

**THE RELAXATION TRAINING STRATEGY TO MINIMIZE  
STUDENTS' ANXIETY IN ORAL PRESENTATION  
PERFORMANCE AT SMA NEGERI 2 GOWA**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah  
University of Makassar in partial fulfillment of the requirement for the Degree of  
Education in English Education Department*

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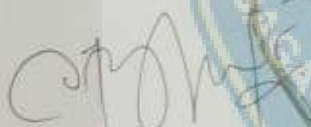
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Wednesday 7 June 2023	IV	Reorganize research finding	
14 July 2023 Friday	IV	Put related theory in discussing	
Monday / 14/08/23	V	Reverse conclusions	
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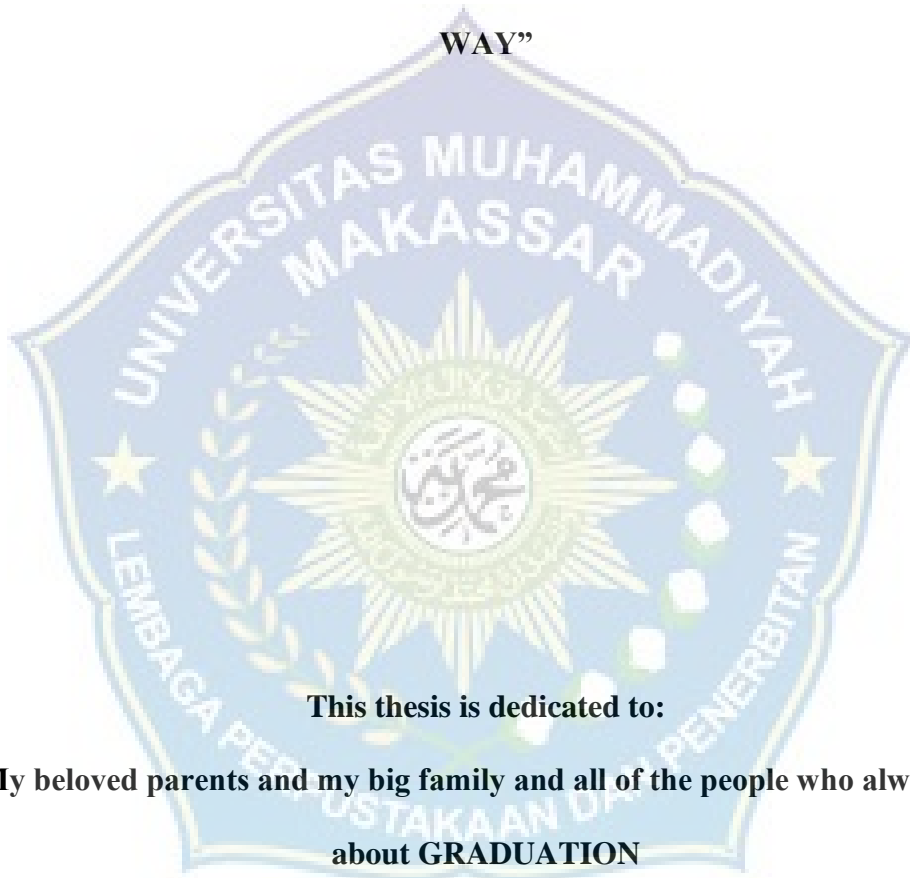
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## **MOTTO AND DEDICATION**

**“IF YOU CAN’T DO GREAT THINGS, DO SMALL THINGS IN A GREAT  
WAY”**



**This thesis is dedicated to:**

**“My beloved parents and my big family and all of the people who always ask  
about GRADUATION**



## ABSTRACT

**NUR SYAHBANI.2023.** Oral Presentation Performance: Minimizing Students' Anxiety by Using the Relaxation Training Strategy at Senior High School Context. (A Pre-Experimental Research at XI Grade in the academic year 2022/2023). Thesis, English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nurdevi Bte Abdul and Hijrah.

This thesis aimed to minimizing the level of students' anxiety in oral presentation performance by using Progressive Muscle Relaxation as a relaxation strategy at the second grade students in SMA Negeri 2 Gowa.

Pre-test and post-test were used in this study's pre-experimental design with presentation test and observation checklist as the instrument. The sample was selected by using Purposive sampling technique. The sample in this research was 34 students. The result of the data showed that there were significant decrease in students' anxiety in oral presentation before and after being given treatment in the form of Progressive Muscle Relaxation. It could be seen from the result of observation checklist and the speaking test. The post-test revealed that the students' speaking test had a mean score of 66.11, which was higher than the 58.39 pre-test mean. It indicated that students performed well and got a good score when speaking tend to be less anxious because they are confident in their ability to provide a successful performance. Additionally, it was discovered through the t-test analysis that the t-test value exceeded the t-table. The hypothesis t-test value was  $18.7 > 2.034$ . The null hypothesis (H0) was rejected, while alternative hypothesis (H1) was accepted, based to the research's conclusion. It means that Progressive Muscle Relaxation could minimized students' anxiety in oral presentation.

**Keywords:** *Relaxation Strategy, Progressive Muscle Relaxation, Anxiety, Oral Presentation*

## ABSTRAK

**Nur Syahbani, 2023.** Strategi Pelatihan Relaksasi untuk Meminimalkan Kecemasan Siswa Dalam Pertunjukan Oral Presentation di SMA Negeri 2 Gowa (Penelitian Pra-Eksperimental Kelas XI Tahun Pelajaran 2022/2023). Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte Abdul dan Hijrah.

Tesis ini bertujuan untuk meminimalkan tingkat kecemasan siswa dalam penampilan presentasi lisan dengan menggunakan Relaksasi Otot Progresif sebagai strategi relaksasi pada siswa kelas dua di SMA Negeri 2 Gowa.

Penelitian ini merupakan penelitian pra-eksperimental dengan desain pre-test dan post-test dengan instrumen tes presentasi dan observasi. Sampel dipilih dengan menggunakan teknik Purposive sampling. Sampel dalam penelitian ini adalah 34 siswa. Hasil penelitian menunjukkan bahwa terdapat penurunan kecemasan siswa dalam presentasi lisan secara signifikan sebelum dan sesudah diberikan perlakuan berupa Relaksasi Otot Progresif. Hal ini dapat dilihat dari hasil checklist observasi dan tes berbicara. Nilai rata-rata tes berbicara siswa dibuktikan melalui post-test sebesar 66.11, lebih tinggi dari nilai rata-rata tes berbicara siswa pada pre-test sebesar 58.39. Hal ini menunjukkan bahwa siswa yang berprestasi dan mendapat nilai bagus ketika berbicara cenderung kurang cemas karena mereka percaya diri dengan kemampuannya untuk memberikan kinerja yang sukses. Selain itu dari analisis uji t diperoleh nilai uji t lebih besar dari t tabel. Nilai uji t hipotesis sebesar  $18,7 > 2,034$ . Hipotesis penelitian ini dapat disimpulkan bahwa Hipotesis Nol ( $H_0$ ) ditolak dan Hipotesis Alternatif ( $H_1$ ) diterima. Artinya Relaksasi Otot Progresif dapat meminimalkan kecemasan siswa dalam presentasi lisan.

**Kata Kunci:** *Strategi Relaksasi, Relaksasi Otot Progresif, Kecemasan, Presentasi Oral*

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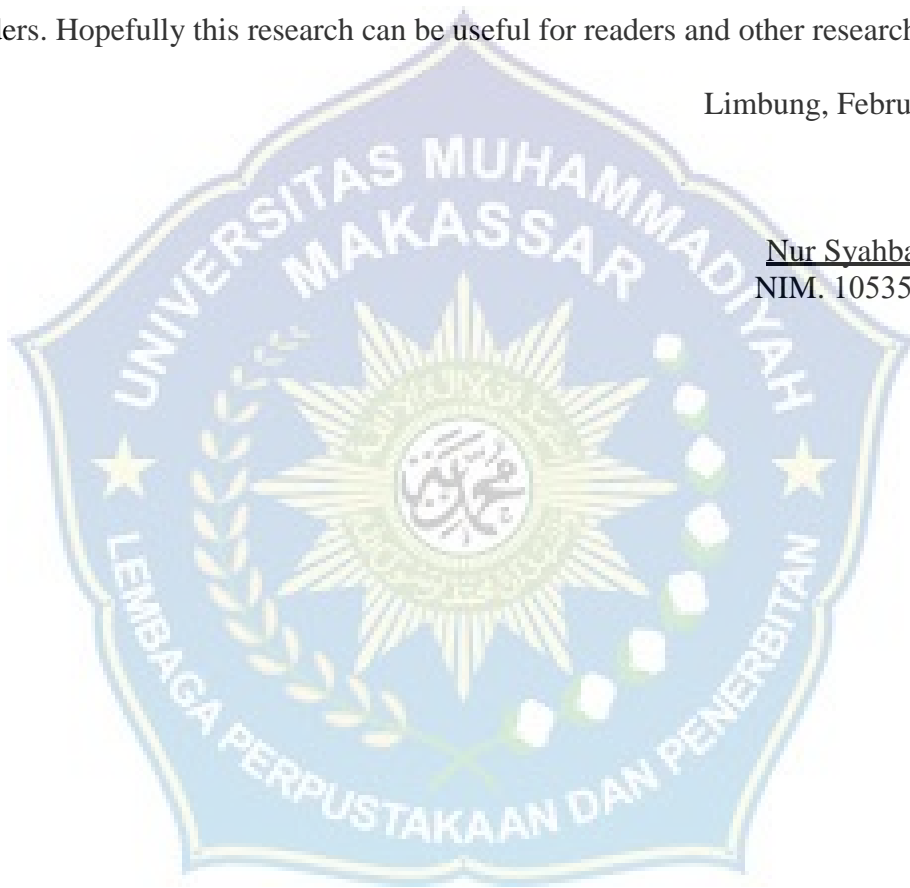
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The researcher is fully aware that this thesis is still far from being perfect, for that the researcher expects constructive criticism and suggestions from the readers. Hopefully this research can be useful for readers and other researchers.

Limbung, February 2023

Nur Syahbani  
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# CHAPTER I INTRODUCTION

## A. Background

Language was a mean of communication. Interaction between two or more individuals created communication. Language facilitated this interaction. In this situation, language was really crucial. Through order to communicate our ideas to the subject matter in interaction, we used language. This is how we communicate our thoughts and ideas to one another. There were numerous languages spoken throughout the world. To communicate, each country has its own national language. Then there were the various regional languages that are spoken and appreciated by individuals. They could converse with one other by employing language. Learn the requisite language as it was a necessary ability for everyone.

English was specifically massive in the age of globalization on the ground that it was used as a prevalent language to attach individuals from diverse backgrounds, ethnicities, cultures, and plenty of other things all over the world. Many human being used of English as a language or medium of communication, making it simpler to communicate across national boundaries.

One of the difficulties for students was studying English as a foreign language, particularly for those who don't use English as their first language, they may struggle and become confused trying to understand the material.

Students in Indonesia, for example, are classified as foreign language learners since they study English, which is not that country's official language.

Learning English is important. It cause to assist greater understanding of issues and society, we can engage directly with many groups and nations. English has four skills: reading, writing, listening, and speaking. However, because speaking is one of the skill that may induce anxiety the most, this research focuses on speaking, particularly the oral presentation.

Oral presentations are commonly utilized by teachers to encourage their students to practice speaking in English at the high school level. Meanwhile, many students lack confidence in their abilities to give a presentation in a foreign language and worry about it in front of the class. There are several things that can make students feel anxious, such as fear of making mistakes or having their performance interrupted by the teacher, or being observed by a large number of people in the class, causing them to lose focus and ruining their oral presentation performance. On the other hand, students' anxiousness can have an impact on their presenting performance. This issue also happen at the eleventh grade students in SMA Negeri 2 Gowa, they also experience the same thing, they experience different levels of anxiety, there are low, medium and high during presentations. When presenting orally in front of class, they tend to be nervous, tense, worry too much and too anxious when presenting. Other things are also caused by factors of teachers and their friends.

Anxiety is a major issues in the learning of a foreign language and it could make impact to students' learning, particularly in oral communication. This is backed up by students' comments who expressed anxiety when their teacher asked them to speak in front of class. The students also objected to sitting in the front row of the class and avoided eye contact with their teacher because they were afraid of being asked. It indicates that if students are less anxious, they will have a better chance of learning English.

Rayani in (Asparanita, 2020). Lacking vocabulary, using bad grammar, and being concerned about making mistakes might enhance the likelihood of speaking incorrectly and generate an extreme sense of anxiety. She also claims that the infrequent opportunities to practice might lead to lack of confidence, shyness, and quiet, all of which obstruct natural communication. If they expect to fail at learning English, they will not be able to communicate effectively in the language.

Based on the researcher's observation at XI IPA 5 in SMA Negeri 2 Gowa, students are less of speaking especially in oral presentation, such as in fluency. In oral presentation, the students acquired understanding of proper presentation procedures, how to prepare their content, and methods for delivering it to audiences. The students' anxiousness had an impact on how well they performed their oral presentations. It was because some pupils still experience anxiety and fear while speaking in front of an audience. Although they're masters at giving presentations, students' inability to focus during oral presentations was

caused by a variety of circumstances, including their anxiety of making mistakes, interruptions from the teacher, and being in front of a large audience.

