STUDENTS' PERCEPTION TOWARD PSYCHOLOGICAL PROBLEMS FACED IN PUBLIC SPEAKING CLASS OF ENGLISH DEPARTMENT

(A Descriptive Research of Students at English Department Year 2015 at Muhammadiyah University of Makassar)

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 Sarjana Pendidikan

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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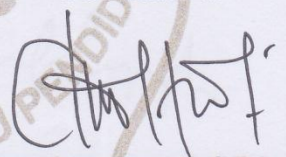|		
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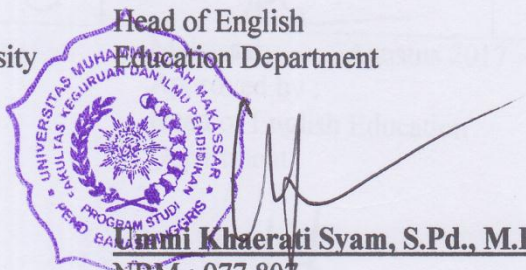<u>**Ummi Khaerati Syam, S.Pd., M.Pd.**</u>

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ABSTRACT

SULASTIANI. 2018. Students' Perception toward Psychological Problems Faced in Public Speaking Class of English Department. *(A Descriptive Research of Students at English Department Year 2015 at Muhammadiyah University of Makassar)* supervised by **Ummi Khaerati Syam and Nunung Anugrawati**

This study aimed to find the students perception toward psychological problems faced in terms of fear and anxiety in public speaking class of English department. The data was collected from Fourth semester students of English Department who learned Public Speaking Subject

This study used descriptive qualitative research design. The instruments used were questionnaire and interview. The questionnaire was distributed to 40 students from different classes and based on the questionnaire scores the researcher took 10 students to be interviewed in order to know their perception. The questionnaire used was PSCAS (Public Speaking Class Anxiety Scale) and the interview used was semi structured interview

Based on findings, it was found that 33 of 40 or 82.5% students were indicated having medium level of fear and anxiety in public speaking class and 7 of 40 or17.5% students were having low level of fear and anxiety in public speaking class. Furthermore, it was found that the students gave negative perception toward psychological problems faced in public speaking class of English department. Moreover, there were several factors of students' public speaking class fear and anxiety, those were fear of making mistakes, feeling that their friends would laugh at them, fear when looked at the audiences' eyes, though that other students were better than them, and students did not have good preparation. Students perceived that public speaking class fear and anxiety impact negatively toward their performance in public speaking class such as students forgot their speech preparation, students were confused and stop to speak, made the students uncomfortable to speak English in public speaking class. Furthermore, students' said that there were several ways to cope students public speaking fear and anxiety such as building up their braveness and self confidence, looking at the other view and imaging that no one looking at them while performing, taking a deep breath, making a good preparation, and maximizing their body languages

Keywords: Perception, Psychological problems, Public Speaking Class

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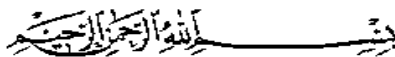
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CHAPTER I
INTRODUCTION

A. Background

Public speaking is process of sustainable communication in which the message, symbol, and meaning will always be interacting among the speaker and listener. Ys.Gunadi (cited in Andriani:2016) reveals that "Public speaking is a form of communication orally regarding certain topic or issue in front of the public". The aims are influencing, changing opinion, and teaching, educating, explaining, and giving information to the society in the certain places". Webster's Third International Dictionary (cited in Andriani:2016) defines that "Public speaking is an art of oral communication which effectively involved the audiences"

Public speaking in fact very close to the human's life (Mulyana, 1999;1). Public speaking is aim to convey the message to the public in order to make the message accepted well while conveying the message there will be a communication that similar in the social interaction. Meanwhile the communication occurs because there are responses from the public (audiences) about what the speaker has already conveyed. Public speaking is really important for each individual, normally for every day a human can produce more than ten thousand word per day and what they produce will affected their life. In this globalization era, every aspect of human's life such as family, business relation, social organization, social interaction, etc cannot be separated from both side communication. The more people be able to speech it will portray someone's quality of intelligence.

Public speaking is a form of oral communication that will support someone to be a professional. In this information revolution, globalization, and other social economic changes in the new era, the importance of effective oral communication skills has increased. As the professional world becomes more diverse, competitive and result-oriented, success in the highly competitive environment today will depend not just on one's professional knowledge but on the ability to present that knowledge in an appropriate oral form. Moreover, oral communication skills are cited as the single most important criterion in hiring professionals as most of the professionals are hired through a selection process, which involves oral interaction in the form of a personal interview, group discussion, seminar presentation or some other form of oral communication (Rizvi:2005).

Based on the statement above, English Education Department applied public speaking subject which aimed to encourage the students to be excellent speaking in front of the public. Considering the fact that public speaking skill is really important in this diverse and high competitive environment so that it would be a good modal for the students to compete in their future endeavors. Public speaking was taught in the fourth semester students of English Education Department. Public speaking class was one of interesting class which most of students were excited to learn public speaking because they learned public speaking in the first time, nevertheless most of students also believe that public speaking class was very troubled because they were less experiences in public speaking situation. Most of them usually had several psychological problems in public speaking class such as fear, anxious, and several psychological problems that made the students restricted their confidence in public speaking class

(Ibrahim and Yussof;2012) states that for an ESL learner in public speaking class, performing a task in front of the class increases communicative stress, and is predicted to lead to a reduction in fluency and complexity . Public Speaking Power Website(2014) states that fear and anxiety commonly faced in public speaking context. The students could not explore their ideas and performed well even in front of the class because of anxiety (Rahman:1995). Public speaking anxiety might impact negatively on student engagement with oral communication assessments (Lynch, et al:2014). Those psychological problems became a main factor which made the aims public speaking class did not fully achieved whereas public speaking skill became a good modal for them in developed their oral communication skill included presentation, speech and any others form of oral communication skills.

Thus, Al-Nouh,et al (2015) reveals that to investigate EFL college students' perceptions of the psychological problems in public speaking class will help us understand better and cater more to students' needs as well as recognize and acknowledge their weaknesses. The results of this study hopefully complement existing research about students' fear and anxiety in public speaking class. Thus, the aimed was to elucidate the challenges students experience during their psychological problems that have negative effects on their performance.

