
Psychological Factors Affecting Students' Oral Presentation at the English Education Department of Halu Oleo University

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ABSTRACT

This study aimed to find out the psychological problems faced by English Department students of Halu Oleo University in doing an oral presentation. This study employed a descriptive research design. The population was all students at the English Education Department of 2016, consisting of two classes, totalling 79 students. Then, the sample was the students of class B who were programming Speaking II, totalling 42 students using the purposive sampling technique. The researcher collected the data by using a close-ended questionnaire. The closed-ended questionnaire employed inferential statistics to find out the frequencies and percentages and then reported the statistical result followed by the conclusion. The result of this study showed that psychological factors were factors affecting the students psychologically in doing an oral presentation. They were fear of mistakes (42%), anxiety (42%), and lack of motivation (50%). Two factors did not correlate students in doing an oral presentation, namely feeling shy and lacking confidence. The rest three factors positively predicted the students' ability to do oral presentations, such as fear of mistake, anxiety, and lack of motivation. Moreover, the ways to solve the psychological problems faced by the students in doing a presentation were giving motivation to the students and stimulation to practice in doing a presentation. Therefore, it could be concluded that fear of mistakes, anxiety, and lack of motivation were the psychological factors that affected the students in doing an oral presentation, and students' problems could be solved by the lecturers.

Keywords:

Psychological Factors, Oral Presentation, Speaking.

1. Introduction

Oral presentation is not an easy thing to master. There are many problems experienced by many students in the process of improving their speaking skills. These problems are caused by low linguistic and non-linguistic aspects that influence their speaking abilities. Speaking is oral interaction where the participant need to negotiate the meaning continued in ideas, feelings, and manage in term of who is to say what, to whom and about what Bygate as cited in (Ikzan et al., 2020). It means that speaking is an oral presentation or interaction of the people, it can be applied by two people or more that, that it negotiate the meaning continued in ideas what has been stated in their mind, with speaking people can share their feeling to the other people orally. In

addition, (Afebri et al., 2019), also mentioned that the most common difficulties of EFL learners found that English learners receive low exposure to communicative situations, in turn, lead to poor results of the overall teaching-learning activities. (Zainuddin & Selamat, 2012) mentioned that many employers who employ polytechnic graduates had voiced their concerns that these graduates have great difficulties communicating effectively at work despite having excellent technical knowledge in their areas. In other words, they cannot create effective communication. That is why students often feel stressed and under pressure when they have oral presentations, especially when they face a speech or seminar assignment. Besides, it also makes the students stress who are not fluent in English and are expected to speak in the target language, especially during their English lessons (Abdullah et al., 2010).

According to (Baker, 2000), an oral presentation is like a formal conversation; speaking to a group is natural. Oral activity in English subjects is always done in the form of assignments that can be modified in individual work or cooperative learning. Oral presentation makes the students do question and answer sections, improving the students' participation in the classroom. The oral presentation also gives advantages for the students such as integrating language skills, practising speaking, making decisions, preparing for real life, acquiring knowledge through English, and so on (Al-Issa et al., 2010).

The researcher then observed some English Department students in Halu Oleo University by identifying who was less capable when doing an oral presentation. Based on pre-observation, the researcher finally figured out that problems faced by the students varied from one another. The prevailing issue that existed the most was shyness. This factor was considered as supporting one that might possibly create other challenges when speaking. This made the researcher highly interested in looking for the factors behind these problems. Therefore, the researcher would like to identify the inhibited psychological factor encountered by English Department students of Halu Oleo University when doing an oral presentation in particular.

2. Methods

In conducting this study, the researcher employed a descriptive research design. According to (Issac, 1984), descriptive research was a kind of research that systematically, factually and accurately described a given population's situations and facts. The researcher used this design to find out the psychological problem English Department students faced in doing an oral presentation. Then, population was a group of individuals who had the same characteristic (Creswell, 2012). The population of this study was all students at the English Education Department of 2016 who programmed Speaking II, which consisted of two classes. Class A consisted of 37 students, and Class B consisted of 42 students. The total both of classes were 79 students. The sample of this study was class B of English Department students who programmed Speaking II, which consisted of 42 students. Meanwhile, the researcher applied purposive sampling technique to determine the number of samples being used.

The instrument used in this study was a closed-ended questionnaire. The researcher adopted the questionnaire from (Horwitz et al., 1986), (Al-Nouh et al., 2015) in order to measure psychological factors affecting students in an oral presentation.

Five aspects from the questionnaire in this study, including a fear mistake, anxiety, shyness, lack of confidence, and lack of motivation, analyzed separately. In other words, this report appeared in five parts. The first part was going to report the result of the fear mistake aspect. The second part was going to report the result of anxiety. The third was going to report the result of shyness aspect. The fourth part was going to report the lack of confidence aspect. Last, the researcher was going to report the result of lack of confidence aspect. These items determined the psychological types of students facing in an oral presentation.