The researcher draws the conclusion that the students' speaking anxiety had an impact on their performance in speaking for presentations in several ways, including feeling, tension, condition, circumstance, and apprehension. Given the preceding phenomenon, the majority of students were unaware of strategies for reducing speaking fear. Furthermore, public speaking is more difficult than most people realize. A lot of people feels at ease in a social setting where English is spoken. In actuality, the feelings of shyness and social anxiety that students experience are very typical. They can deal with and minimize the nervousness as quickly as possible to help the student feel relaxed during the English presentation in class.

Actually there are many ways to reduce the students' anxiety. One of the suggested methods to reduce anxiety is relaxation. Since it has been demonstrated to be beneficial in lowering stress and anxiety, relaxation techniques have grown in popularity (Tyani & Utomo, 2015). Among the relaxation methods, progressive muscle relaxation technique is the easiest one to be learnt and administered. Progressive Muscle Relaxation (PMR) is used to control anxiety, stress or tension (Gangadharan & Madani, 2018).

Based on the reason above, the researcher interests to conduct a research under the title “The Relaxation Training Strategy to Minimize Students’ Anxiety in Oral Presentation Performance at SMA Negeri 2 Gowa”.



## **B. Problem Statement**

Based on the statements on the background above, the researcher would like to formulate the research question as follow “Does the relaxation strategy can minimize students’ anxiety in oral presentation performance at eleventh grade students in SMA Negeri 2 Gowa?”

## **C. Objective of the Research**

Based on the research question, the objective of this study is follow “to find out the relaxation strategy can minimize students’ anxiety on oral presentation performance at eleventh grade students in SMA Negeri 2 Gowa.”

## **D. Significant of the Research**

The significances of this research is expected to be valuable information and contribution for English teaching and learning process. The significances of this research are:

1. For teacher, it can be used as more references to overcome students’ anxiety especially in oral presentation.
2. For students as the subject of this research, it can be used as motivation to overcome their anxiety in learning English.
3. For the readers, the researcher hope this research will be useful as a guidance to the next researcher and it can give contribution in society.

### **E. Scope of the Research**

In collecting the data for this research, the researcher limited this research only focus on minimize students' anxiety when they do oral presentation by using Progressive Muscle relaxation as relaxation strategy at eleventh grade students in SMA Negeri 2 Gowa.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Related Findings**

In this literature review, the researcher explored a number of significant features of this research in order to gain an understanding of the problem's framework. In the beginning of this chapter, numerous definitions of terms used in reference journals were offered in relation to the definition of anxiety, oral presentations, relaxation techniques, and furthermore, this chapter presented a review of related studies, which was then followed by a conceptual framework of research.

This research has been the subject of numerous studies by researchers. These studies related but have different research focuses and results. Such as the research conducted by Fitri (2019) "The Correlation between Anxiety and Students' Speaking Performance in the EFL Classroom" (Fitri, 2019). The purpose of this study was to determine whether students' anxiety affects their speaking performance. This study used a quantitative method that involved 31 participants from the tenth grade students of SMA PGRI 56 Ciputat. Researchers used the FLCAS and Five Likert Scale to analyze students' anxiety levels and oral tests to assess speaking performance. The results showed that the level of students' anxiety affected speaking performance. The higher the level of students' anxiety, the more negative impact on students' speaking performance.

Another research written by Anuar (2019), “Effects of Progressive Muscle Relaxation on Academic Stress in Students” found that that the substantial difference in mean values between the pretest and posttest indicates that students' levels of academic stress decreased after receiving the Progressive Muscle Relaxation treatment. The results of data analysis indicated that the hypothesis stating that there is no difference in students' high level of academic stress before and after Progressive Muscle Relaxation is not proven. However, the result of the present study showed that there is a difference in students' academic stress level before and after Progressive Muscle Relaxation is proven. Before the PMR treatment was administered, students' levels of academic stress were higher. Different outcomes were attained after the treatment was administered. The improvement in student performance demonstrates a real and favorable effect of the used of progressive muscle relaxation.

Oktarina (2020) on anxiety in oral presentation produced by EFL learners in Law Department at University Muhammadiyah Malang, this study was intended to find out how anxious EFL students in the ESP program were surrounding language. Students at the legal department were discovered to appear to experience less worry when taking foreign language courses. The results showed that students had low levels of anxiety in FLCA, with 96% representing the highest percentage, moderate levels of anxiety in oral presentations among EFL learners in the ESP program at the law department, and high levels of anxiety in 2% of students at University Muhammadiyah Malang.

Steffi (2016) the goal of this study was to found out what make students feel anxious and their strategies to overcome anxiety at English Language Education Program Students. The research provided numerous recommendations for dealing with nervousness before and during an oral presentation. When students felt extremely anxious, they would prefer to practice their parts in front of a mirror during preparation, and when they continued to feel anxious during the presentation, they would prefer to avoid looking directly into the audience's eyes. This is an example of a strategy that the participant used.

Based on those studies above the researcher concluded that there were similarities and difference with this current study. The research were similar in concerning students' anxiety in oral presentation and the used of relaxation strategy to minimize anxiety. The difference of this research were the level and location to do the research. In addition, my research only focused to minimize students' anxiety by using relaxation strategy.

## **B. Pertinent Ideas**

### **1. Oral Presentation**

#### **a. Definition of Oral Presentation**

On the level of learning, oral presentation is mostly used by the teacher to encourage their students in practicing speaking in English. Meanwhile, many students are not confident and feel anxious with their performance in front of the class when delivering the presentation in the

foreign language. The fear of making mistakes and seen by a lot of people in the class can influenced the students' presentation performance.

The ability to provide an oral presentation was an extension of the ability to communicate verbally. It is when the presenter demonstrates their expertise in a specific area. The participants will have the option of selecting the title or topic that the teachers have assigned to them. After that, in order to discuss it with their classmates, the participant conducted some preliminary research to learn more about the subject.

According to Baker (2000) in (Nurwahyuni, 2019), Oral presentation is similar to a formal discussion, with speaking to a group as a natural activity. The majority of people spend hours of their day talking to others, yet giving an oral presentation, which is a formal interaction, is a difficult job for them. Oral presentation is a form of communication. The goal of this exercise is to improve communication. It is intended to educate or persuade. Oral presentations take place in an organizational environment with time constraints. The presentation should be well-structured. Speakers might also use visual aids to supplement their presentations.

Oral presentation is a classroom activity that involves explaining something to the audience. Cook (2013) in (Safna, 2019) The quality of the material presented and the method of presentation were used to evaluate oral presentations.

## **b. Kinds of Oral Presentation**

Three categories of oral presentations exist: controlled, guided, and free (Al Issa and Al-Qubtan, 2010: 232). This classification is based on a number of variables, including the topic chosen, the amount of time allotted for the presentation, the grammar and vocabulary used, the presentation style, and, most importantly, the competence levels of the learners.

The first type is control oral presentation. Finding out about the students' levels of skill and presentation style will help. The students' typically have beginner to elementary language skills. As a result, the teacher must limit the subject to either material found in the textbook or something they believe the pupils can easily convey. Because the students at this language level are young (6–12 years old), they have little experience with computers, software (like PowerPoint), and other technology tools when it comes to the presentation approach (e.g., OHPs). Such technology is not available in other circumstances. Therefore, the teacher can instruct students to write down their brief oral presentations and read them to their peers. The purpose of implementing the controlled presentation should be to give young students opportunity to develop their speaking confidence, to optimize their relevant classroom engagement, and to practice the target language.

The second type is Guide. For this type, the teacher decides on the student's competency level, tools and resources, and memorizing. The students' level of English proficiency for guided type might be categorized as lower-intermediate or intermediate. As a result, individuals can be directed toward themes that are appropriate for their language level. They ought to be directed to the proper lexical and grammatical items. If the associated technology is available, students with this level of English proficiency can be directed to prepare their work utilizing power point or OHP slides for the second consideration aids and materials.

The last type is free oral presentation. The students' degree of proficiency, as well as asking and responding to questions, are some factors that should be taken into account in this type of situation. Students are required to have upper-intermediate to advanced levels of competency for the free-form oral presentations. Students at this level, who are typically 16 to 22 years old, should be allowed to select the topic they want to study, organize it however they think is best, and use any language level they wish.

## **2. Concept of Anxiety**

### **a. Definition of Anxiety**

Anxiety is a common sensation of stress or nervousness that a person has in situations they perceive as scary, such as during job interviews, class presentations, public speaking, and undertaking tasks they believe they are



unable to complete. Things of this nature can produce emotions of extreme anxiousness.

Anxiety is synonym of worry, uneasiness, disquietude and inquietude (Chiang, 2012; Tercan & Kenan, 2015). Spielberger in Terrel and Brown (2006) stated anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Terrel & Brown, 2006). These unfavorable emotions appear in response to unpleasant and unwelcome conditions, such as when a person feels threatened, despondent, or self-conscious. Anxiety can be defined as a harmful reaction that happens when a person consents to a specific activity or circumstance that they perceive as threatening or frightening. In addition, anxiety can occur because of negative experiences that cause stress or psychological trauma.

Many students feel anxious when they have to use the foreign language that are learning. In certain situations, students who have a high anxiety level will feel intimidated, depressed, and not confident about their language skills. According to Sadiq (2017), anxiety is one of an emotional problem that could positively affect the academic performance of EFL Learners (Sadiq, 2017). The level of language proficiency among students is significantly impacted by their anxiety while learning a foreign language. A student's ability to learn languages can suffer depending on their level of

anxiety. In other words, students' language proficiency suffers as a result of language anxiety.

The argument provided above leads one to the conclusion that language anxiety was a common negative feeling that students who are learning a foreign language experienced, such as anxiety or fear. This feeling frequently manifested at specific times that depress students, such as while speaking in the newly learned language. Students who suffered anxiety about learning a foreign language sometimes find it difficult to deal with it, and this might hinder the progress of their language acquisition.

#### **b. Elements of Language Anxiety**

According to Horwitz in MacInryre & Gardner (1989), language anxiety appears in the form of this three anxiety: communication on apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986 MacInryre & Gardner, 1989)

##### 1) Communication Apprehension

Communication apprehension is defined as a feeling of shyness as a result of fear of communicating with others. Their worry comes from their perception that they are unable to comprehend the information being given and are also unable to speak appropriately. This is characterized by the appearance of shame and a fear of interacting with others.

##### 2) Test Anxiety

This type of anxiety is related to academic evaluation, which is the fear of failing a performance or exam. It occurs because students believe that the only satisfactory performance in a test is when they perform flawlessly. Test anxiety has a significant impact on students' learning outcomes; several emotions, including such fear of failure or uncomfortable experience, are manifestations of test anxiety in students' minds.

3) Fear of Negative Evaluation

Fear of negative evaluation addresses students' concerns about the evaluations of others. It causes them to avoid evaluation situations and to prepare for negative evaluations from others. This type of anxiety is not limited to test situations; it can occur in any social such as a job interview or speaking in a second or foreign language class.

**c. Language Skill Anxiety**

1) Anxiety in reading

Reading anxiety is a fear experienced by students when reading. Mohammadpur and Ghafourunia (2015) found that there are negative correlation between reading anxiety with students' reading performance (Muhammadpur & Ghafournia, 2015). Students' beliefs about reading skills that are less important to learn in the target language and a lack of confidence when reading lead to high reading anxiety.

2) Anxiety in Listening

Listening anxiety is a sense of worry that attacks students while studying or doing listening, which causes students to experience impaired or poor hearing. Listening anxiety can occur due to factors such as internal factors and disturbances from the environment such as noise (Golchi, 2012).

### 3) Anxiety in Writing

According to researchers studying writing in a native language, students with higher writing anxiety levels write shorter compositions and qualify their writing less than their calmer peers. (Horwitz et al. 1986 J. A. Cope). However, writing anxiety experienced by students may not be a major spotlight in the world of EFL, even though writing anxiety is important to consider when studying EFL.

### 4) Anxiety in Speaking

According to Deyan (2018), speaking anxiety is an individual's fear and nervousness that include real or avoiding any communication that occurs when communicating with other people using a foreign language (He, 2018). Speaking anxiety is the type of language anxiety that most researchers are interested in. According to numerous researchers, students' anxiety levels are highest when speaking in class.

## **d. Factors Contributing to Anxiety**

Fatma (2012) there are two factors influence the students' anxiety that is the external and internal factors:

1) The external factors

Regarding to the external factors consist of:

a) Lack of Preparation

Many prior research studies have found that preparation is one of the primary elements that makes students anxious (Liu, 2007:129). They also include "Preparation" as one of the top ways to overcome anxiety in their top lists. As a result, it should come as no surprise that a lack of preparation is one of the factors leading to students' uneasiness in speaking classes.

b) Limited Vocabulary

Those sentences demonstrated one's difficulties with vocabulary (Tanveer, 2007:50). However, a limited vocabulary severely hamper the learning process. As a result, a limited vocabulary should be mentioned as one of the variables that contribute to worry.

c) Friends/classmates

Classmates play an important part in language learning. Friends, on the other hand, frequently create an uneasy setting in which learners feel frightened and uncomfortable when speaking. One of the most prevalent reasons of anxiety for language learners

is feeling uncomfortable when other pupils gaze at them when they talk. Fear of unfavorable peer assessment was a common element in language learning, according to Tsiplakides (2009:39). Despite this, classmates continue to be variables contributing to students' anxiety in the learning process.

d) Embarrassment

Embarrassment is one of the variables that contribute to students' anxiety when learning a second/foreign language. According to the expert above, acquiring a second/foreign language carries the risk of shame (Kessler, 2010:361). As a result, when learning a language, shame issues must be considered.