Based on the explanation above, the researcher thought that it was important to find the students' perception toward the psychological problems faced in public speaking class. Students perception was needed to know in the basis that the students as the object of the learning process. After analyzing the students' perceptions, the appropriate adjustment can be made to the success of the public speaking subject as the suggestion to the teacher and further

information which will help us in the development of English Education Department of Muhammadiyah University of Makassar.

B. Research Problems

Based on the statement above, the study limited the discussion by stating research question:

1. How is the students' level of fear and anxiety in public speaking class?
2. How is the students' perception toward the psychological problems faced in public speaking class?"

C. Research Objective

Based on the research question above, the researcher intended to find out the objective:

1. To find the students' level fear and anxiety in public speaking class
2. To find the students' perception toward the psychological problems faced in public speaking class

D. Significance of the Research

Based on the objective of the research, it is expected to be meaningful for some stakeholders;

1. Lecturer

This research provides information for lecturer in organizing a good method in teaching public speaking and understands the students' psychological problems in public speaking class.

2. Students

This research is able to help students to understand their level of fear and anxiety in public speaking class and how they perceive and accept psychological problems in public speaking class that affect their performance

3. Researcher

The result of this research becomes reference for the next researcher in order to conduct a further discussion on this topic.

E. Scope of the Research

This research restricted in subject learned, the research took a place in public speaking class and it restricted only to find the students' level of fear and anxiety and their perception toward the psychological problems faced in public speaking class.

The research further restricted in the psychological problems that students faced in public speaking class, this research just focus on the psychological problems in terms of students' fear and anxiety in public speaking class because those psychological problems were commonly faced by students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The related research has been analyzed and observed by the researcher related to the technique, approach and etc. here are the previous research.

1. Chen (2015) in his study "*ESL Students' Language Anxiety in- Class Oral Presentation*" aims to explore connections between ESL students' speaking-in-class anxiety and their presentation performance, factors causing oral anxiety during presentations, and strategies to regulate L2 students' speaking anxiety in presentations. The results suggest that L2 students' anxiety forms mental blocks during presentations, but it has less influence on their presentation performance. Based on this relationship, internal factors from participants and environmental factors from their physical contexts causing language anxiety are investigated with relevant possible coping strategies.

2. Haidara (2016) in his study *Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia* reveals that the psychological factor truly affects negatively the students' English speaking performance. Although most of the students think that they have good level of English vocabulary and grammar, they are insecure while speaking English. Most of the problems were (1) Fear

of making mistakes (2) Feeling shy (3) Feeling hesitated (4) lack of confidence while speaking English.

3. Lee (2009) *Six Korean Students Oral Participation in Class Discussion in US graduate seminars* reported fear of public speaking might be the result of the culture of learning. He reveals that graduated students having passive personalities as a result of a Korean Learning culture that privileges silence and passivity. Difficulties reported were the inability to contact the professor's eyes and their classmates' reactions, which caused them to panic and forget their material

4. Hau Tse (2011) in his journal "*Glossophobia of University Students in Malaysia*" stated that Glossophobia, or the fear of public speaking, is not uncommon. Students may fail at work or at school because of anxiety. The objective of this research is twofold: a) to survey if females have greater amount of anxiety when giving a public speaking presentation than males; and b) to investigate if the teaching of affective learning strategies helps reduce their public speaking anxiety. The findings revealed that a) the hypothesis was not supported that females would have a higher amount of anxiety than males and b) male and female students significantly experienced less anxiety after they had been taught how to manage their stress

5. Lestari (2015) in her study "*Factors Influencing the Students' Anxiety in Speaking English at the Eight Grade Students of MTs. Muhammadiyah Bontorita*" stated that the external factors that influenced the students' anxiety in speaking English are friends/classmates while internal factors are shyness. Both of factors

are giving a big influence in students' performance in speaking English in the class.

6. Rahman (1995) *Anxiety in Speaking Performance of the Third Semester of English Education Department of FPBS IKIP Ujung Pandang* conducted a research on anxiety in speaking performance of third semester of English department, his objective are get information dealing with potential causes the students anxiety concerning with the extent of which the date's performance differs in different setting. He found as follow :

   a. There is an indication that the students of English education department cannot produce their computer ideas because of an anxiety

   b. Anxieties are caused by the factors as follows :

      1. Psychological factors that mostly caused by the students anxiety in speaking

      2. Performances are; shy to speak English, lack of self confidence etc.

      3. English language practice factors, where students do not have sufficient time to practice their English in the classroom and English meeting place.

   All of the previous researches above were different with this research. The factor that differentiates this research and previous research were; firstly, the scope of the research. In previous research, it was explained about the factors that affected students' anxiety whereas this research focuses on the students'

perception toward the psychological problem faced by students in public speaking class. Secondly, the subject learned. Some previous research explained the anxiety just in speaking English or in speaking class however this research focus on public speaking class which is different with the speaking while in public speaking class exercise the students' oral communication skills and engage directly to the public (audiences).

The researcher may concluded that this research was completing the existing research about fear and anxiety in foreign language class however this research concerned in public speaking class context. This research provided the impact of fear and anxiety in public speaking class based on the students' perspectives.

B. Some Pertinent Ideas

1. Concept of Perception

a. Definition of Perception

Barry (1998;48) in his study reveals that perception is the set of process by which we recognize, organize, and make stimuli in our environment. The key distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception.

Slameto (2003;12) found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch

In the science of psychology, there are terms of processing the information from the observation, one of which is the perception. Perception is psychological functions that start from the sensation, but continued with the process of categorizing, classifying, interpreting and linking multiple stimuli at once. Stimuli that have been received and are grouped in such a way is then interpreted into an individual subjective meaning (Shaleh in Mulawangsa, 2015)

According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

b. Visual Perception Theory

In order to receive information from the environment we are equipped with sense organs e.g., eye, ear, and nose. Each sense organ is a part of sensory system which receives sensory inputs and transmits sensory information to the brain. A particular problem for psychologist is to explain the process by which the physical energy received by sense organs forms the basis of perceptual experience. Sensory inputs are somehow converted into perceptions of desks and computers, flowers and

buildings, cars and planes; into sights, sounds, smells, taste and touch experiences.