To analyze the data, the researcher analyzed the questionnaire to determine its validity and reliability. The researcher did this test by comparing the number of R count and R table. If R count was greater than R table, then the item could be said to be valid. Conversely, if R count smaller than the R table, then the item could be said to be invalid. R count sought by using SPSS versions 16 program, while R table sought by way of viewing R table with minimum R provisions was 0.5 (Sugiyono, 2010). The researcher did the reliability test by comparing a Cronbach alpha figure obtained from the calculation of minimal result was 0.5 which meant if the value of Cronbach Alpha obtained from the calculation result of SPSS obtained greater than 0.5, then deduced questionnaire was reliable; otherwise, if Cronbach alpha was smaller than 0.5 then it inferred not reliable. Then, the researcher employed all the questionnaires descriptively to get the frequencies and percentages for each item. It intended to seek how many samples would be responded to by the participants. Then, the researcher reported the statistical result, followed by the conclusion. The researcher applied SPSS version 16 as the suitable application to calculate the result of the questionnaire. Lastly, the researcher attempted to offer a solution regarding the psychological factors found on students to at least minimize them from happening.

3. Result

In this section, the researcher presents the fear of mistake aspects, which indicates the psychological effect on an oral presentation. In order to measure this aspect, the researcher asks 7 statements to the students that put in the questionnaire. Moreover, the following chart summarizes the result of fear of mistake aspects face by English Department students of Halu Oleo University in doing an oral presentation:



Figure 3.1. The Result of Percentage Distribution of Fear of Mistake Aspect

This pie chart depicts the students' responses, whether it is Agree, Neutral and Disagree, as the outcome of questionnaires administer to the selected participants in the aspect of fear of mistake item. The results show that 42% of students agree on

responses in terms of fear of mistake aspect, while 29% of their responses are categorized as neutral, and 29% of them disagree to respond to it.

The second aspect defines to measure the shyness aspects, which measure the degree of students' beliefs about their inhibited psychological problems when doing an oral presentation. From the questionnaire, the researcher asks 10 statements in order to measure this aspect. The following chart summarizes the result of the shyness aspects face by English Department students of Halu Oleo University in doing an oral presentation:

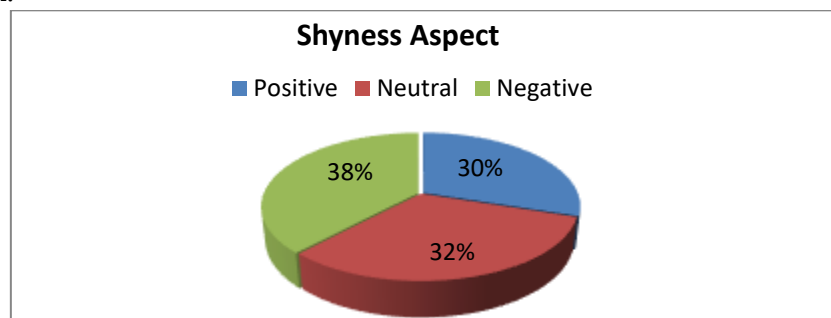


Figure 2. The Result of Percentage Distribution of Shyness Aspect

This pie chart depicts the students' responses, whether it is Agree, Neutral and Disagree, as the outcome of questionnaires administer to the selected participants in the aspect of Shyness item. The results show that as 30% of students agree on responses in terms of the shyness aspect, 32% of their responses are neutral, and 38% % disagree to respond to it.

The third aspect presents the result of the anxiety aspect, measuring the degree of students' beliefs about their inhibited psychological problems when doing an oral presentation. To acquire the data, the researcher administers 7 questionnaires items to the selected students to be filled out. The following chart summarizes the result of the anxiety aspect:

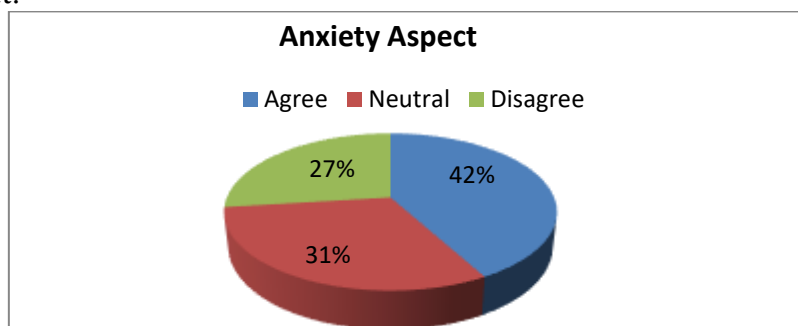


Figure 3. The Result of Percentage Distribution of Anxiety Aspect

This pie chart depicts the students' responses, whether it is Agree, Neutral and Disagree, the outcome of questionnaires administer to the selected participants in the aspect of Anxiety item. The results show that 42% of students agree on responses in terms of Anxiety, while 31% of their responses are neutral and 27% disagree to respond to it.