2) The internal factors

Regarding to the internal factors consist of:

a) Lack of Confidence

According to Cubukcu (2007:133), students that are apprehensive will struggle in their foreign language studies. Those who do well in language classes, on the other hand, have minimal worry. It means that a lack of self-confidence is one of the most significant elements to consider, as it is linked to successful learning.

b) Fear of negative evaluation

Some students may be afraid of negative evaluation, which is defined as worry about others' evaluations and the assumption that others will adversely judge them (Watson 1969). Students are terrified of being ridiculed in front of their classmates and of being embarrassed. According to Penny Ur (2000), students avoid speaking in a foreign language in the classroom because they are afraid of making mistakes, terrified of criticism or losing face, or simply shy of the attention that their speech generates. As a result, studies have shown that worry can have a negative impact on students, preventing them from delivering a successful performance. Teachers' evaluations, on the other hand, may play a role. Teachers' methods for addressing the class, providing feedback, and correcting students' mistakes may increase or lessen students' fear.

e. **Level of Anxiety**

The four categories of anxiety are low anxiety, moderate anxiety, extreme anxiety, and panic. Low anxiety associated with difficult events that arise in daily life might inspire students to enhance their learning ability and promote creativity depending on the circumstance. While focusing on critical matters is made possible by moderate anxiety. A person may suffer diminished focus at this level, yet he is still capable of

taking specific action. People with high levels of anxiety typically focus on something particular and in-depth. If you want to recognize at this level of worry, you need more advice. At this stage, pay attention to let rid of the excess stress rather than complaining occasionally about vertigo, migraines, insomnia, or frequent urination. Students will feel anxious if they make mistakes when speaking in front of others. Researchers may be afraid because of excessively rude questions that were asked at a student's public speaking performance. They worry that after their performance, the audience won't be interested in what they have to say. Students sense unsure of what they're conveying because of a loss of training and practice before creating a presentation. In a few instances anxiety may have not unusual signal and symptoms include: Feeling anxious, having an improved heart fee, respiratory rapidly, sweating and trembling. This case could have a first rate effect to students which experience high stage of anxiety and it may impact to their less of overall performance.

Based the explanation above, it is able to be concluded that anxiety is the fear of students if they revel in failure, get poor assessments, lessen scholar overall performance in delivering experience material so that they do no longer achieve conveying well to others while speak in public. Anxiety is a negative impact that could reduce the first-class of students' overseas language getting to know. Consequently, its miles vital for



students to try to recognize foreign languages to improve overall performance effects as favored with the aid of students.

**f. Speaking Anxiety**

It might difficult for many language learners to handle oral performance. When they have to speak in front of the class, many students are overly anxious and frightened. According to Gaiban and Elmenfi's research in Sutarsyah (2017), students' greatest challenge was speaking English. (Sutarsyah, 2017) even though they could understand when someone spoke in English, but they had an extremely difficult time responding or speaking it themselves. Students who lack confidence in their ability to feel humiliated, fearful and worried to demonstrate their speaking skill are a big contributor to speaking anxiety. It encourages students prefer to be silence in class.

Elkhafaifi in Sadiq (2017) stated that anxious students typically hesitate away from answering questions voluntarily, taking part in oral activities, and speaking up in class (Sadiq, 2017). Students with speaking fear will typically exhibit passivity in class. They are less noticeable to the teacher since active students cover them when they don't talk or interact as much during learning process. Students who struggle with anxiety frequently encounter this symptom. They prefer to avoid participating in class activities and are afraid to demonstrate their skills because they are worried about

making errors, being ridiculed, or getting negative evaluations from their teachers or peers.

In actuality, speaking and having courage are essential for learning a language. It's critical to assess and enhance students' English proficiency. However, a lot of students struggle with speaking anxiety and steer clear of any activities involving public speaking. According to Melough, who was referenced in Guslah (2015), speaking anxiety is a crucial factor in language learning. The anxiety that students experience is frequently linked to their oral performance (Tercan & Kenan, 2015). Number of studies have found that speaking anxiety greatly slows down students' learning and has a negative impact on their language proficiency. For instance, the study "The Correlation between Anxiety and Students' Speaking Performance in The EFL Classroom" by Fitri (2017) revealed that speaking performance is impacted by student nervousness.

**g. Strategies to Overcome Anxiety**

Two strategies to reduce students anxiety are suggested by Horwitz and Cope (1986); (Horwitz et al., 1986)

- 1) The teacher can assist students in overcoming their concerns. Several strategies have been offered by experts to help students deal with their nervousness. They suggest two techniques: asking children to express any worries they may have, and then writing those worries down on the board, similar to the one provided by Foss and Reitzell

in Young (Young, 1991). They contend that in order to identify the root reasons of their anxiety and deal with it, rather than avoiding it, students must be conscious of the fear they harbor and experience. By letting the students know they are not alone, the teacher can support them. The fact that many other students share their concerns and difficulties makes students feel less worried and encourages them to dare to address the sources of their anxiety.

- 2) Second, the teacher advised creating a relaxed learning environment. Both the method of presenting the subject and the way in which they interact with the students should be comfortable and relaxed in the classroom. In order to prevent creating uncomfortable circumstances, teacher were also urged to have a comprehensive understanding of their students, including an understanding of their anxiety levels and the things they are frightened of when learning a language.

Based on the previous argument, it can be conclude that teachers play a significant role in helping students feel less anxious and can even assist them in doing so. There are many things teachers may do to help students deal with their anxiety, including getting to know their students well, avoiding stressful situations, creating a relaxed classroom environment, using strategies that can alter students' perspective or beliefs about learning English and much more.

Kondo & Ying (2004), employ five different strategies to reduce students' speaking anxiety (Kondo & Ying-Ling, 2004)

- 1) Preparation, by studying and take notes, it is possible to prevent threats that arising during speaking performance.
- 2) Relaxation, by taking a deep breath, holding hands, and attempting to calm down and maintain control, you can get rid of the anxious sensations that arise.
- 3) Positive thinking, this is a good way to reduce any possible worry. Students can avoid negative ideas and emotions of stress that make the uneasy by thinking optimistic thoughts. You can achieve this by thinking positively about yourself.
- 4) Peer seeking, which is seeking out others who may be going through the same issue, so that students don't feel so alone and can ease their anxiety.
- 5) Resignation, in which students chose not to deal with issues like not participating in class, might helped reduce some of the stress that students experience.

### **3. The Relaxation Strategy**

Relaxation strategy is a great way to help with stress management. Relaxation entails techniques aimed at alleviating somatic anxiety sensations. Take a deep breath, attempt to relax, try to calm down, close eyes, pretend to be

calm, shake body, touch hair, play with hands, look at watch, write "people" on palm and swallow it are just a few examples.

The concept of relaxation is defined by Chaplin (Jumiati, 2018) as the return of muscles to a resting state following contraction. On the other word, in the absence of strong emotions, relaxation is a condition of low tension. He also places restrictions on relaxation treatment, which is a type of therapy that focuses on teaching the counselee how to relax, with the assumption that a relaxed state of the muscles will assist alleviate mental strain.

#### **4. The Benefit of Relaxation**

There are many real benefits from relaxation exercise, including (Farida, 2016) as follows:

- 1) Relaxation will make individuals better able to avoid excessive reactions due to stress.
- 2) Stress related problems such as hypertension, headaches, and insomnia can be reduced or treated with relaxation
- 3) Reduces anxiety levels. Some evidence has shown that individuals with high levels of anxiety may show effects positive physiology through relaxation strategy.
- 4) Reduce the possibility of stress related disorders and control anticipatory anxiety before situations that cause anxiety, such as when facing an exam.

- 5) Reducing certain behaviors that often occur during periods of stress such as reducing the number of cigarettes smoked, alcohol consumption, drug use and overeating.
- 6) Increase enthusiasm in carrying out daily activities.
- 7) Fatigue, mental activity, and delayed physical exercise can be overcome more quickly by using relaxation strategy.
- 8) Improve interpersonal relationships. People who relax in difficult situations would think more rationally.

## 5. Kinds of Relaxation

Based in the book of (Shain, 1992) the relaxation strategy can be divided:

### a) Deep breathing

Deep Breathing is a relaxation method that is utilized in yoga, meditation, and visualization, among other relaxation techniques. It entails the use of the lungs as well as the abdomen or diaphragm. Instead of engaging our diaphragms, most of us take short breaths from our upper chest.

### b) Progressive muscle relaxation

Progressive muscle relaxation was created by American Physician Edmund Jacobson in the 1920s. It was based on the theory that physical relaxation can promote mental relaxation. Jacobson found that you can relax a muscle by tensing and then releasing it. He also discovered that doing so can relax the mind.

Progressive muscle relaxation is a two-step procedure that entails systematically tightening and relaxing various muscle groups throughout the body. This method enables you to become very familiar with and conscious of how tension and perfect relaxation feel in various places of the body.

- c) **Visualization.** Many stress-related and physical ailments, such as headaches, muscular spasms, chronic pain, and general or situation-specific anxiety, can be treated using visualization.

## 6. Relaxation Movements

The relaxation movement adopts a model developed by Ramdhani (2004) which refers to Goldfried's muscle relaxation. For more details the stage in this relaxation technique are as follows:

### 1) Rational

This is the initial stage of relaxation, where the counselor suggests objectives and brief procedures for implementing relaxation, as well as asking for seriousness participants to take part in training.

### 2) Conducive Environment

Comfort during relaxation is very necessary for training to run fluent. The atmosphere (calm) and available facilities should be supportive implementation of relaxation.

### 3) Counselor as model

In modeling relaxation techniques is the method used by counselor to teach relaxation, where first of all counselor demonstrate relaxation strategy systematically. Apart from that, while giving the instructions, counselor must use simple language and easy for students to understand. Then the students were asked to practice it together with the counselor repeatedly until the students appears to have mastered the technique.

The Muscle relaxation movements are described as follows:

- 1) Hands. The first movement is aimed at training the hand muscles which is done by holding the left hand while making a fist. Students are asked to make this fist stronger, while feeling the sensation of tension that occurs. When the fists was released, students are guided to feel relaxed for 10 seconds. This movement on the left hand I done once so that students can differentiate the difference between muscle tension and the relaxed state experienced. A similar procedure was also practiced on the right hand.
- 2) Back Hand. The second movement is a movement to train the back hand muscles. This movement is done by bending both arms backwards wrist



so that the muscles in the back of the hand and forearm are tense, fingers facing the ceiling. The tense condition is maintained for 10 seconds, then relax.

- 3) Biceps. The third movement is to train the bicep muscles. The biceps muscle is a large muscle located at the top of the base of the arm. This movement begins by grasping both hands into fists and then bringing both fists to the shoulders so that the bicep muscles become tense. The tense condition is maintained for 10 seconds, then relax.
- 4) Shoulders. The fourth movement is aimed at training the shoulder muscles. Relaxation to relax the shoulder muscles can be done by lifting both shoulders as high as possible as if the shoulders would be brought up to touch both ears. The focus of attention of this movement is the contrast of tension that occurs in the shoulders, upper back, and neck. The tense condition is maintained for 10 seconds, then relax.
- 5) Forehead. The fifth to eighth movements are movements aimed at relaxing the muscles in the face. The facial muscles that are trained are the muscles of the forehead can be done by frowning the forehead and eyebrows until the muscles feel and the skin wrinkles. The tense condition is maintained for 10 seconds, then relax.
- 6) Eyes. The sixth movement which is aimed at relaxing the eye muscles begins with closing the eyes hard so that it can be felt. Tension around

the eyes and the muscles that control eye movement. The tense condition is maintained for 10 second, then relax.

7) Jaw. The seventh movement aimed to relax the tension experienced by the jaw muscles by clenching the jaw, followed by biting teeth causing tension around the jaw muscles. The tense condition is maintained for 10 seconds, then relax.

8) Mouth. This eighth movement is done to relax the muscles around the mouth. The lips are pursed as hard as possible so that tension can be felt around the mouth. The tense condition is maintained for 10 seconds, then relax.

9) Back of the neck. The ninth movement aimed at relaxing the back neck muscles. The movement begins with the back of the neck and then the muscles front of the neck. Students were guided to place their heads so they can rest, then asked to press their heads on the cushioned surface of the chair in such a way that the model can feel the tension in the back of the neck and upper back. The tense condition was maintained throughout 10 seconds, then relax.

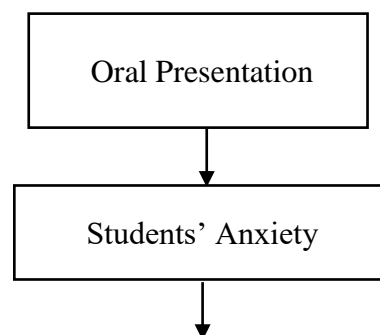
10) Front neck. The tenth movement aimed to train the front neck muscles. This movement was done by bringing the head to the face, then the model was asked to sink the chin into the chest. So you can feel tension in the neck area on the face. The tense condition was maintained for 10 seconds, then relax.