A major theoretical issue on which psychologist are divided is the extent to which perceptions relies directly on the information present in the stimulus. Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself (Mc. Leoad: 2007). Grocery in Darmuh (2016) stated that perception involves making inferences about what we see and trying to make a best guess. Prior knowledge and past experience, he argued, are crucial in perception. When we look at something, we develop a perceptual hypothesis, which is based on prior knowledge. The hypotheses we develop are nearly always correct. However, on rare occasions, perceptual hypotheses can be disconfirmed by the data we perceive.

c. Indicators of Perception

According to Robbins (2003) there are two indicators of perception:

1) Acceptance / Reabsorbtion

   The process of acceptance or reabsorbtion is indicator of perception in psychology stage; it is about the function of the five senses in grasping external stimulus

2) Understanding / Evaluation

   The external stimuli that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person environment.

d. Changes of Perception

Perception is not something static, but can change .The first change process affected by the psychological processes of the nervous system in the human senses. If a stimulus not change, adaption and habituation that will be occur affect response to a stimulus is increasingly weak. Habituation tended psychology from receptor that less sensitive after receiving a lot of stimulus. While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus.

The purpose of perception has shifted meaning. Marr in Darmuh (2016) believed that the purpose of perception is to define information from outside world. Shifted purpose of perception comes from an evolutionary perspective who stated that perception is the way for creatures to enhance the chance of survival.

2. Public Speaking Theory

Public speaking is defined as "a sustained formal presentation made by a speaker to an audience" (Sellnow in Ibrahim; 2012). it is an activity involving mental and physical presentations which are different from social conversational skills. An effective speaker requires physical coordination, mental concentration, content organization and skills practice, and a great deal of experience (Fujishin in Ibrahim;2012).

Coopman and Lull (2012;14) states that public speaking shares some characteristics with other types of communication, but also differs in several

important ways. Knowing the similarities and differences will help people to understand the place of public speaking within the spectrum of human communication and help people to see how our speaking skill apply in other contexts.

Public speaking is different with speaking, while speaking just in the form of conversation that consist of two or more people, but public speaking is more challenging and give more pressure to the speakers itself. There are several aspect that affected public speakers performance while speak in front of the public that are; physical aspects and psychological aspect. Physical aspect concern on how the role of the speakers physical will affected their performance, the physical aspect consist of gestures, eye contact, body position, and speakers appearances. Thus psychological aspect concern on how the personal development supports the speaker's communication skill. Psychological aspect are divided into two kinds , there are several psychological aspect that beneficial toward the speaker that are self confidence, sympathy, enthusiasm, wide interest, humility, cheerfulness, concentration, sincerity, appropriateness, convincing, and has a sense of humor. Otherwise, there are several psychological aspects which will harm the speakers' performance as well; those are inferiority, superiority, over confidence, fear of making mistakes, and self absorption (Mulyana, 1999; 141).

The characteristic of public speaking is dynamic, so that public speaking can be means as an activity that close from changing phenomenon. Through public speaking, someone be able to know the mindset of the people, and know the excellent ideas from the people, someone also be able to know

the changes like what the people has planned. There are several functions of public speaking, those are to convince, to instruct, to inform, to actuate/stimulate, and to entertain (Mulyana, 1999; 3). Thus to achieve the function of public speaking, the public speaker should have a good oral communication skill to make the audiences convinced with the ideas that they have already presented.

Coopman and Lull (2012;9) reveals that when people think about public speaking, they probably focus on act of delivering a speech. However, a public speaking course gives us a chance to develop many other communication skills, such as critically analyzing a topic, managing nervousness, listening effectively, adapting to an audience, building our credibility, finding and using many different types of information, organizing ideas, and presenting information.

3. Psychological Problems in Public Speaking

There are several psychological problem related in public speaking namely:

a. Fear

Fear, stress and nervousness. Public speaking power website (2014) stated that this is the problem the most of people have when it comes to public speaking. This is not severe anxiety, this is not severe stress. This is just a natural nervousness that we get and natural fear that human have when they are going to speak in public. Symptoms like sweaty palms, a racing mind, heart beating little bit faster or sometimes legs get a little bit shaky. These are natural signs of human being nervous before a big

presentation. It is not bad to be nervous to give a presentation, especially if it is going to be an important one.

As cited in (Ibrahim and Yussof:2012 p.575) For an ESL learner in a public speaking class, performing a task in front of the class increases communicative stress, and is predicted to lead to a reduction in fluency and complexity. It was indicate that in public speaking class which is related to the oral presentation and performance have a big tendency to make the students faced some psychological problems and at the end those psychological problems will impact negatively toward the students performance in public speaking class. Fear of public speaking has its roots in social phobia. It comes from the fear of being judged, which stems from all of the attention that people place on someone when they are speaking. Ideally, people need to be able to deliver a loud, effective speech. Yet doubts over their own ability combined with the knowledge that others are forced to pay attention to the words we share can create a feeling of fear that is tough to shake.

Public speaking fear can only be reinforced as well. No one gives a perfect speech. If someone go up there and do a great job, but make a few mistakes, people mind tends to focus on the mistakes, and their fear is then confirmed. In addition, as cited from Calmclinic website (2009) reveal that there are some reason to believe that the modern day lifestyle makes fear more common than it had been in the past. Consider the following:

1. More and more people spend their free time in less public situations, like online, which requires not only no public speaking, but also allows

for complete anonymity. Those that spend a lot of time online become less used to the idea of talking in public and being judged.

2. More and more people have work related communication that requires less speaking in public as well. Now people can send emails, talk on the phone, or use online workrooms. No longer do people need to worry as much about others looking at them and judging them, which is a problem for future public speakers because it means less experience speaking in public.

fear of public speaking, performance anxiety, communication apprehension, stage fright or fear of negative evaluation can all be considered as forms of social anxiety, which is one of society's most widely suffered anxieties (Blöte, et al and McConnell, in Lynch ; 2014) as mental health issues, remain 'unspeakable' equity issues in higher education.

English has become part of students' everyday activities in Indonesia; most of them feel very proud once they are able to speak the English language well. Unfortunately, most of the above mentioned students always show increased levels of anxieties when speaking English for the oral communicative purposes is concerned. Those levels of anxieties are remarkable due to the factors such as being called by the teachers to respond orally to questions or having to present something in front of the class. Therefore, the problems mentioned above truly require an investigation (Haidara;2016). Affective factors including motivation, anxiety, self-confidence and attitude have great impact on the language acquisition process as both impeding and facilitating role in utilizing

language input (Krashen in Kocaman;2016). There are some distinctive social and psychological factors that frequently set obstacles before the abilities of learners speaking English both in classrooms and outside the classrooms (Jamila;2014). In every learning situation or environment, human psychology plays a significant role. English speaking is a language skill that is highly affected by human psychology (Haidara;2016).

b. Anxiety

Boonkit in Yaikhong and Usaha (2012) in his study reveals that in the Thai context undergraduate students are not able to speak English with confidence to communicate, especially in real situations with international speakers because they are anxious about making errors. For anxiety regarding English speaking, Udomkit in Yaikhong and Usaha (2012) stated that the communication anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the insufficient opportunity for students to participate in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem. Kitano's in Al Nouh:2015 finds that student's anxiety levels were positively correlated with their fear of negative evaluation.

