

CHAPTER I

INTODUCTION

This chapter presents the overview of public speaking anxiety's research. Including the background, research question, research purpose, research significances, research framework, and previous studies are explain in this chapter. Here are the explanation about overview from this chapter.

A. Research Background

Speaking has always been and will always be an essential part of our life. Many things are done orally, such as talking with our friends, sharing ideas, speech, presentations, storytelling, and others. Speaking is probably the language skill that most beginners wish to master as quickly as possible. Because by mastering the speaking skills, people can express feelings or what is on their minds in a good and clear way.

However, in Senior High School, students ought to be capable of sharing their ideas. They wish to have a rich vocabulary and understand what they may be going to say. It means that the students might have pressure or anxiety when they speak up, even in front of their friends.

According to Rafada and Madini (2017), a lot of factors cause the students' anxiety to speak up in front of their friends. This condition usually happen when they are do not prepare well what they want to say while speaking English. It will make them afraid to make a mistake, afraid they will be laughed or mocked by other students. It can increase the students' anxiety.

In a fact, anxiety could happen to some students when they do public speaking. This condition occurs a lot, especially when they want to some complex sentences than usual. For example, when they should present something they need to memorize it before. It will be hard for them, especially those who have "stage fright".

Speaking English for students can be measured by how brave they are to give opinions or ideas in front of the class or outside the class. There is another point in common complaint leveled by ESL/EFL teachers about their silent students which are the students seen hesitating and ignoring to speak in classes.

Shaukat (2015) states that there is another factor which is boredom. Boredom can be a factor of anxiety because they feel bored when memorizing something long, for example, a long text. According to Akkakoson (2016: 48), memorizing the textual content is probably suitable for the students who have the best potential to remember. However, it is no longer applicable to students who get bored easily.

Based on the preliminary observation before do the research in the eleventh-grade students in one of the Senior High School in Bandung, 76.9% express that speaking anxiety still occurs when they do public speaking, especially when they do public speaking without any preparation. However, 88.5% of them also express that they need a technique or method to reduce the public speaking anxiety, because in their school there still no method or technique to reduce public speaking anxiety. This data taken by doing a questionnaire by McCroskey, J. C. (1970) about Personal Report of Public Speaking Anxiety (PRPSA) to find the students who has public speaking anxiety in the class. The result also show 10 students who involved in the questionnaire has public speaking anxiety, and this students are chosen to be more explore and observ.

Based on the explanation above, this research aims to deliver an answer to reducing the students' public speaking anxiety. One of the solutions is by applying mind mapping techniques. According to Buran and Filyukov (2015), making students have an active role can be facilitated by using the mind

mapping technique in language teaching, while the teacher becomes a coordinator and a facilitator for the students. Based on Ansari (2015), mind mapping is useful for improving reading skills, fixing problems, learning new vocabulary, brainstorming ideas, preparing presentations, and taking notes. Besides that, Cadieux (2011), this method can help someone to remember speech and reading, increase the understanding about some materials, help in organizing some materials and give the new concepts because there are any key words and key pictures in a topic.

There are several previous studies relevant to the current study. The first is a research by Waloyo (2017), which focuses on the implementation of the mind mapping technique in teaching writing, has the purpose to investigate the implementation of mind mapping in teaching writing narrative text. From that research shows that by using mind mapping the learners can comprehend the text organization of the narrative, the tense, and the sequence of the text. Next is a study by Ansari (2015) focusing on speech anxiety in the ESL/EFL class. The purpose of Mohammad Shaukat Ansaris' research is to contribute to the literature on language anxiety and to teach practical strategies to reduce foreign language-speaking anxiety resulting from negative evaluations by colleagues and student perceptions of poor ability. Then, a research Parikh (2016) focuses on the effectiveness of teaching through mind mapping technique. The main purpose of this study is to verify whether the mind map method is effective in relation to students' academic achievement, in the eighth grade of Junior High School.

It can be concluded that the previous studies showed that mind mapping can affect the speaking ability. Mind mapping is able to improve students' ability is speaking. However, even though this study has the same focus as the previous studies, there is a gap among them. This study focuses on the strategy in reducing public speaking anxiety by using mind mapping technique and it impacts on students' speaking skill.

B. Research Questions

This research has two research question, there are:

1. How is the implementation of mind mapping technique for teaching public speaking to reduce students' speaking anxiety?
2. How is students' speaking anxiety when using the mind mapping technique in doing public speaking?

C. Research Purposes

This research has two research purpose, there are:

1. To find out the implementation of mind mapping technique for teaching public speaking to reduce students' speaking anxiety.

2. To find out students' speaking anxiety when using the mind mapping technique in doing public speaking.

D. Research Significances

This research is expected to provide a number of benefits:

1. Practical Significances:

- a. This research expects that the students will find the easiest way to reduce public speaking anxiety.
- b. This research expects that students are more motivated and more confident to do public speaking.
- c. This research expects that the teacher will use the mind mapping technique to reduce students' public speaking anxiety.

2. Theoretical Significances:

- a. This research is expected to be a source of information for further research on mind mapping techniques in reducing public speaking anxiety.
- b. This research is expected to be a source of information for further research on English Foreign Language especially in public speaking anxiety.