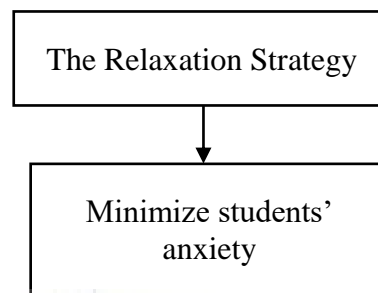
- 11) Back. The eleventh movement aimed to train the back muscles. This movement can be done by lifting the body from the back of the chair, then arch your back, then stick out your chest. The tense condition was maintained for 10 seconds, then relax. When relaxed, put your body back in the chair, while allowing the muscles to relax.
- 12) Chest. The next movement was the twelve movement which was done to relax the chest muscles. In this movement, students were asked to take a deep breath to fill their lungs with as much air as possible. Hold this position for 10 seconds, while feeling the tension in the chest and then down to the stomach. When the tension was released, students could breathe normally with relief.
- 13) Stomach. After training the chest muscles, the thirteenth movement aimed to train the abdominal muscles. This movement was done by pulling the stomach firmly inward, then holding it until the stomach became tight and hard. After 10 seconds, release it freely, then repeat it again like the initial movement for this stomach.
- 14) Thighs. The fourteenth and fifteenth movements were movements for the leg muscles. This movement was done sequentially. Movement fourteen aimed to train the thigh muscles, done by straightening the soles of the feet so that the thigh muscles feel tense. The tense condition was maintained for 10 seconds, then relax.

15) Feet. This fifteenth movement continued by locking the knees, so that the tension moves to the calf muscles. As with the muscle relaxation procedure, students must hold the tense position for 10 seconds and then release it. This activity was carried out alternately with the right and left feet.



### C. Conceptual Framework





**Figure 2.1. Conceptual Framework**

The figure 2.1 above described the process to determine the minimized of students' anxiety in oral presentation by using relaxation strategy. The researcher applied the Progressive Muscle Relaxation a treatment to minimize the students' anxiety. Oral Presentation test was used as a pre-test and post-test.

#### **D. Hypothesis**

The hypothesis of this research was formulated as follow:

1. Null hypothesis (H<sub>0</sub>): There isn't significant minimizing between the students anxiety in oral presentation by using relaxation strategy
2. Alternative hypothesis (H<sub>1</sub>): There is significant minimizing between the students anxiety in oral presentation by using relaxation strategy.

### **CHAPTER III RESEARCH METHOD**

This chapter covered the research design, research variable and indicators, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

## A. Research Design

In this research, the researcher conducted quantitative through Pre-experimental with one group pre-test and post-test design. The subjects of the research were going to get a treatment by using relaxation strategy. The design could present as follows the figure below:

**Table 3.1**

**Research**

Design	Pre-test	Treatment	Post-test
	O1	X	O2

O1: Pre-test

O2: Post-test

X: Treatment

(Sugiono, 2012: 111)

### 1. Pre-Test

In pre-test, the researcher gave speaking test by using oral presentation before treatment to identify the students' performance and their anxiety in oral presentation. The researcher gave the topic to the students. After that, the students presented their chosen topic in front of the class.

### 2. Treatment

After the students completed the pre-test, the treatment was provide. The researcher handled in the following way:

In the first meeting, the researcher provided background information about relaxation strategy. In this case, the researcher explained a Progressive Muscle Relaxation. Then, the researcher demonstrated Progressive Muscle Relaxation by following the steps. In the second meetings, looked for the causes of students' anxiety and continue relaxation therapy. Then, in the third meetings, the researcher resumed the implementation of Progressive Muscle Relaxation with the aimed of students getting used to these strategy. In the last meetings, the implementation of Progressive Muscle Relaxation for students who experienced anxiety in oral presentation performance. Reflection was done to found how the condition of students' anxiety after being given the treatment.

The four meetings required for the treatment in the class. The treatment will only be given to students or subjects identified as having moderately high anxiety till high anxiety level based on the analysis of the pre-test result. The treatment that had been applied in this research was Progressive Muscle Relaxation as a kind of relaxation strategy.

### **3. Post-test**

The students took a post-test to identify students' anxiety level after the treatment and it aimed to find out the relaxation strategy (Progressive Muscle Relaxation) minimize students' anxiety in oral presentation.

## **B. Research Variable and Indicators**

### 1. Variables

This research consisted of two variables. They were independent and dependent variable. Independent variable is the relaxation strategy and dependent variable is students' anxiety in oral presentation.

### 2. Indicators

There are indicators of this research based on the variables above, anxiety in oral presentation and Relaxation Strategy.

## **C. Population and Sample**

### 1. Population

The term of population in social research refers to the entire potential of the sample, which is envisioned as a large collection of individuals about whom you are genuinely interested (Schreiber & Asner-self, 2011). In this study, the researcher took the eleventh grade students of SMA Negeri 2 Gowa with a total of 379 students divided into twelve classroom (nine class for IPA and three Class for IPS).

### 2. Sample



A sample is a discrete subpopulation drawn from the wider population, each member of the sample group shares one or more of the traits that identify them as members of the sample group (Schreiber & Asner-self, 2011). For the sample of this study, purposive sampling used as the sampling technique. The deliberate gathering of samples in compliance with the sample requirements was known as purposive sampling. It implies that the sample was picked by the researcher herself based on a number of criteria. The subject who have moderate – high level of anxiety in oral presentation, as criteria for the sample of this study. Therefore, the sample in this study were the class of XI IPA 5 consisted of 34 students.

#### **D. Research Instrument**

##### **1. Test**

The research instrument in this study was a speaking test to determine the speaking skill of students in high school by using oral presentation technique. Both the pre-post testing and post-testing phases employed the test. The purpose of pre-test was to determine the students' speaking skill before the treatment was given and the post-test was to determine the students' speaking skills after given the treatment. The students' speaking skill consisted of fluency and pronunciation.

The test was about speaking test and the topic of Explanation Text form the test used based on the English language guide books

used at school. The students were given several choices of topics, then from these topics, students created explanation text or searched from other sources. Then, students presented their topic in front of class by themselves. The selected topic for students were formation of rainbows, Life cycle of any animal and how tsunamis are formed.

## 2. Observation

The researcher employed observation as an instrument in this study. According to Gay and Airasian (2000:213), there are two type of observation, first participant observer and second non participant observer. A type of observation known as a participant observer is one in which the observer actively participates in this study. Non-participant observation is a type of observation when the observer is not associated with the study. In doing observation, researcher used non-participant observer that could helped the researcher to collect the data accurately. Uri (2000:298) state that “Some tools that can be used in doing observation are checklist, rating scale and recording tool” and the researcher used observation checklist. Checklist was a list that included the factors to be investigated. Checklist was a list that contained elements that may be presented in the observed situation or behavior or individual activity.

In this study, observation and filling in the checklist were carried out by researcher with the aimed of providing supporting data

for research results. The observation checklist consisted of 7 items statement which have been checklist appropriate with the statements that the students' anxiety or presence in their speaking performance.

#### **E. The Procedure of Data Collection**

In collecting the data, the researcher will conduct pre-experiment teaching in four meetings in order to know whether the students have progress in every meetings. The researcher take the following actions when acquiring data:

1. The researcher requested the students' cooperation before proceeding.
2. The researcher gave the students advance explanation of the pretest' objectives.
3. The researcher gave the students three topics related to the teaching material. Then, the students chose one of topics to present in front of the class.
4. The researcher explained to the students about Progressive Muscle Relaxation treatment, the advantages and how to do the PMR treatment.
5. The researcher used Progressive Muscle Relaxation as a treatment after completing the pre-test
6. The researcher administered the students a post-test with a speaking test at the final meeting to determine the students' speaking skill after being given the treatment.

## F. The Technique of Data Analysis

In conducting a research, this research used quantitative data analysis techniques to measure students' speaking skill before and after the treatment was given. Additionally, the researcher employed a criterion for speaking competence, including fluency and accuracy, to classify the students' scores in order to measure their performance.

The following approach is the speaking assessment rubric that the researcher was focus on when researching:

**Table 3.2 Scoring Rubric on Speaking**

Aspects	Classification	Score	Criteria
Fluency	Excellent	90-100	Speaks naturally and with a decently wide range of expressiveness. Occasionally looks for a single or two odd pauses.
	Very Good	80-89	Have to make an effort at time and search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses
	Good	70-79	Although have to make an effort and search words, there are not too many unnatural pauses. Fairly smooth delivery mostly
	Fair	60-69	Have to make an effort for much of the time. Often repeat the word which have already say. Rather halting delivery and range of expression often limited
	Poor	0-59	Long pauses while searches for desire

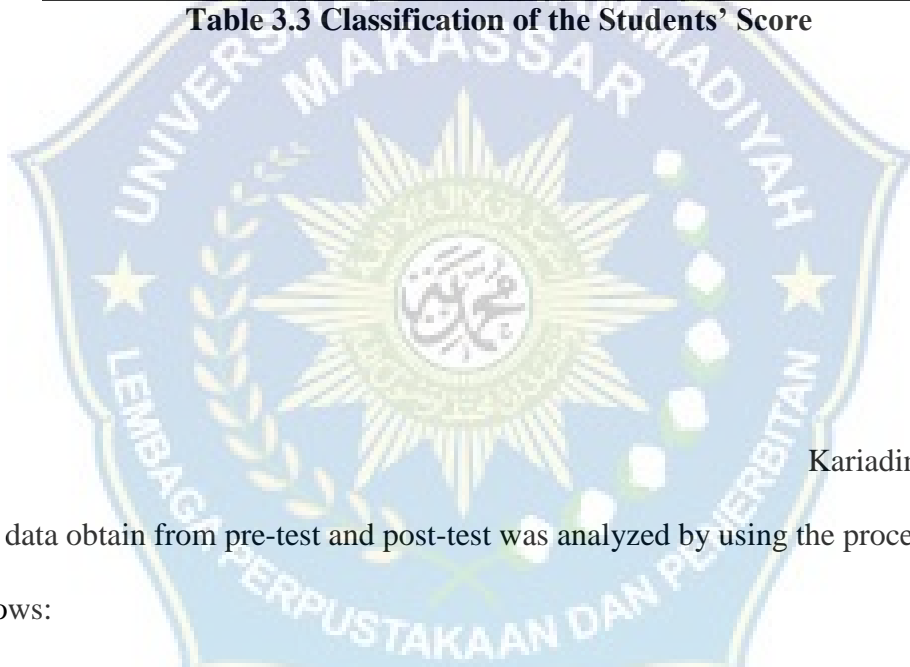
			meaning. Frequently fragmentally and halting delivery. Almost give up making the effort at the time. Limited range of expression
Pronunciation	Excellent	90-100	The mother tongue has only minor influence on pronunciation, causing two or three grammatical and lexical errors.
	Very Good	80-89	The other tongue has a modest influence on pronunciation. There are a few small grammatical and lexical problems, but the majority of the statement is correct.
	Good	70-79	The mother tongue still has a minor influence on pronunciation, although there are no serious phonological faults. There are few grammatical and lexical problems, but there are one or two errors that cause misunderstanding
	Fair	60-69	Mother tongue has an impact on pronunciation, however there are only a few phonological faults. There are a number of grammatical and lexical errors, some of which are misleading.
	Poor	0-59	The mother tongue has a significant influence on pronunciation, with faults leading to a breakdown in communication and numerous basic grammatical and lexical problems.

(Depdikbud 2004, in Misrawati, 2012: 32).

Therefore, the classification of the scores in this study as follows:

<b>Classification</b>	<b>Score</b>
<b>Excellent</b>	90-100
<b>Very Good</b>	80-89
<b>Good</b>	70-79
<b>Fair</b>	60-69
<b>Poor</b>	0-59

**Table 3.3 Classification of the Students' Score**



Kariadinata (2015)

The data obtain from pre-test and post-test was analyzed by using the procedure as follows:

1. Calculating the mean score used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X = mean

$\sum x$  = the sum of all score

N = number of subject

(Gay,L.R, et al:2006).

2. The percentage of the improvement of students' score in the pre-test and post-test, the researcher used the following formula:

$$P = \frac{x^2 - x^1}{x^1} \times 100$$

Where:

P = Improvement

$x^1$  = Mean score of pre-test

$x^2$  = Mean score of post-test

(Arikunto in Amirullah, 2012:23)

3. Finding out the significant difference between the Pre-test and Post-test using the formula

$$t = \frac{D}{\sqrt{\frac{\sum d^2 - (\sum d)^2}{N(N-1)}}$$

Where:

T = Test of significance

D = the mean of the difference score

$\sum d^2$  = the sum of the square

$(\sum d)^2$  = The square  $\sum d$

$N$  = Number of students

(Gay, 2006)

4. Finding standard deviation of the students' pre-test and post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

Where: SD : Standard deviation

$\sum x^2$  : The sum of all score

$\sum x$  : The square of the sum

$N$  : The number of students

(Gay, 2006)

5. The criteria of the hypothesis testing as follows:

**Table 3.4**

**testing**

**Hypothesis**

Comparison	Hypothesis	
	$H_0$	$H_1$
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table mean (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected and (2) the t-test value is equal to greater than t-table value,



the null hypothesis is rejected while the alternative hypothesis is accepted.



## CHAPTER IV FINDINGS AND DISCUSSION

### A. Findings

The findings of this research deal with the students' scores of pre-test and post-test, the students' scores of indicators, the frequency and the rate percentage of the students' scores, and hypothesis testing of the faired samples. In result of data analysis was found that the students' anxiety in oral presentation minimized by applying Progressive Muscle Relaxation Strategy.