Public speaking power website (2014) revealed that anxiety is more severe than that natural stress and nervousness and people know it is anxiety when people got symptoms like hot and cold flushes, tightening of the chest or sometimes even people feel a tightening around the throat area. Also mind does not just race, it snowballs the worries, things get

worse and worse in mind and get this obsessive thinking that this is going on. That is a sign of anxiety about public speaking. Anxiety when it comes to public speaking is very common. Anxiety is very different to that natural nervousness and stress. With nervousness and stress sometimes we can just do some breathing techniques or some relaxation techniques. However, anxiety is more serious so we need to treat it differently.

Anxiety is a negative way to present human feeling (Ansari;2015). When we are anxious we feel nervous the things that will be delivered will not be accepted well. Patricia (2009) in her study have noticed that when most foreign language students have to interact in front of the class, they feel extremely anxious, can become highly stressed and almost sick because it is very difficult for them to control their nerves; this fact undoubtedly affects their oral performance and the outcomes are very often catastrophic. It was very important to be solve because as the college students have to socialize work projects, research proposals, oral reports, or even during any other public speaking circumstances; all the more reason, since they have to communicate ideas in the foreign language they are acquiring.

Public speaking anxiety is relatively common, potentially in the order of 20-30% or higher (Lynch; 2014), in some cases can lead to more severe difficulties with social anxiety and can have a detrimental impact on functioning. Furthermore, the kinds of symptoms manifest by people who experience public speaking anxiety can impact on oral presentation performance and how that performance is evaluated. The key factor is that

social anxiety, and public speaking anxiety, is defined by a fear of negative evaluation which, in educational contexts, is a real and measurable consequence that forms part of the assessment process. There are some evidence that students who suffer from high levels of social anxiety may use more passive coping skills and that some students report poor grades for tutorial participation and avoiding units where oral presentations are required.

According to Devito (1986) anxiety can be understand into two perspectives, namely:

1. Cognitive perspective, anxiety (communication apprehension) is a fear of engaging in communication transaction. In this perspective, someone tent to build their negative feeling and predict negative outcome when they are speaking exactly in front of the public

2. Behavioral perspective, anxiety (communication apprehension) is a decrease in the frequency, the strength, and likelihood in engaging communication transaction. In this perspective, someone tent to avoid the situation when they have to speech or actively engage to the communication transaction. This perspective includes state fright, speech anxiety, and performance stress.

4. Public Speaking Class

The aim of the Public Speaking course was to introduce students to the speechmaking process. Students were exposed to two varieties of public speaking, namely, informative speaking and persuasive speaking. Besides

instructional lectures, sample speeches and videos were shown to enhance students' understanding of the course (Ibrahim, Yussof:2012) p.575

Public speaking is the process of designing and delivering a message to the audience. Effective public speaking involves understanding audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to develop an effective speech.

English education department has applied public speaking subject which aims to encourage the students to be excellent in speaking in front of the public. Public speaking was taught in the fourth semester students in English Education Department. Public speaking course will be a good media for student exactly English education department students to train their public speaking skill for the student future career. Meanwhile, consider the fact that some of students are less time and unusual to spend their time in public situation and not enough confidence to speak in front of the public. Even in the public speaking class, which is good chance for them to practice their public speaking skill, sometimes make them frustrated and feel anxious to speak in front of their friends in the class. Those negative feeling will be impact toward their performance as well, some of them tent to be passive in the class and disregarded public speaking class.

In public speaking class, all of skills that include public speaking and oral communication will be taught such as speech and MC. Students will have some theory, practices and simulation that will train the students'

manner, content and behavior while being a public speaker. In that simulation, the students pretend to be a real public speaker and performed in the class. While perform in the class students will have several psychological problems based on their personality and the situation in the class.

C. Conceptual Framework

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         ┌─────────────────────────────┐
         │    PUBLIC SPEAKING CLASS     │
         └─────────────────────────────┘
                        │
                        ▼
         ┌─────────────────────────────┐
         │    PSYCHOLOGICAL PROBLEMS    │
         └─────────────────────────────┘
              ╱                    ╲
             ▼                      ▼
    ┌──────────────┐        ┌──────────────┐
    │     FEAR     │        │   ANXIETY    │
    └──────────────┘        └──────────────┘
             ╲                      ╱
              ▼                    ▼
         ┌─────────────────────────────┐
         │    STUDENTS' LEVEL OF        │
         │    FEAR AND ANXIETY          │
         └─────────────────────────────┘
                        │
                        ▼
         ┌─────────────────────────────┐
         │        STUDENTS'            │
         │        PERCEPTION           │
         └─────────────────────────────┘
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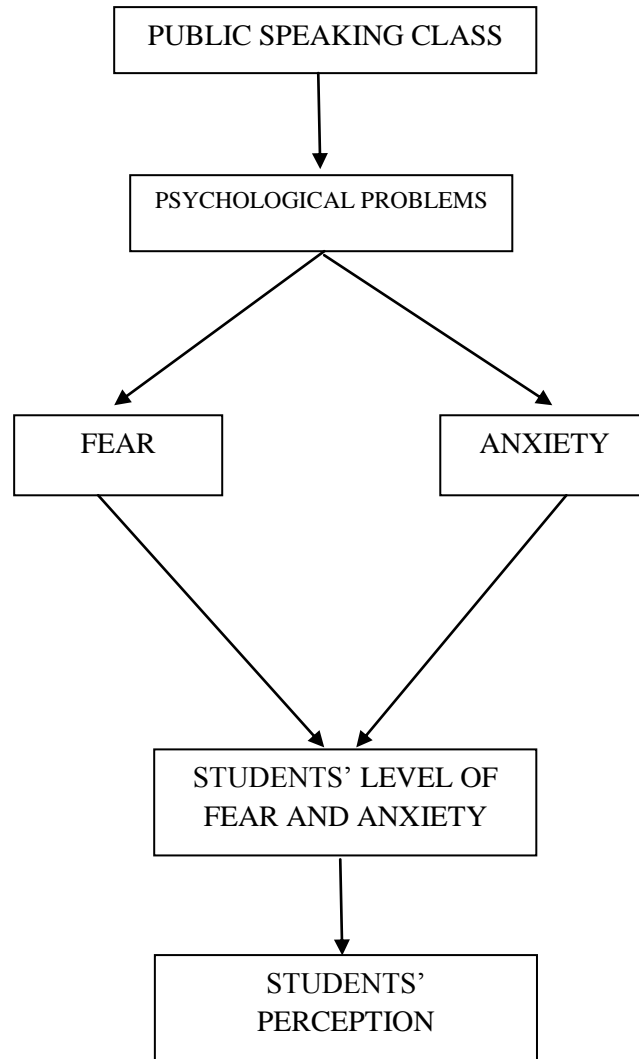
Figure 2.1 Conceptual Framework