E. Research Scope

Due to limitations, this research was intended to explore the use of mind mapping technique, especially in reducing EFL students' public speaking anxiety. This research focused on two aspects. First, is the process of implementing the mind mapping technique in public speaking's time. The second, is how the mind mapping technique can reduce students' public speaking anxiety and to find out the differences before and after use mind mapping technique.

F. Rationale

Speaking anxiety is the main important point or variable that affects foreign language learning, and it can affect the students' public speaking. Melough, (2013) states that speaking anxiety can also be said as nervousness or it means a high level of fear. Shivering, fear, blankness, handshaking, butterflies in the

stomach, sweating, and fast heartbeat are the most popular symptoms of speaking anxiety. Anxiety has a different level from one person to another person it depends on psychological and physical condition, so every person has a different type of speaking anxiety.

Based on the theory by Melough (2013) already mentioned above, speaking anxiety can affect the students' public speaking. Public Speaking is considered the basic and extremely productive type of human correspondence. On another point, public speaking can be said as a way to give or exchange opinions and ideas. The most significant process of any language learning is speaking. Based on Hammad and Ahmad (2017) students try their best to give an effort in speaking. Moreover, in another way, students also experience a high level of anxiety during their English-speaking classes or activities.

Based on The University of Vermont in public speaking (2017) there are several criteria of public speaking. Here are the criteria:

1. Oral Introduction: Introduced speaker, captured audience's attention.
2. Body of Speech: Easy to follow and understand, information seemed accurate and complete.
3. Summary: Brief, clear, and provided a wrap-up of the topic.
4. Topic Focus: Speech focused on one idea or theme.
5. Creativity: Speaker conveyed the topic creatively so the audience would remember the speech.

Buzan (2005) says that mind mapping is the method to make a note about the material that have been studied. Mind Mapping offers the learners that they do not have to limit their creativity. But mind mapping allows the students or the learners to develop creativity in a limitless way. According to Steele (2012) also stated that mind maps are a way to take notes on some topics. A structured strategy that shows the (hierarchical) relationships of ideas. It can be said that mind mapping techniques aim to give students or learners the freedom to write their ideas on paper. Mind maps also provide interesting opportunities for students or learners because they can use color words or draw something to generate ideas.

From the statement above, it can be concluded that mind mapping gives the students freedom to pour their ideas and to express them freely. It can be said that mind mapping facilitates the students to explore their ideas and develop them into mind mapping. Mind mapping can also facilitate discussion among students to gather information or words that they do not understand. Students will find it enjoyable to express something based on text, as mind maps guide their writing with keywords.

G. Previous Study

Several studies relevant to the current study have been conducted. This section will describe a few of them. The first is the implementation of the mind mapping technique in teaching writing by Waloyo (2017). The second is speech anxiety in the ESL/EFL classroom by Ansari (2015), and the third is effectiveness of teaching through mind mapping technique by Parikh (2016).

The first is a research conducted by Waloyo (2017), which focuses on the implementation of the mind mapping technique in teaching writing. The purpose of Waloyos' research is to investigate the implementation of mind mapping in teaching writing narrative text. The subjects of this research are 25 students and an English teacher who has been teaching them. This research used qualitative research design. The data were gained from classroom observation, the teacher's and the students' interview, and students' works. The result shows that through mind mapping, the students are able to comprehend the text organization.

The following is a study by Ansari (2015) focusing on speech anxiety in the ESL/EFL classroom. The purpose of Ansaris' research is to contribute to the literature on language anxiety and to teach practical strategies to reduce foreign language-speaking anxiety resulting from negative evaluations by colleagues and student perceptions of poor ability. The subjects of this research are 30 students in the higher secondary level (12th grade). This research used qualitative research design. The data were gain from semi-structured interviews, group discussion, question-answer sessions, interactions on situation-based spoken English, and direct observation. The results show that

the students were afraid to speak English for the following reasons: a) Afraid of negative evaluations from colleagues, and b) Feeling that their ability is lower than their colleagues.

Next is, the research from Parikh (2016) which focuses on the effectiveness of teaching through mind mapping technique. The main purpose of this study is to verify whether the mind map method is effective in relation to students' academic achievement, and for this purpose, a case study on the 8th-grade social science mind map was developed. The subjects of this research is a sample of 120 students of Prerna School, a Gujarati medium High-elementary school. This research use qualitative research design. The data were assessed using independent sample t-test to determine where there is a vital differences between the scores of experimental and control classes. As a result, it was found that learning with the mind map method in 8 grade about materials related to social science was more effective than the traditional method. When the traditional method is to write it down all of the text without summarizing it.

Though this study discusses the same topic with previous studies, there are several differences. All those three previous studies are similar with the current study which focus on mind mapping and concern about speaking anxiety. However, there are also differences between three previous studies and this study which are the method. This study using qualitative approach with case study design, and this study focuses on the use of mind mapping technique in reducing EFL students' public speaking anxiety and the implementation of mind mapping also the students' feelings and experience when using mind mapping technique.