#### 1. The Improvement of the students' Speaking Skill in Term of Fluency

4.1	Indicator	Pre-test	Post-test	Improvement
	Fluency	60	67.3	12.16%
	$\sum x$	60	67.3	

Table  
the

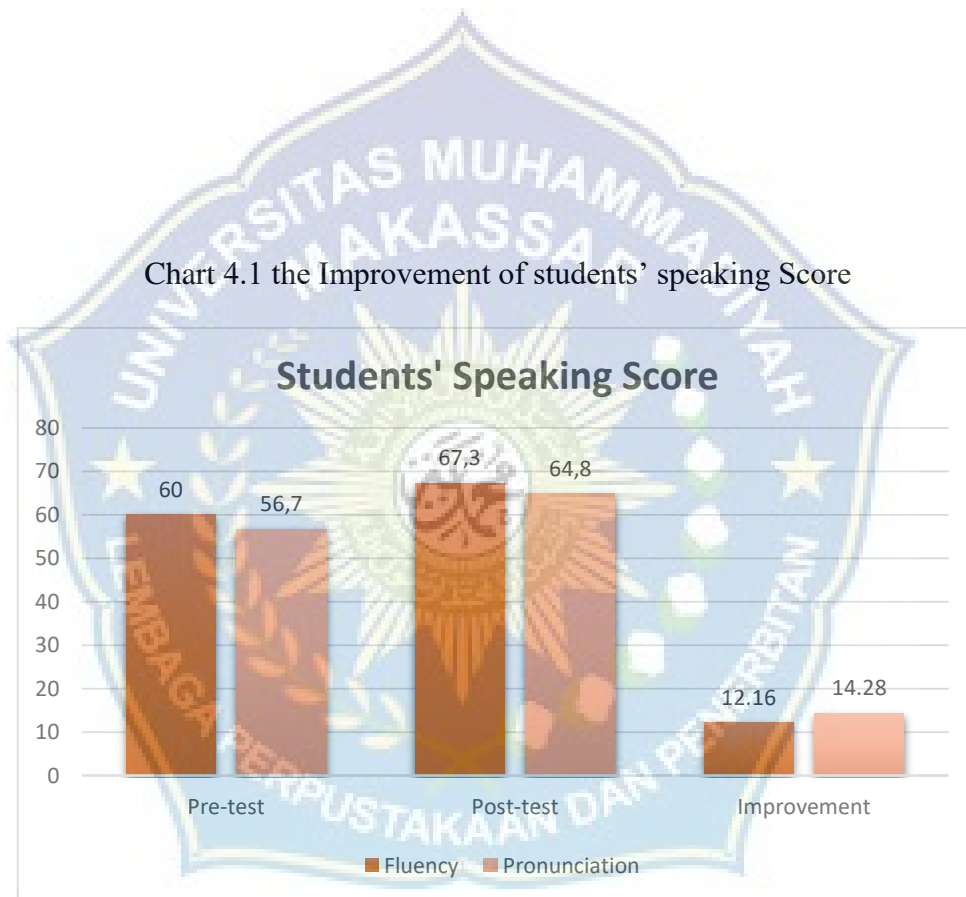
students' mean score of fluency

#### 2. The Improvement of the students' Speaking Skill in Term of Pronunciation

Indicator	Pre-test	Post-test	Improvement
Pronunciation	56.7	64.8	14.28%

$\sum x$	56.7	64.8	Table
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4.2 the students' mean score of pronunciation



The data showed that the application of Progressive Muscle Relaxation to minimize students' anxiety in oral performance is dealing with present a topic which is already decided before. We can see from the table and the chart, in pre-test the students have 60 mean

score with 12.16% improve from the post-test. In term of pronunciation, the mean score was 56.7 with 14.28% improve from the post-test. Based on the findings, it can be stated that using Progressive Muscle Relaxation to minimize students' anxiety was affected to the students' speaking performance.

3. The students' speaking score before the treatment was given.
  - a. Fluency (Pre-test)

Table 4.3 the Percentage of students' fluency result in Pre-test

Category	Pre-test		
	Score	Frequency	Percentage
Excellent	90 – 100	-	-
Very Good	80 – 89	-	-
Good	70 – 79	7	20.58%
Fair	60 – 69	13	38.24%
Poor	0 – 59	14	41.18%
Total		34	100%

The table above showed that before the treatment was given, none of the students can be categorized as excellent and very good. It indicated that students were at a moderate to high level of anxiety before being given the treatment. Based on pre-test result in term of fluency, there are 7 students (20.58%) were categorized in good

speaking performance. These students got score in between 70-79 at speaking performance. About 13 students (38.24%) classified as having fair in speaking performance. These students got score in between 60-69 at speaking performance. While 14 students (41.18%) in a poor classification and they got score between 0-59.

Before the treatment was given, the level of the students' speaking skill in oral presentation test in term of fluency was categorized "Fair" classification. It means that the students have less improvement in their speaking skill before the treatment. It indicated that these students had higher speaking anxiety rather than other students who had good category in speaking performance.

b. Pronunciation (Pre-test)

Table

4.4 the

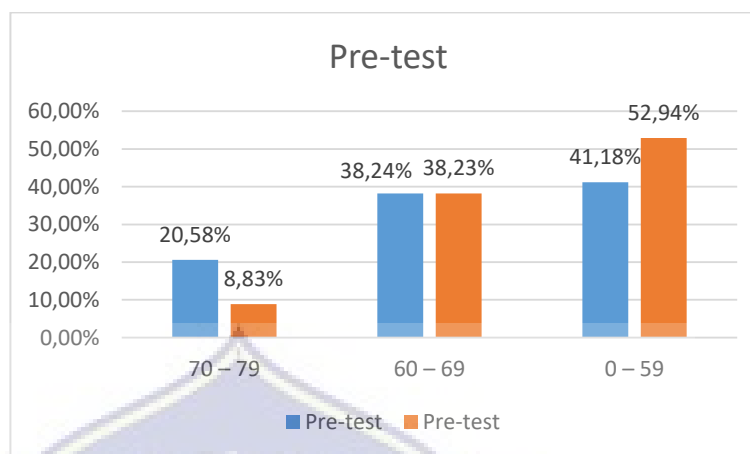
Category	Pre-test		
	Score	Frequency	Percentage
Excellent	90 – 100	-	-
Very Good	80 – 89	-	-
Good	70 – 79	3	8.83%
Fair	60 – 69	13	38.23%
Poor	0 – 59	18	52.94%
Total		34	100%

Percentage of students' pronunciation result in Pre-test

The table above showed that before the treatment was given, none of the students can be categorized as excellent and very good in term of pronunciation. In the pretest, there are 3 students (8.83%) were categorized in a good score. They got score in between 70-79 at speaking performance. It implied that the students have a moderate level of anxiety. About 13 students (38.23%) classified as having fair category in speaking performance. these students got score in between 60-69 at speaking. While 18 students (52.94%) got score in between 0-59 and they categorized in a poor classification at speaking performance.

Before the treatment was given, the level of the students' speaking skill in oral presentation test in term of pronunciation was categorized "Poor" classification. The students got the lowest score. It implied that these students might have highest speaking anxiety. It means that the students have less improvement in their speaking skill before the treatment. Therefore, it influenced their speaking performance.

Chart 4.2 the Percentage of students' pronunciation result in Pre-test



The data in the chart showed that the percentage of students' score in speaking performance in term of pronunciation in pre-test of each category. The highest percentage of the students' score being in poor category. Most of students got score in between 0-59 at speaking performance before the treatment was given.

4. The students' speaking score before the treatment was given.
  - a. Fluency (post-test)

Category	Post-test		
	Score	Frequency	Percentage
Excellent	90 – 100	-	-
Very Good	80 – 89	2	5.9%
Good	70 – 79	13	38.23%
Fair	60 – 69	16	47.05%

Table 4.5  
The Percentage

Poor	0 – 59	3	8.82%
Total		34	100%

of students' fluency result in Post-test

The table above showed that after the treatment was given, none of the students can be categorized as excellent in term of fluency. It could be said that none of students had best score in speaking. In the post-test, there are 2 students (5.9%) were categorized in very good score. These students got score in between 80-89 at speaking performance. It was improved from the pre-test result. The students might had low speaking anxiety, therefore they could perform better and more relax to present in front of class. About 13 students (38.23%) classified as having good category in speaking performance. these students got score in between 70-79. There were 6 students was improved from the pre-test score. It could be seen that the students more relax while presenting their material and had a moderate level of speaking anxiety, so their performance greater after the treatment given. Students in a fair score was 16 students (47.05%). They got



score in between 60-69 at speaking performance. It means that the students still had a high speaking anxiety. However, it was still a little bit higher than the students in a good category. While 3 students (8.82%) in a poor classification. They got score in between 0-59 at speaking performance. It showed that students had a high level of anxiety and were not relaxed when presenting. However, from this post-test, significant results were also obtained that students in the poor category experienced a reduction of up to 11 students. It can be concluded that after the treatment was given the students felt relax during the presentation and their anxiety level was slightly reduced.

After the treatment was given, the level of students' speaking skill in oral presentation test in term of fluency was categorized "Fair" classification. It means that the students had increased in their speaking skill after the treatment.

b. Pronunciation (post-test)

Table 4.6 the Percentage of students' pronunciation result in Post-test

Category	Post-test		
	Score	Frequency	Percentage
Excellent	90 – 100	-	-
Very Good	80 – 89	3	8.83%
Good	70 – 79	4	11.77%
Fair	60 – 69	19	55.9%
Poor	0 – 59	8	23.5%
Total		34	100%

As well as the result of students' fluency in post-test, the table above showed that after the treatment was given none of the students can be categorized as excellent in term of pronunciation. In the post-test, there are 3 students (8.83%) were categorized in very good score. They got score 80-89 at speaking performance. It implied that the students had less speaking anxiety and more relaxed when presenting in front of class after the treatment given. About 4 students (11.77%) classified as having good category. These students got score in between 70-79 at speaking performance. In this category the students had a moderate level of anxiety. They behaviors were calm and the words were correctly spoken. Then, not much different from the previous one, about 19 students (55.9%) were categorized as fair at speaking. They got score in between 60-69 at speaking performance. They still fall into the category of low anxiety students. Although not as low as students in the previous category, students at this level rarely find nervousness or worry when speaking. However, sometimes they were experienced anxiety, but it didn't happen excessively. Furthermore, about 8 students (23.5%) in a poor classification and these students got score in between 0-59 at speaking performance. They had a very high level of anxiety. Students at this level had excessive worries and lack self-confidence, they perceived speaking as

something difficult and scary, they had difficulty to relaxed while presenting and managing their anxiety experienced.

After the treatment was given, the level of students' speaking skill in oral presentation test in term of pronunciation was categorized "Fair" classification. It means that the students had increased in their speaking skill, they also tend to less of speaking anxiety and more relaxed after the treatment.

#### 5. The mean score and standard deviation

After having calculated the result of the students pre-test and post-test, the mean score and the standard deviation of the students' speaking skill in test were presented in table below:

Table 4.7 the Mean Score and Standard Deviation of the Students Pre-test and Post-test.

Type of Test	Mean Score	Standard Deviation
Pre-test	58.39	7.15
Post-test	66.11	6.74

The table above showed that the mean and standard deviation score of students speaking skills in terms of fluency and pronunciation. In post-test was higher than pre-test, the pre-test mean was 58.39 in poor category while the post-test had a mean 66.11 in fair category of the maximum score 100. The mean both the test indicate

there were an improvement of the scores in vocabulary. Furthermore, the standard deviation of the pre-test was 7.15 and 6.74 for the post-test. It means that standard deviation in pre-test was lower than the post-test.

### The result of observation checklist

The data were collected by observation checklist, it done by researcher with observed the students' speaking performance. The result of observation checklist shown in the table below:

Table 4.8 Students' anxiety and presence in Speaking Performance

No	Statement	Before the treatment		After the treatment	
		Frequency	Percentage	Frequency	Percentage
1	Siswa cemas berbicara Bahasa Inggris di depan kelas	25	73%	3	8%
2.	Siswa ketakutan ketika salah dalam berbicara Bahasa Inggris	28	82%	8	23%
3	Siswa merasa grogi dan lupa apa yang akan disampaikan saat berbicara bahasa Inggris di depan kelas	25	73%	6	17%
4	Siswa terbata-bata saat berbicara Bahasa Inggris	30	88%	11	32%
5	Siswa takut dengan ujian lisan	17	50	1	2%
6	Siswa merasa gugup berbicara ketika teman-temannya memperhatikan	20	58	5	14%
7	Siswa tertekan ketika guru terus menerus mengoreksi kesalahannya dalam	22	64%	2	5%

	berbicara bahasa Inggris.				
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The table 4.8 showed that all of the statement of students' anxiety and behavior presence in their speaking performance were experienced by the students. The first and the third statements had percentage 73% before the Progressive Muscle Relaxation (treatment) was given. After the treatment applied, the percentage of each statement experienced a significant decrease in 8% and 17%. The second and fourth statements were noted to have the highest percentage of anxiety before being given treatment. Almost all of the students were in the category of fear and stuttering when speaking in front of class. The frequency of the number of students in categories 2 and 4 decreased by 8 students (23%) and 11 students (32%) after being given treatment. The frequency of students who were in categories 6 and 7 as any as 20 students (58%) and 22 students (64%). After the treatment, the percentages were reduced to 14% and 2% respectively. While the fifth statement was the one with the lowest percentage before and after treatment given.

## **B. Discussion**

As has been presented on the findings, the result of the data presented in the discussion.in summary, the findings showed us the students' anxiety level before and after the treatment given.

### **Students' Anxiety Level Before and After Progressive Muscle Relaxation**

The result of the data showed that before being given the treatment of Progressive Muscle Relaxation (PMR), students suffered from high level of anxiety. When experiencing high anxiety level, students felt less enthusiastic and less interested in the learning process. The students was anxious when they would speak English because they belief that they were not surely with their ability. This factor the students had low comprehension about what they talked about and the students also had low fluency in speaking English. As a result, students' learning outcomes decrease.