The conceptual framework showed the situation of public speaking class which conducted by the lecturer caused students' perception. In the public speaking class, students faced some psychological problems such as fear and anxiety which affected their performance in public speaking class. At the very first, the researcher found the students level of fear and anxiety in order to ensure that the students were having fear and anxiety in public speaking class. Then, the researcher found the perception of the students fear and anxiety in public speaking

class. After know students perceptions, lecturer understood and hoped to make appropriate adjustment to make the public speaking class actively and successful.

Students' perceptions also could be as the students' response about the public speaking subject which the aims of public speaking class is to train students' confidence and skill to speak in public situations, but it is not easy to run the public speaking subject because in one class consist of diverse characteristics , personality background and skills. Students' perceptions will be a good input for the lecturer in order to arrange a good methodology in teaching public speaking.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method used in this research was a descriptive qualitative method. It means the researcher described all phenomena that arose from the object of the research factually. It was along with the objective of this research which was to find out the student's perception toward psychological problems faced in public speaking class.

B. Research Variables

The variable of the research was the students' perception toward the psychological problems faced in public speaking class

C. Participants

The participants in this research were English Education Department student academic year 2015 who had public speaking subject. This research adopted purposive sampling technique in which the researcher took 40 students as the participants. Considering that all of students had a different characteristic and attitude in learning public speaking, so that the researcher took the sample from diverse classes but the respondents should be attended actively in the public speaking class and truly faced the psychological problems in public speaking class. Furthermore, the researcher took 10 students who were considered having medium and high level of fear and anxiety based on the questionnaire scores to be

interviewed in order to know their perception towards psychological problems faced in public speaking class.

D. Research Instrument

In gathering the data, the researcher used the following instruments:

1. Questionnaire

Questionnaires were given to the respondent to gather the data in this research. Questionnaire is a written instrument consisting of question to be answered or statements to be responded by respondents. It used to gather information about fact or about opinion or attitude. Some researcher use a separate instrument to gather information or opinion or attitude using attitude scales, some other use questionnaire to gather both information about fact as well as about opinion or attitude (Best, JW, Khan, J.V in Latief 2012:193). Questionnaire allowed the respondent to write either positive or negative responses based on the type of the question. The researcher used Public Speaking Class Anxiety Scale (PSCAS) to analyze the questionnaire. The items were adopted from previous scales: Foreign Language Classroom Anxiety (FLCAS) Scale by Horwitz et al, Personal Report of Communication Apprehension (PRPSA-34) and Personal Report of Public Speaking Anxiety (PRPSA-34) by Mc Croskey; and Speaker Anxiety Scale (SA) by Clevenger and Halvoroson based on their critical appraisals. Some minor changes in wording of adopted items were made to a preliminary PSCAS and were validated. The preliminary PSCAS yielded an internal consistency of .84 using Cronbach's alpha coefficient when administered to 76 participants and was factor analyzed to constructed and

established the final version. In this research, the questionnaires has given to 40 students in order to find the students' level of fear and anxiety in public speaking class, the questionnaires were aimed to ensure that the participants of this research were the students who truly have psychological problems by looked at the scores and their level of anxiety.

2. Interview

The interview was a further instrument to gather the data in this research; the interview adopted semi structural interview technique which utilized the question guideline but allowed the interviewee gave clarification and elaboration based on the question that given. This kind of interview was also known as in depth interview, where in technically it was more flexible than the structured interview. Interview was a tool for the researcher to add the data deeply about students' perception; the researcher took 10 students to be interviewed that represented the perceptions from the entire sample of the research.

E. Data Collection

In collecting the data, the researcher presented some procedures as below:

1. Questionnaire

Data collection procedures in a questionnaire:

1. The researcher gave explanation to the students about the purpose of the questionnaire and how to answer the questionnaire

2 The researcher informed the objective of the questionnaire and distributed it to the participant

3　The participants of the research answered the questionnaire in the answer sheet and the students had 30 minutes to answer the questionnaire

2. Interview

Data collection procedures in the interview:

1. The researcher explained the aim of interview and the research
2. The researcher gave some questions based on the interview guideline
3. The researcher recorded the interview process

F. Technique of Data Analysis

To analyze the data, the researcher applied the technique as follows:

1. Questionnaire

The most common attitude scale was Likert Method, or Likert-type scale. Several statements expressed favorableness or unfavorableness to a particular point of view were prepared with usually 5 provided alternatives; strongly agree, agree, undecided or no opinion, disagree, to strongly disagree. Each response was associates with point value of individual. Score determined by summed the point value of each statement. The researcher applied Likert Scale to measured some different things such as attitude, opinion, and perception from someone or group toward the social phenomena in a research. Public Speaking Class Anxiety Scale (PSCAS) comprised 17 items, each of which was answered on a five point Likert Scale, ranging from 5 "Strongly Agree" to 1 "Strongly Disagree" Thus, the total multiplied score of PSCAS

were 85 and then subtracted by 17; in PSCAS Questionnaire consisted of 4 items which expressing positive attitudes, to adjust the scores for those positive statement as such items number 4,8,10,12 Liu and Jackson in Yahikong and Usaha (2012) suggested adjusting the values assigned to different alternatives from "Strongly Disagree" to "Strongly Agree" so that the response "Strongly Disagree" received score 5 instead of 1 and vice versa.

