that cause of speaking anxiety are fear of speaking class, students' low proficiency in speaking English, fear of making mistake, negative of evaluation, and the last is self-perception.

The third is research from Widhayanti (2018) that still explains strategies to overcome speaking anxiety which specifically for English education students. The subject of this research was 16 students of Academic Speaking Class D in English Department UNESA. This study found that there are some situations leading to students' speaking anxiety such as classroom procedure, student's belief, teacher's belief, self-perception, social environment, errors in society, topic understanding, and cultural differences.

Those previous researches above were conducted to find strategies in order to overcome speaking anxiety with different objects and different significant points. The first research from Pratama (2018) has a specific point conducting in public speaking class. The second research from Arlinda (2014) has a special spot for general English speaking and EFL learners. The third research from Widhayanti (2018) with a particular object only for English education students.

There are limited researches with a detailed point that explains strategies to overcome speaking anxiety in English presentation. Thus, the researcher proposes to research the issue with the title undergraduate students' strategies to overcome speaking anxiety in English presentation especially in online classroom.