★ Based on the results of the study after the treatment was given, different result obtained, it showed a decrease of frequency and percentage on students' anxiety. Signifying that there is tangible and positive influence of the implementation of Progressive Muscle Relaxation (PMR). This is in accordance with the opinion of an expert named Forgat (2016) who states that relaxation will help control various stress, anxiety, reduce pain and relax the body, by relaxing certain body muscles and muscle tension so that it is relaxed to be more comfortable.

During the administration of relaxation strategy actions, at the beginning of the meeting, the students experienced severe anxiety and looked nervous when the teaching and learning process was about to begin. When the

orientation about muscle relaxation strategies and their benefits was conveyed, they seemed very enthusiastic and listening to the end even though some of the other students looked at it as unimportant. Because they were not used to implementing relaxation strategies, as a result, when implementing the first relaxation, some students did not take relaxation seriously. After doing reflection and evaluation, students begin to feel the benefits of relaxation strategies so that during the implementation the second relaxation strategy, they started to get serious. Thus, PMR was necessary. It aimed to release the tension of the tightened muscles and to minimize students' anxiety in oral presentation in a long period of time. The Relaxation hopefully could restore students' enthusiasm for the learning process. Seeing the facts above shows that the progressive relaxation technique used is very useful for reducing anxiety levels, in this case students' anxiety in performing oral presentations in English in front of the class.

This research is supported by other research. Anuar (2019) found that Progressive Muscle Relaxation (PMR) is an effective relaxation technique to reduce academic stress in high school students. He also indicated that there was a significant difference between the students given the PMR treatment and the students not given the PMR treatment. The success of the implementation in reducing students' academic stress can be observed from the students' enthusiasm and interests in the learning process that can result in better learning outcomes.

### **The Improving of students Speaking Score after Progressive Muscle Relaxation was given**

The students demonstrated a variety of behaviors during the presentation performance, including mumbling, pronouncing words incorrectly, shaking, and tremors based on the data observation that had gotten from the participants. These were brought on by the students' lack of preparation for speaking in front of the class. However, there were some students who performed excellently. Both the individuals' actions and their spoken statements were composed. The anxiety of the students themselves has an impact on their conduct; the more intense their anxiety, the more it can affect how they perform in front of the class. According to Horwitz (1991), anxiety resulted in an affective filter that hinders children from taking in language. Then their attempts to learn a language will be unsuccessful.

The probability of successful learning a foreign language especially in English decreased when the language learner experiences extreme anxiety. That was established by research findings, which showed that students with lower levels of anxiety outperformed students with higher levels on speaking tests, proved this point. It was seen from the result of students' speaking test in pre-test and post-test. The study of the data obtained from the speaking test revealed that the students' fluency and pronunciation both greatly improved. The students' mean fluency score in the pre-test was 60 and in the post-test, it was 67.3. This is shown by the percentage of the results of the students'



diagnostic test and percentage of the result of the students' speaking test. In term of pronunciation had percentage pre-test was 56.7 mean score while in post-test was 64.8 in a total 34 students. The researcher measure that oral presentation performance had a good influence from Progressive Muscle Relaxation (PMR) treatment based on comparing the result of the pre-test and post-test. Apart from the researcher used of Progressive Muscle Relaxation method, the researcher also indirectly applied the approach method so that students were naturally able to express opinions about their experienced in learning English in a very relaxed manner.

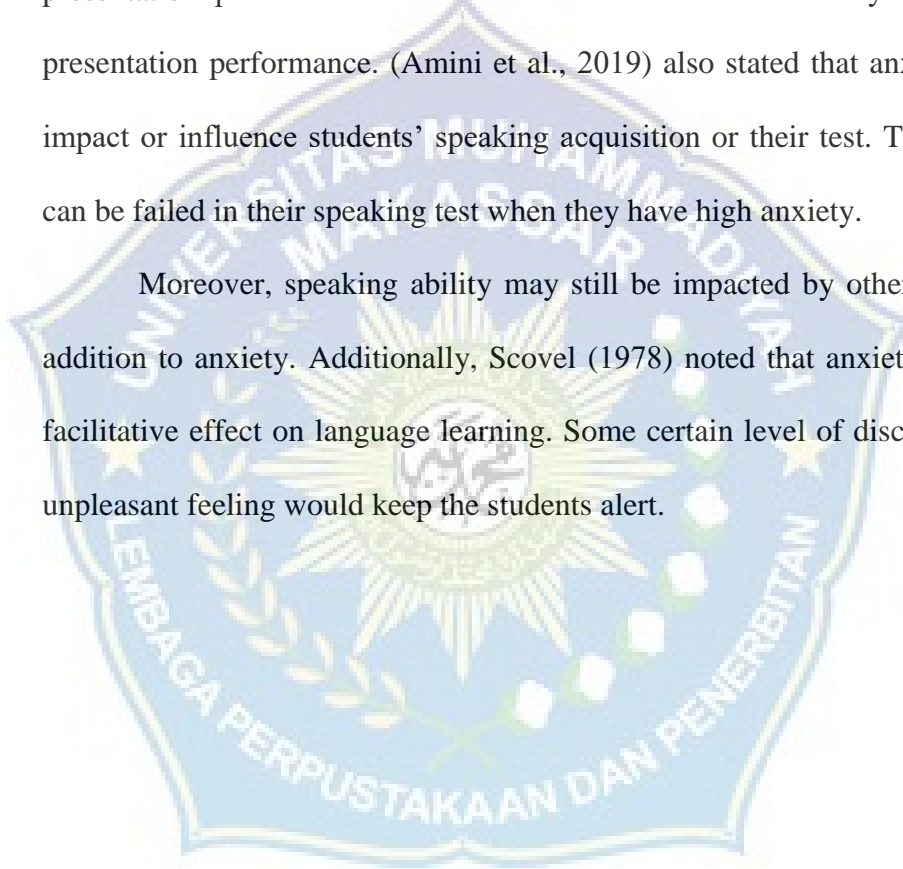
In other words, students who performed well and got score in good classification when speaking tend to be less anxious because they are confident in their ability to provide a successful performance. Conversely, speaking anxiety is negatively related to the quality of the encoded message and to the individual's actual speech behavior. It was found that when students speak in front of the class, the effects of speaking anxiety could be seen (Burgoon and Hale 1983).

The research result described above was descriptive statistical analysis, while the hypothesis of this research could be described by results of inferential data analysis using the t-test formula, it was known that the t-test value of 18.7 with a frequency (df) of  $34 - 1 = 33$ , at a level of significance of 0.05, we obtained t-table of 2.03. Therefore  $t\text{-test} > t\text{-table}$  on the significance level was 0.05, then  $H_0$  was rejected and  $H_a$  was accepted which means, there

was significance difference between the students' speaking skill before and after the treatment was given.

This research was supported by other research. (Amini et al., 2019) found that there was a correlation between students' anxiety levels and oral presentation performance. It means that the students' anxiety effect their presentation performance. (Amini et al., 2019) also stated that anxiety might impact or influence students' speaking acquisition or their test. The students can be failed in their speaking test when they have high anxiety.

Moreover, speaking ability may still be impacted by other factors in addition to anxiety. Additionally, Scovel (1978) noted that anxiety has quite facilitative effect on language learning. Some certain level of discomfort and unpleasant feeling would keep the students alert.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the results of the study are concluded. This chapter focuses on the conclusion and the suggestions of the research.

#### A. Conclusion

Based on the findings and discussions, it can be seen that the majority of students at the second grade in SMA Negeri 2 Gowa have a high level of anxiety in oral presentation performance before the Progressive Muscle Relaxation treatment was given, which is around 47.05% or almost half of the number of respondent have a high level of anxiety. However, after the Progressive Muscle Relaxation treatment was given, students' anxiety level decreased, indicated by the average scores and percentages of the test and result of the questionnaire. For this research, when the students have high level of anxiety, presentation score was low and if the anxiety level was low the presentation score was high. It can be concluded that anxiety can influenced the students' speaking skill especially while performing a presentation in front of the class.

#### B. Suggestion

Based on conclusion, the researcher made the following suggestions that may be useful:

1. For the students

Students must know the extent of their anxiety level and try to find ways to overcome it, not ignore it. Students can try various things or methods offered by the author, or other researcher regarding ways to overcome anxiety.

2. For the teacher

Teacher must know the various things that cause anxiety in students, so teachers can find the right way to overcome and avoid all things that trigger anxiety in students. Furthermore, the teacher must also help students to reduce the anxiety that students experience, help students to develop self-confidence and also give students time and opportunity to show up their speaking skills and set the atmosphere so that students are not tense and relaxed when speaking

3. For the next researcher

The researcher recommends to explore further about the things that cause anxiety and see it from another perspective such as learning context, learning method, student background, etc.



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## RENCANA PELAKSANAAN PEBELAJARAN

Nama Sekolah : SMA Negeri 2 Gowa  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : XI/2  
Materi : Teks Eksposisi Analitis (Analytical Exposition Text)  
Alokasi Waktu : 2 × 45 menit (pertemuan 2 dan 3)

### A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu p[engetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis (persuasive atau argumentative) dengan memberi dan meminta informasi, menyampaikan pendapat/pikiran terkait isu aktual sesuai konteks penggunaannya	1.4.1 Mengidentifikasi fungsi sosial teks eksposisi analitis lisan dan tulis 1.4.2 Menentukan struktur teks eksposisi analitis lisan dan tulis 1.4.3 Menganalisis ciri kebahasaan teks eksposisi analitis lisan dan tulis
1.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 1.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks	4.4.1 membuat teks eksposisi analitis sederhana dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaan dengan runtut 4.1.2.1 Mempresentasikan teks eksposisi analitis yang telah dibuat

### C. Tujuan Pembelajaran

1. Setelah mengamati teks eksposisi analitis, siswa mampu menganalisis fungsi sosial, struktur dan unsur kebahasaannya secara tepat
2. Setelah melalui diskusi, siswa mampu mempresentasikan eksposisi analitis yang telah dibuat secara berkelompok dengan penuh rasa percaya diri

### D. Materi Pembelajaran atau Bahan Ajar

#### Teks eskposisi analitis

##### *fungsi Sosial*

menyatakan pendapat tentang topic yang hangat dibicarakan secara tanggung jawab

##### *struktur Teks*

- a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
- b. Menyebutkan pandangan/pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung (Argument)
- c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut (Reiteration)

##### *Unsur Kebahasaan*

- Kalimat Simple Present
- Expression of Stating Opinion
- Adverbs
- Conjunction
- Etc.

### E. Model dan Metode Pembelajaran

Model Pembelajaran : Genre Based Approach

Metode : Tanya jawab, diskusi

#### F. Media, Alat dan Sumber Pembelajaran

Media : teks eksposisi, gambar, worksheet atau lembar kerja siswa

Alat/Bahan : spidol, papan tulis, laptop

Sumber Belajar : Buku Panduan Siswa Bahasa Inggris Kelas XI Kurikulum 2013 Revisi 2017. Kementerian Pendidikan dan Kebudayaan

#### G. Langkah – Langkah Pembelajaran

TAHAP PEMBELAJARAN	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
<b>A. Kegiatan Pendahuluan</b>		
Pendahuluan	Guru menyapa siswa, berdoa bersama, dan mengecek kehadiran siswa	5 menit
Apersepsi	Guru menanyakan materi yang lalu dan mengaitkan dengan materi sekarang	2 menit
Motivasi	Guru memberi motivasi kepada siswa manfaat pembelajaran Guru menyampaikan topic	3 menit
<b>B. Kegiatan Inti (Tuliskan sintak model pembelajaran yang digunakan)</b>		
Building knowledge of text	<ul style="list-style-type: none"> <li>Siswa mengamati teks analitis yang disajikan melalui sumber belajar</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> </ul>	5 menit
Modeling of the text	<ul style="list-style-type: none"> <li>Siswa menganalisis teks eksposisi analisis dengan memperhatikan fungsi sosial, struktur teks dan ciri kebahasaan</li> </ul>	20 menit
Joint construction of text	<ul style="list-style-type: none"> <li>Siswa berdiskusi tentang teks eksposisi dengan focus pada fungsi sosial, struktur, dan unsur kebahasaan</li> </ul>	10 menit

Independent Construction of Text	<ul style="list-style-type: none"> <li>• Siswa membuat teks eksposisi analitis sederhana sesuai panduan buku paket secara individu</li> <li>• Siswa mempresentasikan teks mereka dengan penuh percaya diri</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru</li> </ul>	40 menit
<b>C. Kegiatan Penutup</b>		
Kesimpulan	<ul style="list-style-type: none"> <li>• Siswa menyimpulkan materi yang telah dipelajari</li> <li>• Siswa dan guru menutup kegiatan pembelajaran dengan mengucap rasa syukur</li> </ul>	5 menit

## H. Penilaian

- Kompetensi Sikap
  - Teknik penilaian : Observasi
  - Bentuk Instrumen : Lembar observasi
- Kompetensi Pengetahuan
  - Teknik penilaian : tes tertulis
  - Bentuk Instrumen : Lembar kerja siswa (LKS)
- Keterampilan
  - Teknik Penilaian : Praktik
  - Bentuk Instrumen : Unjuk Kerja (Tes Praktik Keterampilan Berbicara)

## TEACHING MATERIAL

Topic : Explanation Text

Subtopic : Explanation Text Explain about Phenomenon

A. Definition

An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).

B. Types of Explanation Texts

Explanation texts are categorized according to the type of process they describe.