Table 3.1

Positive Attitude Statement Score		Negative Attitude Statement Score
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

(Yahikong and Usaha;2012)

Adjusted students' level of fear and anxiety by adopted following scoring interval cited in PSCAS (Public Speaking Anxiety Scale) by Yaikhong and Usaha (2012) :

Interval score	Category
>68	High anxiety
50-68	Medium anxiety
<50	Low anxiety

Table 3.2

Based on the students' scores in the questionnaire, scores higher than 68 categorized as high anxiety, Between 51-68 categorized as medium anxiety, and lower than 51 categorized as low anxiety.

2. Interview

Interview was used to collect the data in qualitative research; interview was a data gathering instrument that involved directed verbal interaction between individuals (Borg, W.R., and Gall. M.D in Latief, 2012:200). Interview permitted the researcher to follow up the questions to obtain more data with greater clarity. To analyze the data from interview, the researcher used these following steps:

1. Listening all of the interview recording
2. Transcribing the recorded data
3. Coding the data and classifying the students perception
4. Interpreting the result to be presented in the report.

Analyzed the students' answers by used percentage of the students' perceptions by the following formula (Sudijono, 2000;40)

$$P = \frac{f}{N} \text{ X } 100 \text{ \%}$$

Where:

P : Percentage

f : Frequency of item

N : Total respondent

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter deals with the result of the research which divided into three main sections. Those were the data descriptions, followed by the research findings which showed the students level of fear and anxiety based on the questionnaire scores, then determined the students perception based on the interview, and discussion of the research findings based on the research question

A. Data Description

The data in this research gained through 2 steps. First, data from PSCAS (Public Speaking Class Anxiety Scale) questionnaire aimed to ensure that the participant of this research were the students who truly faced psychological problems in terms of fear and anxiety in public speaking class and determined the students level of fear and anxiety afterwards. Second, after looked the students' scores from the questionnaire, the researcher took 10 students who classified had medium to high level of fear and anxiety to be interviewed in order to know their perceptions toward fear and anxiety that they faced in public speaking class. The students were 5 males and 5 females who were presented actively in the public speaking class.

B. Findings on the Research Question

1. Students' Level of fear and Anxiety in Public Speaking Class

The result of this aspect has aimed to answer the first subsidiary research question

"How is the students' level of fear and anxiety in public speaking class?"

The following table provided the result of the first subsidiary research question which was to find out the students level of fear and anxiety in public speaking class. The final questionnaire score was got from the summed point of each statement in the questionnaire.

Students	Score	Level
1	66	Medium
2	65	Medium
3	65	Medium
4	61	Medium
5	60	Medium
6	56	Medium
7	60	Medium
8	57	Medium
9	56	Medium
10	60	Medium
11	62	Medium
12	62	Medium
13	61	Medium
14	61	Medium
15	60	Medium
16	60	Medium
17	60	Medium
18	59	Medium
19	59	Medium
20	59	Medium
21	58	Medium
22	58	Medium
23	58	Medium
24	56	Medium
25	56	Medium
26	56	Medium
27	56	Medium
28	55	Medium
29	54	Medium

30	52	Medium
31	51	Medium
32	50	Medium
33	50	Medium
34	49	Low
35	49	Low
36	45	Low
37	45	Low
38	43	Low
39	41	Low
40	40	Low

Table 4.1

The questionnaire presented the analysis of students' level of fear and anxiety in public speaking class. Moreover the table showed that from 40 students 33 or 82.5 % were indicated had medium level of fear and anxiety. It means that most of the students sometimes felt fear and anxious when speak in public speaking class and 17.5 % had low level of fear and anxiety which means that those students were rarely faced fear and anxiety when speak in public speaking class. Furthermore, the following tables showed that students number 1 – 10 were selected to be interviewed. Considering that perception also affected by gender, the researcher took the interviewee which consisted of 5 males and 5 females in order to get the diverse answer and perception.

2. Students Perception toward Psychological Problems in Public Speaking Class

The findings of the research presented with the analysis of data collected which students perception toward psychological problems faced in public speaking class. From the interview the findings answered the second problem statement

"How is the Students' Perception toward Psychological Problems Faced in Public Speaking Class of English Department?"

The following questions of the interview related to the students' opinion and experience about the psychological problems that they faced in public speaking class

a. *Before you have public speaking class in this semester, do you have previous experience in public speaking?*

S1: "Yes, I have. Sometimes I speak in front of my friends and I always be an MC"

S2 : "Yes, I have"

S3 : "Yes, I do when I was in the second semester and the third semester"

S4 : "No because I always silence and never giving argument when we are doing presentation in my class or speak in the public"

S5: "Before I have public speaking class in this semester, I don't have experience in public speaking. This semester is my first experience in public speaking class"

S6: "Actually I don't have an experience in public speaking because I don't have braveness to speak I front of many people

S7: "Yes I do"

S8: "No, this semester is my first time met with this subject, after learn about public speaking. I feel that it could increase our speaking ability more fast than speaking subject in the first semester till third semester"

S9: "Yes I have"

S10: "Yes I do"

Based on the answer of the students, the researcher found that 6 to 10 students or 60 % students have had experiences in public speaking. Furthermore the other 4 or 40 % students had not experiences in public speaking. It was showed that even if the students already have experiences in public speaking they were still faced psychological problems.

b. *Can you please share to me your public speaking class experience?*

S1: "I sometimes do presentation, at first I really nervous and became forget all the words I wanna say"

S2: "I sometimes do presentation in my class, and I think public speaking class can help me to speak up"

S3: "At that time I have public speaking class. I have to speak in front of all my friends"

S4: "No I can't share because I'm not confidence with my speaking"

S5: "My experience in this semester is different because I thought that as long as I know, public speaking is we speak in front of class, we talk about something. But now, my lecturer do different thing. He ordered us to make a project like a video. I think that it's really nice experience because beside that we can do our project, we can also enjoy the place that we choose"

S6: "I just can share my experience in public speaking about how to get my self confidence. In my last mid semester the lecturer asked me to speak in front of management department"

S7: "Actually I ever join in English community, and I often speak up in but my obstacles sometimes my mind is not accepted well"

S8: "That was a great moment in public speaking with various methods like debate, speech and I think it can force us to master the materials and deliver with the audience"

S9: "There are so many experience that I can got

1. I can speak in public although my pronunciation still so bad

2. I can confidence

3. It can give me more experience"

S10: "I am so excited to be in public speaking class because I can get many tips and tricks how to face audience"