**Sequential Explanation:** Explanations that describe natural and non-natural phenomena, for example life cycles.

**Cause and Effect Explanation:** Explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes.

C. Social function of Explanation Text

An Explanation text is used to describe how or why a certain phenomenon happens.

D. General Structure of Explanation Text

- A title that identifies the topic to be explained
- An opening statement that identifies the process to be explained
- A clear order of paragraphs that describe how and why
- A concluding paragraph that puts all the information together
- Finally, a visual text (a labeled image)

E. Linguistic Features of an Explanation Text

- Focuses on general group rather than specific.
- Use of linking words like **in general, rather, for instance.**
- Use of action verbs like **breaks, erupts.**
- Use of present tense like **is, wake, are.**
- Reference to people should not be given.



- Passive voice may be used.
- Use of technical terms and language relevant to the subject.
- Conjunction should be used to make connections like **and, but**.
- Gives a detailed description to create a rich meaning.

### Passive Voice:

When emphasis is on the action (verb) and the object of a sentence rather than the subject of a sentence. It means that action is more important than the subject. Subject is unknown. Even when the subject is known, it is put at the end.

Example:

- A letter is written by me.
- America was discovered by Columbus.
- Macbeth was written by Shakespeare.
- The door was opened by his son.
- The new ideas were suggested by Edo

### F. An Annotated Explanation Text

Structure	How Volcanoes are formed	Linguistic Features
Introduction	Have you ever wondered how volcanoes are formed?	
Opening Statement	A volcano <del>is a vent or an opening</del> on the earth's surface which allows molten rock called <b>magma, volcanic ash</b> and gas to escape out onto its surface.	Present tense  Technical Terms
Explanation Sequence 1	Volcanoes are formed whenever there is a <b>crack</b> in the crust of the earth. A tube-like passage	Action verbs

	connects a chamber of magma (molten rock) at the center of the earth to the earth's crust.	
Explanation Sequence 2	When the pressure <b>builds</b> up in the chamber, the magma, gases <del>and ash are pushed up through to</del> the top of the tube on the earth's surface known as vent.	Conjunction
Explanation Sequence 3	<del>The red-hot magma that</del> <b>escape to flow</b> over the Earth's surface is called lava which, when cools, forms into rocks.	
Conclusion	In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	Technical language

### G. Example of Explanation Text

#### Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time.

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury. According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year. Earthquake are dreaded by everyone.



#### APPENDIX 1

#### The Result of Students' Fluency and Pronunciation in Pre-test and Post-test

No	Sample	Pre-Test	Post-test
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		<b>Fluency</b>	<b>Pronunciation</b>	<b>Fluency</b>	<b>Pronunciation</b>
1	S-1	55	55	60	60
2	S-2	57	53	60	58
3	S-3	55	50	60	58
4	S-4	58	48	62	58
5	S-5	55	50	60	62
6	S-6	60	62	68	66
7	S-7	58	62	65	66
8	S-8	50	40	58	52
9	S-9	56	50	68	62
10	S-10	60	57	70	66
11	S-11	58	46	68	62
12	S-12	50	40	58	50
13	S-13	62	60	71	74
14	S-14	60	40	70	52
15	S-15	60	40	68	50
16	S-16	70	76	80	84
17	S-17	50	55	58	68
18	S-18	70	62	72	66
19	S-19	60	65	70	72
20	S-20	60	62	66	68
21	S-21	60	65	70	72
22	S-22	68	65	75	72
23	S-23	60	48	70	58
24	S-24	60	62	69	68
25	S-25	65	63	72	66
26	S-26	70	76	75	84
27	S-27	60	60	65	67
28	S-28	65	55	70	60
29	S-29	55	62	62	68
30	S-30	65	55	70	60
31	S-31	60	55	70	60
32	S-32	58	62	64	68
33	S-33	72	78	82	86
34	S-34	58	52	65	62
Total		2040	1931	2291	2205
Mean		60	56.79	67.38	64.85

No	Sample	Pre-Test	Score	Classification
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**APPENDIX 2**  
**The Result of Students' Speaking Test in Pre-test**

		<b>Fluency</b>	<b>Pronunciation</b>		
1	S-1	55	55	55	Poor
2	S-2	57	53	55	Poor
3	S-3	55	50	52.5	Poor
4	S-4	58	48	53	Poor
5	S-5	55	50	52.5	Poor
6	S-6	60	62	61	Fair
7	S-7	58	62	60	Fair
8	S-8	50	40	45	Poor
9	S-9	56	50	53	Poor
10	S-10	60	57	58.5	Poor
11	S-11	58	46	52	Poor
12	S-12	50	40	45	Poor
13	S-13	62	60	61	Fair
14	S-14	60	40	50	Poor
15	S-15	60	40	50	Poor
16	S-16	70	76	73	Good
17	S-17	50	55	52.5	Poor
18	S-18	70	62	66	Fair
19	S-19	60	65	62.5	Fair
20	S-20	60	62	61	Fair
21	S-21	60	65	62.5	Fair
22	S-22	68	65	66.5	Fair
23	S-23	60	48	54	Poor
24	S-24	60	62	61	Fair
25	S-25	65	63	64	Fair
26	S-26	70	76	73	Good
27	S-27	60	60	60	Fair
28	S-28	65	55	60	Fair
29	S-29	55	62	58.5	Poor
30	S-30	65	55	60	Fair
31	S-31	60	55	57.5	Poor
32	S-32	58	62	60	Fair
33	S-33	72	78	75	Good
34	S-34	58	52	55	Poor
Total		2040	1931	1985.5	
Mean		60	56.7	58.3	



**APPENDIX 3**  
**The Result of Students' Speaking Test in Post-test**

No	Sample	Post-test		Score	Classification
		Fluency	Pronunciation		
1	S-1	60	60	60	Fair
2	S-2	60	58	59	Poor
3	S-3	60	58	59	Poor
4	S-4	62	58	60	Fair
5	S-5	60	62	61	Fair
6	S-6	68	66	67	Fair
7	S-7	65	66	65.5	Fair
8	S-8	58	52	55	Poor
9	S-9	68	62	65	Fair
10	S-10	70	66	68	Fair
11	S-11	68	62	65	Fair
12	S-12	58	50	54	Poor
13	S-13	71	74	72.5	Good
14	S-14	70	52	61	Fair
15	S-15	68	50	59	Poor
16	S-16	80	84	82	Very good
17	S-17	58	68	63	Fair
18	S-18	72	66	69	Fair
19	S-19	70	72	71	Good
20	S-20	66	68	67	Fair
21	S-21	70	72	71	Good
22	S-22	75	72	73.5	Good
23	S-23	70	58	64	Fair
24	S-24	69	68	68.5	Fair
25	S-25	72	66	69	Fair
26	S-26	75	84	79.5	Very good
27	S-27	65	67	66	Fair
28	S-28	70	60	65	Fair
29	S-29	62	68	65	Fair
30	S-30	70	60	65	Fair
31	S-31	70	60	65	Fair
32	S-32	64	68	66	Fair
33	S-33	82	86	84	Very good
34	S-34	65	62	63.5	Fair
<b>Total</b>		<b>2291</b>	<b>2205</b>	<b>2248</b>	
<b>Mean</b>		<b>67.38</b>	<b>64.8</b>	<b>66.11</b>	





**APPENDIX 4**  
**The Students' Total Score**

Sampl	Score				
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e	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D (X <sub>2</sub> - X <sub>1</sub> )	D <sup>2</sup>
S-1	55	60	3025	3600	5	25
S-2	55	59	3025	3481	4	16
S-3	52.5	59	2756.25	3481	6.5	42.25
S-4	53	60	2809	3600	7	49
S-5	52.5	61	2756.25	3721	8.5	72.25
S-6	61	67	3721	4489	6	36
S-7	60	65.5	3600	4290.25	5.5	30.25
S-8	45	55	2025	3025	10	100
S-9	53	65	2809	4225	12	144
S-10	58.5	68	3422.25	4624	9.5	90.25
S-11	52	65	2704	4225	13	169
S-12	45	54	2025	2916	9	81
S-13	61	72.5	3721	5256.25	11.5	132.25
S-14	50	61	2500	3721	11	121
S-15	50	59	2500	3481	9	81
S-16	73	82	5329	6724	9	81
S-17	52.5	63	2756.25	3969	10.5	110.25
S-18	66	69	4356	4761	3	9
S-19	62.5	71	3906.25	5041	8.5	72.25
S-20	61	67	3721	4489	6	36
S-21	62.5	71	3906.25	5041	8.5	72.25
S-22	66.5	73.5	4422.25	5402.25	7	49
S-23	54	64	2916	4096	10	100
S-24	61	68.5	3721	4692.25	7.5	56.25
S-25	64	69	4096	4761	5	25
S-26	73	79.5	5329	6320.25	6.5	42.25
S-27	60	66	3600	4356	6	36
S-28	60	65	3600	4225	5	25
S-29	58.5	65	3422.25	4225	6.5	42.25
S-30	60	65	3600	4225	5	25
S-31	57.5	65	3306.25	4225	7.5	56.25
S-32	60	66	3600	4356	6	36
S-33	75	84	5625	7056	9	81
S-34	55	63.5	3025	4032.25	8.5	72.25
<b>Total</b>	<b>1985.5</b>	<b>2248</b>	<b>117636.25</b>	<b>150132.5</b>	<b>262.5</b>	<b>2216.25</b>
<b>Mean</b>	<b>58.39</b>	<b>66.11</b>	<b>3459.8</b>	<b>4415.6</b>	<b>7.72</b>	<b>65.18</b>