Based on the students answer, the researcher found that 6 to 10 or 60 % students were showed a positive attitude and experience in facing public speaking class by stated that they were excited to learn public speaking because it can build up their self confidence, and then 4 to 10 students or 40 % students were showed negative attitude or experience in public speaking class by stated that in public speaking class was quite hard for them because they had to do presentation and speak up in front of many people which made them feel nervous.

c. *Do you feel fear and anxious while speak or perform in the public speaking class?*

S1: "Yes, I do. I believe that everyone feels fear and anxious when we perform in public speaking and so do I"

S2: "Yes, sometimes I feel fear when I speak or perform in public speaking class"

S3: "Yes I do, sometimes I even forget what to say and I really nervous"

S4: "Yes, I feel fear and anxious because other students just focus on me"

S5: "Yeah, I feel fear and anxious while speak because I always think that "is it correct? Is my grammar correct?" I always think those things"

S6: "Yes of course"

S7: "Yes I do, sometimes I directly command to speak in front all of my friends and then I'm not prepared well for my performance"

S8: "Sometimes when I have no preparation, I feel fear"

S9: "Yes sometimes I fear, nervous ad something like that"

S10: "Yes, sometimes I am so anxious in the beginning of presentation"

Based on the students' answer, it showed that all of the students were say yes on the question are they feel fear and anxious when speaking English in public speaking class it was prove that the result of the questionnaire were valid because it based on the students perceptions

d. *What are the causes that makes you feel fear and anxious when you speak or perform in public speaking class?*

S1: "I afraid I forget all my words and I afraid that my friends will laugh at me"

S2: "I feel fear when I look at the audiences' eyes"

S3: "When I speak, I am afraid of doing mistakes and people will laugh at me"

S4: "I feel fear because I felt that the other students are better rather than me"

S5: "The causes that make me feel fear and anxious are I'm not really confidence and I always think that what I say is incorrect"

S6: "It is all about I get that feeling when I speak in front of them while look their eyes"

S7: "I fear if I makes faulty in structure and I less of vocabulary and I'm still afraid when my friends laugh at me"

S8: "The big causes make me feel both feeling are my laziness to learn about the material"

S9: "Because so many vocabulary that I didn't know and I afraid make mistakes"

S10: "Because there is always feeling that we afraid of making mistakes in front of the people, so the feeling is caused of the anxious"

Based on the students' answers the researcher concluded that there were 5 main causes of students fear and anxiety when speaking English in public speaking class. 2 of 10 students or 20 % said that they were fear if their friend will laugh at them while perform or speaking English in public speaking class. Then 2 of 10 or 20 % students were said that they were fear if look at the audiences eyes. Next, 1 of 10 or 10 % students said that he was feeling anxious because he always thought that other students were better than him. Furthermore 4 of 10 or 40 % students were said that they were feeling fear and anxious because they afraid of making mistakes and later it caused a negative evaluation toward their performance in public speaking class. Lastly, 1 of 10 or 10 % student was feel fear if he had not preparation before he was speaking English in public speaking class

e. What is the impact of fear and anxiety that you feel toward your performance in public speaking class?

S1: "I will forget my speech and I can't deliver my speech better"

S2: "I will feel confuse and sometimes stop speak"

S3: "The fear and anxiety make me don't feel comfortable and confidence to speak"

S4: "Such as suddenly, I stop to talk in the middle speech"

S5: "I'm not really fast to speak and I always forget what I want to say"

S6: "I am not confidence and it makes me get nervous"

S7: "it's impactful, it's give negative impact. My speaking is more ungrammatically and I loss of vocabulary that I ever memorize"

S8: "I cannot speak very well when I speak with a little bit material so that I had not finish my speech before the time"

S9: "I am not confidence and sometimes nervous"

S10: "It is disturbing my presentation preparation that I have made before"

Based on the students' answers the researcher concluded that there are three impacts of fear and anxiety that students feel when they had to speak English in public speaking class. 4 of 10 or 40 % students said that the impact of fear and anxiety made them forget their speech and disturb all the things that they had prepared in public speaking class. Then, 2 of 10 or 20 % students said that the impact of fear and anxiety that they had made them confuse when speak and sometimes stop their speech. Lastly, 4 of 10 or 40 % students said that the impact of fear and anxiety made them uncomfortable and not confidence to speak English in public speaking class

f. *How you to cope or overcome your fear and anxiety that you feel in public speaking class?*

S1: "Actually I don't know how to overcome my fear, I just speak up and try to be brave"

S2: "I will look at another view and avoid audiences' eyes"

S3: "Be active to speak with other people, build up my braveness to do public speaking"

S4: "I think I need to create my confidence also have to outcome in safety zone"

S5: "I take a deep breath, and I sometimes I move my fingers but the important things I have to prepare before I do public speaking"

S6: "I think I have to try accustoming myself to speak in front of many people"

S7: "To cope my anxiety, I maximalize my body language"

S8: "I try to have a good preparation before I perform in public speaking class"

S9: "I just stop a minute, I just smile and take a breath after that I continue to speak"

S10: "Imagining that there is no one audience when we are presenting or speaking"

Based on the students' answer, the researcher concluded that there were some coping strategies which the students used to overcome their fear and anxiety in public speaking class. 4 of 10 or 40 % students were trying to be brave and build up their self confidence. Then, 2 of 10 or 20 % students were looking at the other view and imagined that no one look at them when they speak. Next,1 of 10

students was take a deep breath to overcome their fear and anxiety in public speaking class. Furthermore, 2 of 10 students were though that they had to have a well preparation before do public speaking. Lastly, 1 of 10 students was though that overcome public speaking fear and anxiety through maximize their body language.

C. Discussion

It has been presented in findings, the first research question about *"How is the students' level of fear and anxiety in public speaking class?"* could be answered by the findings of the questionnaire which showed that 82.5 % students had medium level of fear and anxiety when speak English in public speaking class and 17.5 % students had low level of fear and anxiety. It is indicate that most of the students often felt fear and anxiety in public speaking class. Moreover, for the research question *about "How is the students perception toward psychological problem faced in public speaking class of English Department?"* could be answered after interviewed 10 students regarding their perception toward psychological problems faced in public speaking class the researcher concluded that all of students gave negative perception toward those psychological problems. It was in line with Haidara's (2016) study which states that students believe psychological factor truly affects negatively toward their English speaking performance. Although most of the students' problems were (1) Fear of making mistakes,(2)feeling shy,(3)feeling hesitated,(4) lack of confidence while speaking English.