## **APPENDIX 5**

### **The Mean Score of Students' Test**

#### **A. Students' Test**

**Mean Score of the Students Pre-Test**

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1985.5}{34}$$

$$\bar{X} = 58.39$$

**Mean Score of the Students Post-Test**

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2248}{34}$$

$$\bar{X} = 66.11$$

**B. Speaking Skill in term of Fluency**

**Mean score of students' Pre-test**

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2040}{34}$$

$$\bar{X} = 60$$

**Mean score of students' Post-test**

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2291}{34}$$

$$\bar{X} = 67.38$$

### C. Speaking Skill in term of Pronunciation

#### Mean score of students' Pre-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1931}{34}$$

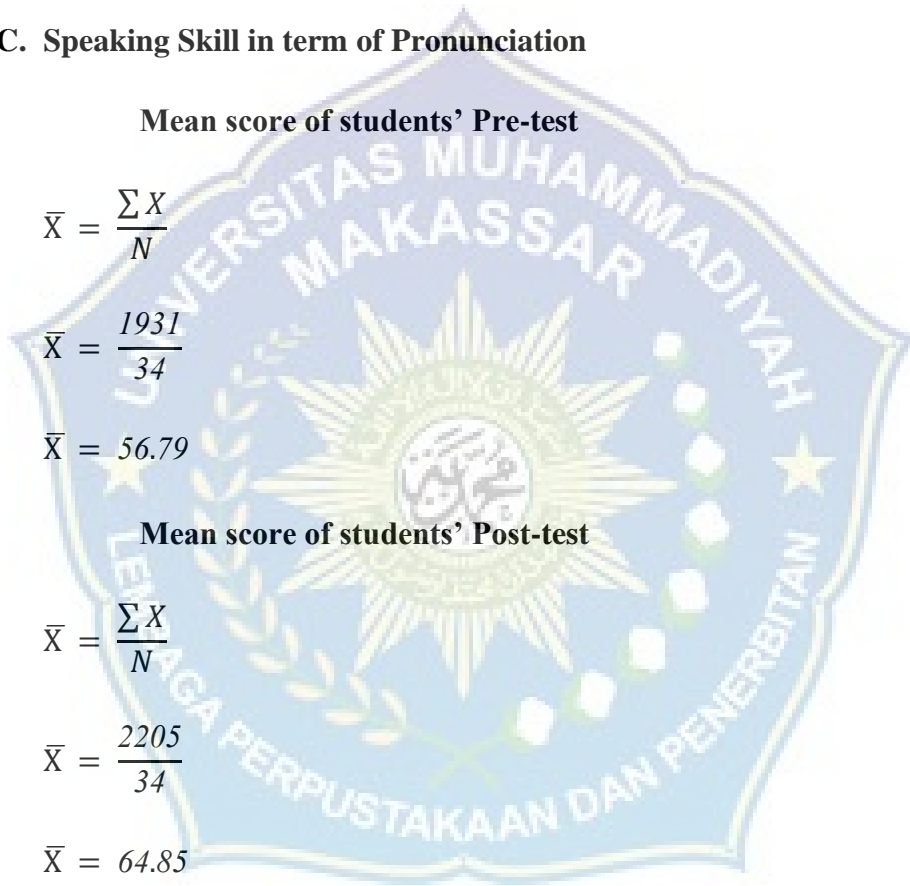
$$\bar{X} = 56.79$$

#### Mean score of students' Post-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2205}{34}$$

$$\bar{X} = 64.85$$



## APPENDIX 6 The Percentage of Speaking Test Improvement

## 1. The Improvement of Students' fluency

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

$$P = \frac{67.38 - 60}{60} \times 100$$

$$P = \frac{7.38}{60} \times 100 = 12.3\%$$

## 2. The Improvement of Students' Accuracy

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

$$P = \frac{64.85 - 56.7}{56.7} \times 100$$

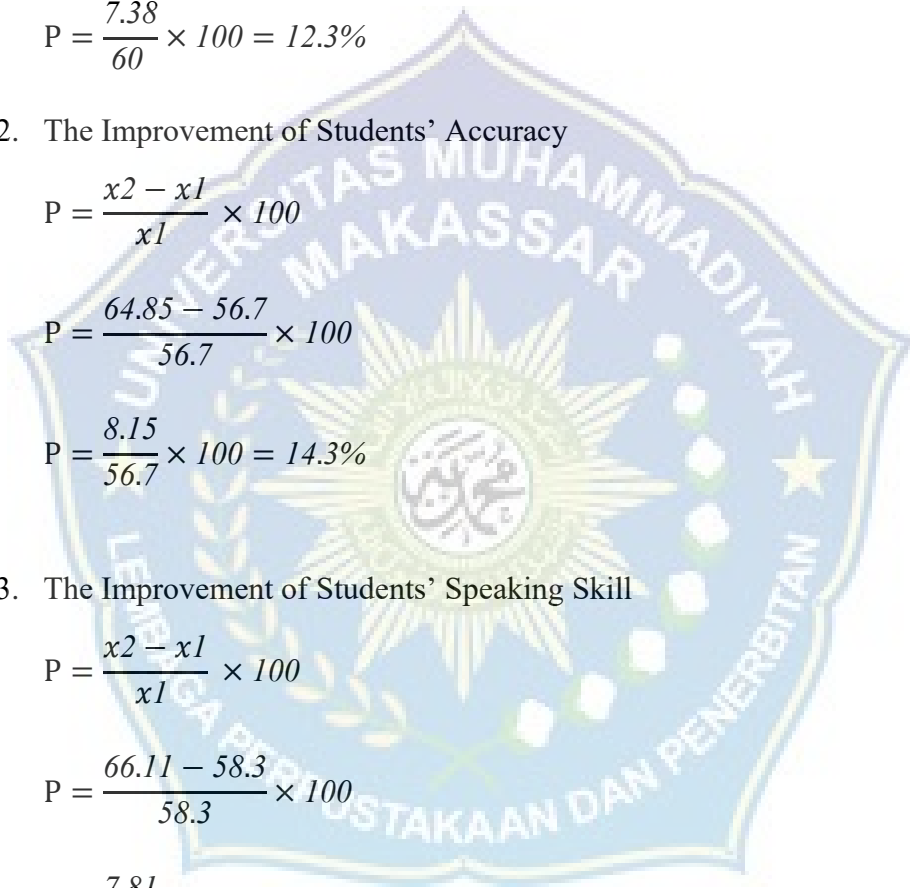
$$P = \frac{8.15}{56.7} \times 100 = 14.3\%$$

## 3. The Improvement of Students' Speaking Skill

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

$$P = \frac{66.11 - 58.3}{58.3} \times 100$$

$$P = \frac{7.81}{58.3} \times 100 = 13.3\%$$



**APPENDIX 7**  
**Standard Deviation of Students' Test**

### 1. Standard deviation in pre-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{117636.25 - \frac{(1985.5)^2}{34}}{34 - 1}}$$

$$SD = \sqrt{\frac{117636.25 - \frac{3942210.25}{34}}{33}}$$

$$SD = \sqrt{\frac{117636.25 - 115947.3}{33}}$$

$$SD = \sqrt{\frac{1688.89}{33}}$$

$$SD = \sqrt{51.17}$$

$$SD = 7.15$$

### 2. Standard deviation in post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{150132.5 - \frac{(2248)^2}{34}}{34 - 1}}$$

$$SD = \sqrt{\frac{150132.5 - \frac{(2248)^2}{34}}{33}}$$

$$SD = \sqrt{\frac{150132.5 - \frac{5053504}{34}}{33}}$$

$$SD = \sqrt{\frac{150132.5 - 148632.47}{33}}$$

$$SD = \sqrt{\frac{1500.03}{33}}$$

$$SD = \sqrt{45.4}$$

$$SD = 6.74$$



**APPENDIX 8**  
**Test of Significant Difference**



$$D = \frac{\sum d}{N}$$

$$D = \frac{262.5}{34} = 7.72$$

$$t = \frac{D}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

$$t = \frac{7.72}{\sqrt{\frac{2216.25 - \frac{68906.25}{34}}{34(34-1)}}$$

$$t = \frac{7.72}{\sqrt{\frac{2216.25 - 2026.65}{1122}}}$$

$$t = \frac{7.72}{\sqrt{\frac{189.6}{1122}}} = \frac{7.72}{\sqrt{0.169}} = \frac{7.72}{0.41} = 18.7$$

### Distribution of T-table

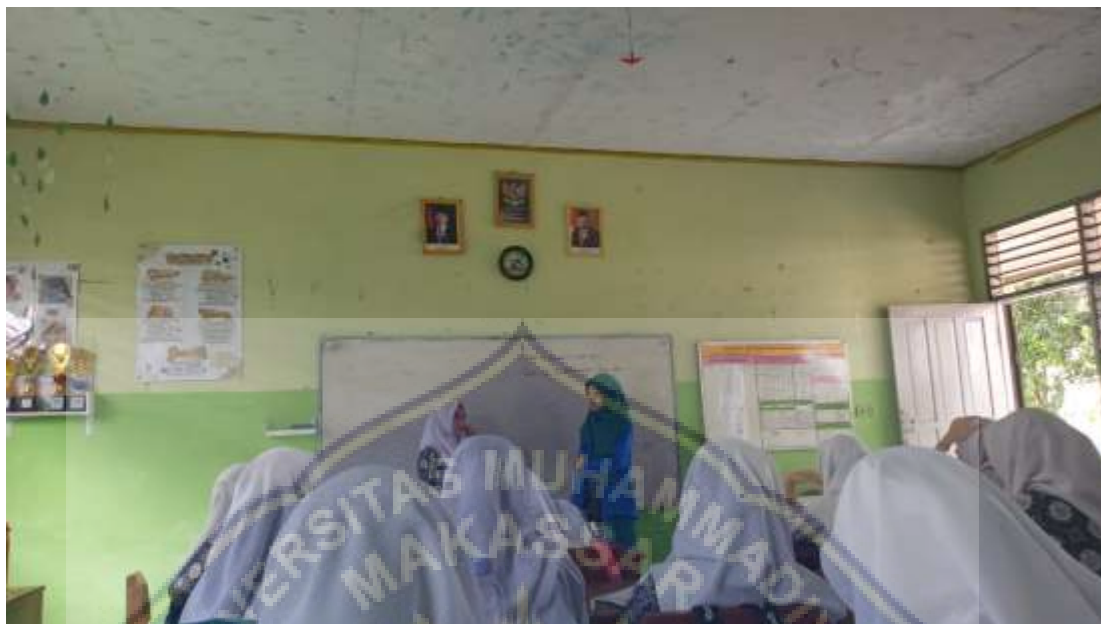
P (Level of Significance) ( One Tailed Test)
--

df	0.1	0.05	0.01	0.001
1	6.313752	12.7062	63.65674	636.6192
2	2.919986	4.302653	9.924843	31.59905
3	2.353363	3.182446	5.840909	12.92398
4	2.131847	2.776445	4.604095	8.610302
5	2.015048	2.570582	4.032143	6.868827
6	1.94318	2.446912	3.707428	5.958816
7	1.894579	2.364624	3.499483	5.407883
8	1.859548	2.306004	3.355387	5.041305
9	1.833113	2.262157	3.249836	4.780913
10	1.812461	2.228139	3.169273	4.586894
11	1.795885	2.200985	3.105807	4.436979
12	1.782288	2.178813	3.05454	4.317791
13	1.770933	2.160369	3.012276	4.220832
14	1.76131	2.144787	2.976843	4.140454
15	1.75305	2.13145	2.946713	4.072765
16	1.745884	2.119905	2.920782	4.014996
17	1.739607	2.109816	2.898231	3.965126
18	1.734064	2.100922	2.87844	3.921646
19	1.729133	2.093024	2.860935	3.883406
20	1.724718	2.085963	2.84534	3.849516
21	1.720743	2.079614	2.83136	3.819277
22	1.717144	2.073873	2.818756	3.792131
23	1.713872	2.068658	2.807336	3.767627
24	1.710882	2.063899	2.79694	3.745399
30	1.697261	2.042272	2.749996	3.645959
31	1.695519	2.039513	2.744042	3.633456
32	1.693889	2.036933	2.738481	3.621802
33	1.69236	2.034515	2.733277	3.610913
34	1.690924	2.032245	2.728394	3.600716
40	1.683851	2.021075	2.704459	3.550966
60	1.670649	2.000298	2.660283	3.4602
120	1.657651	1.97993	2.617421	3.373454

**APPENDIX 9**  
**Documentation**

### Explanation Session Regarding Progressive Muscle Relaxation Treatment













FACULTAS ILMU HUMANIA





**XII IPA 5**



School of SMA Negeri 2 Gowa





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alaiddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nur Syahbani

Nim : 105351106617

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	6 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	8 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 23 Agustus 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 2907/05/C.4-VIII/IX/1443/2022

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

12 Safar 1444 H

08 September 2022 M

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 11136/FKIP/A.4-II/IX/1444/2022 tanggal 7 September 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NUR SYAHBANI

No. Stambuk : 10535 1106617

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Relaxation Training Strategy to Minimize Students' Anxiety in Oral Presebtation Performance at SMA Negeri 2 Gowa"**

Yang akan dilaksanakan dari tanggal 10 September 2022 s/d 10 Nopember 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketda IP3M,





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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 23F  
Makassar  
Telp: (0411) 792103 (Secretary)  
Email: prodi@umhammah.ac.id  
Web: www.umhammah.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nur Syahbani  
NIM : 105351106617  
Judul Penelitian : *THE RELAXATION TRAINING STRATEGY TO MINIMIZE STUDENTS' ANXIETY IN ORAL PRESENTATION PERFORMANCE AT SMA NEGERI 2 GOWA*  
Tanggal Ujian Proposal : 8 Agustus 2022  
Tempat/Lokasi Penelitian : SMA Negeri 2 Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 16 Januari 2023	Mengantar surat penelitian dan meminta izin kepala sekolah untuk melakukan penelitian	Nur Ichsan S.Pd	
2	Rabu, 18 Januari 2023	Melakukan observasi pertama	Nur Ichsan S.Pd	
3	Rabu, 25 Januari 2023	Melakukan observasi kedua	Nur Ichsan S.Pd	
4	Rabu, 1 Februari 2023	Melakukan observasi ketiga	Nur Ichsan S.Pd	



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Makassar

Telp : 0811 1762101 (Secretary)

Email : prodi@unismuh.ac.id

Web : be.fkit.unismuh.ac.id

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5	Sabtu, 4 Februari 2023	Melakukan observasi keempat	Nur Ichsan S.Pd	
6	Rabu, 8 Februari 2023	Memberikan Questionnaire	Nur Ichsan S.Pd	

Gowa, Februari 2023

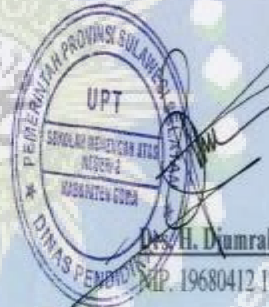
Mengetahui,

Ketua Program Studi,  
EKIP Unismuh Makassar

Pimpinan/Kepala sekolah/Instansi



Dr. Ummi Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807



Des. H. Djumrah  
NIP. 19680412 199803 1 010



Terakreditasi Institusi



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
CABANG DINAS PENDIDIKAN WILAYAH II GOWA  
UPT. SMA NEGERI 2 GOWA

Alamat: Jln. Pendidikan Limbung Kec. Bajeng Kab. Gowa Telp. 0411-8217762 Kode Pos ( 92152) Email : [smn2gowa@gmail.com](mailto:smn2gowa@gmail.com)

**SURAT KETERANGAN**

No.070/248 -UPT.SMAN2/GOWA/DISDIK

Yang bertanda tangan di bawah ini Plt. Kepala UPT. SMA Negeri 2 Gowa Provinsi Sulawesi Selatan, menerangkan bahwa :

Nama : Nur Syahbani  
Tempat/Tgl Lahir : Makassar, 03 November 1999  
Jenis Kelamin : Perempuan  
NIM : 105351106617  
Pekerjaan : Mahasiswa  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Timpoppo Kel. Mata Allo Kec. Bajeng Kab. Gowa

Benar telah melakukan Penelitian di SMA Negeri 2 Gowa sejak 16 Januari s/d 08 Februari 2023, Berdasarkan surat dari Dinas Penanaman modal dan pelayanan terpadu satu pintu No.11963/S.01/PTSP/2022, dengan Judul Skripsi "THE RELAXATION TRAINING STRATEGY TO MINIMIZE STUDENTS' ANXIETY IN ORAL PRESENTATION PERFORMANCE AT SMA NEGERI 2 GOWA".

Demikian surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Bajeng, 25 Agustus 2023  
Plt. Kepala UPT.SMAN 2 Gowa  
  
Pangkat Pembina Tk.I  
NIP. 19680412 199803 1 010

Tembusan :

- Program Studi Pendidikan Bahasa Inggris
- Mahasiswa yang bersangkutan
- Arsip



## CURRICULUM VITAE



The researcher, Nur Syahbani was born on November, 3<sup>rd</sup> 1999 in Makassar. She is the first and only one child from her parents' marriage, Baharuddin and (almh) Sabariah. She began her education in SD Negeri Limbung Putera and graduated in 2011. Then, she continued her study in SMP Negeri 1 Bajeng and graduated in 2014. She had finished her study at SMA Negeri 1 Bajeng in 2017. In the same year, she was accepted as a student in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. She could finish her study in 2023 with the thesis under the title "The Relaxation Training Strategy to Minimize Students' Anxiety in Oral Presentation at SMA Negeri 2 Gowa."