The findings showed that even if the students had experiences in public speaking they still faced fear and anxiety when they wanted to speak in public

speaking class. To support the fact, the findings showed that from 6 to 10 students experienced in public speaking but they still feel fear and anxious when they have to speak English in public speaking class. Moreover, 4 to 10 students said that they just have public speaking experience in public speaking class. Haidara (2016) states that most of students felt insecure while speaking English even if they have a good level of grammatical and vocabularies.

The students were recognized that public speaking subject is an interesting subject that can help them to build up their self confidence, the lecturer gave those tips and tricks how to face the audiences, and introduced them any other form of public speaking such as debate, speech and MC through presentation in the class or simulations. Furthermore, S6 also said that *"I just can share my experience in public speaking about how to get my self confidence. In my last mid semester the lecturer asked me to speak in front of management department"*. It showed that the lecturer had given the students chance to do presentation or speech in front of the students from other department not only their classmates as their audiences. Haidara (2016) states that public speaking is one of the productive skills that enable us to convey or to express something in spoken language. It is the ability to interact orally with others by sharing with them one's point of view and feelings in different situation that take place in the real time.

Based on the findings, all of 10 students were asked whether they feel fear and anxious when speak English in public speaking class. All of the students said that they felt fear and anxious while speaking English in public speaking class regardless their public speaking experiences and their speaking ability, the students still felt fear and anxious in public speaking class. Hau Tse (2011)

reveals that anxiety is viewed as a permanent trait, as some people predisposed to be anxious.

There were several factor caused public speaking fear and anxiety based on the students perceptions. The main factor was students were feeling fear of making mistakes while speaking English in public speaking class. Then, feeling fear and anxious when they were looking at the audiences eyes and afraid that other students laugh at them when they were performing in public speaking class are the second factors. There was a feeling that other students were better than them and did not have good preparation before they speaking became the last factor that made students felt fear and anxious when performing in public speaking class. It was in line with Lestari's (2015) study which stated that the external factors that influenced the students' anxiety in speaking English are friends/classmates while internal factors are shyness. Both of factors are giving a big influence in students' performance in speaking English in the class.

The students perceived that psychological problems like fear and anxiety impact negatively toward their performance in public speaking class. Furthermore, based on findings there were several impacts of students fear and anxiety toward their performance in public speaking class. First, the students were forgot their speech and disturb the preparation which the students have made. Second, there was a communication apprehension because of the students' lack of confidence which make them uncomfortable to speak English in public speaking class. It also in line with Rahman's (1995) study which stated that shy to speak English, lack of self confidence etc become a factor of fear and anxiety in speaking English. Furthermore, it was contradicted with the results of Chen's

(2015) study which suggest that L2 students' anxiety forms mental blocks during presentations, but it has less influence on their presentation performance. The result of this research found that fear and anxiety impact negatively toward their performance and presentation in public speaking class.

Students overcome their public speaking class fear and anxiety through some coping strategies, such as building up their braveness and self confidence, trying to look at the other view and imagining that no one look at them while speaking in front of the audiences, be relax by taking a deep breath, considering to have a good preparation, and maximizing their body languages. The students realize that those things can help them to decrease their public speaking class fear and anxiety. Fujishin in Ibrahim (2009) reveals that public speaking scholar agree that practice and well preparation are essential in reducing speech anxiety and developing public speaking skill

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Conclusion and suggestion could be drawn by referring to the research findings and discussions in previous chapter:

A. Conclusions

Based on the research done by the researcher, the conclusions might be found as follows:

1. Based on the findings, 33 of 40 students were having medium level of fear and anxiety and 7 of 40 were having low level of fear and anxiety

2. The students were giving negative perception toward the psychological problems in terms of fear and anxiety in public speaking class

3. Public speaking fear and anxiety faced by the students even they have previous experiences in public speaking

4. There were several factors of students public speaking class fear and anxiety, those were fear of making mistakes, feeling that their friends will laugh at them, fear to look the audiences eyes, though that other students were better than them, and students have not good preparation

5. Students perceived that public speaking class fear and anxiety impact negatively toward their performance in public speaking class such as students forgot their speech and disturb their speech preparation, students were confused and stop to speak, make the students uncomfortable to speaking English in public speaking class

6. There were several ways to cope students public speaking fear and anxiety such as building up their braveness and self confidence, looking at the other view and imagining that no one look at them while performing, taking a deep breath, making a good preparation, and maximizing their body languages

b. Suggestions

After seeing the findings as well as discussion, the researcher gives suggestion may be useful for teachers, students, and also for the other researchers who will conduct the same topic in the research:

1. The lecturer of public speaking class need to emphasize the students to be actively speaking by giving them more public speaking experiences and make them aware that public speaking skills is important for them, Furthermore public speaking skills is related to our discipline as a teacher

2. The lecturer needed to give the students an appropriate treatment by looking at the class is consist of so many characteristic, lecturer need to pay more attention toward the students who were passive and less participation in public speaking class to encouraged them to speaking English actively in the class

3. Speech training and more practice are needed for the students in order to make public speaking class is run effectively, not only giving them some topic and let them speech but it will be better if the teacher give training from speech making process, teach the appropriate manner in public speaking and some coping strategies to cope their fear and anxiety

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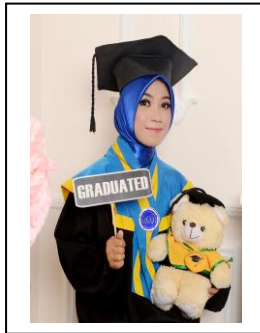
SULASTIANI was born in Sungguminasa, Gowa on February 29th 1996. She has three sisters and one brother. She is the second child of Muh. Basir and Hj. Hasniah. She began her study in TK Aisyiyah Bustanul Athfal Bone in 1999, then SD Inpres Bontokarampuang and graduated in 2007. She continued her study in SMP Muhammadiyah Limbung and graduated in 2010. Afterwards she continued her study at SMAN 1 Bajeng and graduated in 2013. In the year, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department. In the university, she is active and being the vice of general secretary of UKM BAHASA in 2017. At the end of her study, she could finish her thesis with title "*Students' Perception toward Psychological Problems Faced in Public Speaking Class of English Department (A Descriptive Research of Students at English Department Year 2015 at Muhammadiyah University of Makassar)*".