The fourth aspect presents the result of lack of confidence aspect measuring the degree of students' beliefs about their inhibited psychological problems when doing an oral presentation. To acquire the data, the researcher administers 4 questionnaires

items to the selected students to be filled out. The following chart summarizes the result of the lack of confidence aspect:

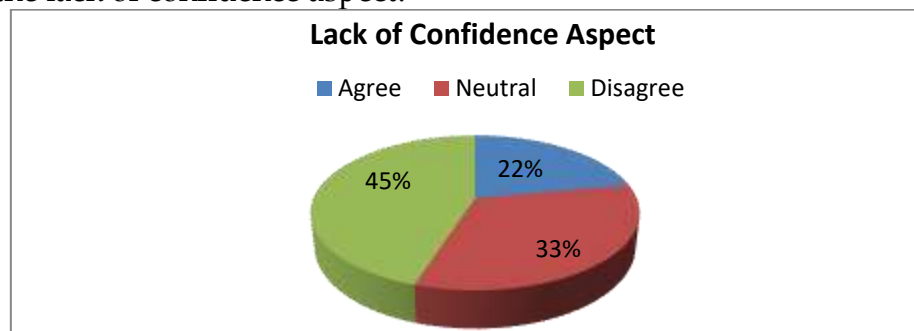


Figure 4. The Result of Percentage Distribution of Lack of Confidence Aspect

This pie chart depicts the students' responses, whether it is Agree, Neutral and Disagree, the outcome of questionnaires administer to the selected participants in the aspect of lack of confidence item. The results show that 22% of students agree on responses in terms of the lack of confidence aspect, while 33% of their responses are neutral, and 45% disagree respond to it.

This fifth presents the lack of motivation aspect measuring the degree of students' beliefs about their inhibited psychological problems when doing an oral presentation. To acquire the data, the researcher administers 2 questionnaires items to the selected students to be filled out. The following pie summarizes the result of the lack of motivation aspect:

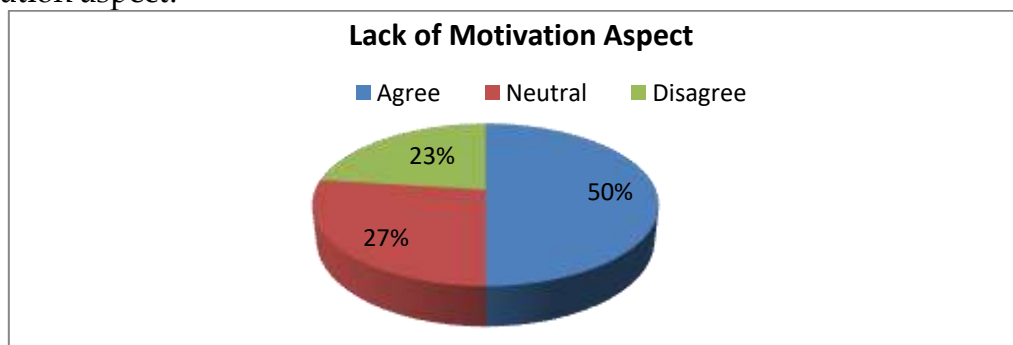


Figure 5. The Result of Percentage Distribution of Lack of Motivation Aspect

This pie chart depicts the students' responses, whether it is Agree, Neutral and Disagree, the outcome of questionnaires administer to the selected participants in the aspect of lack of motivation item. The results show that as 50% of students agree on responses in terms of lack of motivation aspect, while 27% of their responses are categorized as neutral, and 23% of them disagree to respond to it.

4. Discussion

The purpose of the study was to determine what factors affect the student psychology in the presentation. Those five factors are fear of mistake, shyness, anxiety, lack of confidence and lack of motivation. Data was obtained by analyzing the entire

number of questionnaires using SPSS version 16.0. The data was processed to gain the frequency or percentage of students when answering the questionnaires. In this research, the samples used were students at the English Department of Halu Uleoa University. Based on the results of the data analyzed, it was obtained from the research that 3 factors affect the students in conducting an oral presentation: fear of mistakes, which contributed 42%, anxiety, which contributed 42%, and lack of motivation contributed 50%.

The first aspect which influenced the students to have an oral presentation was fear of mistakes. (Nunan, 1999) states that fear of mistakes becomes one of the main factors of students' reluctance to speak in English in the Classroom. This might be because the students did not have enough capability in speaking. Speaking English needs many supporting elements such as good grammar, good listening to support the way of speaking, and others. However, the curriculum applied in Indonesia emphasises the students only learn grammar without practice to speak. These things cause the students rigid in speaking; they too much think about the grammar, which makes them fear to make mistakes.

The second aspect which influenced the students to have an oral presentation was anxiety. (Horwitz et al., 1986) claim that, in fact, that anxiety plays an important role in students' learning. This might be because the performance of students who have excessive anxiety could affect the quality and production of oral students in the language and make the individual look less fluent in delivering the material. Besides, anxiety made students think that they were potentially more likely to think that they would embarrass themselves in that presentation. In another factor is teachers who lack a more comfortable learning atmosphere students in their learning situation activities.

The third aspect which influenced the students to have an oral presentation was a lack of motivation. According to Gardner in (Nunan, 1999), one that affects the presentation is the lack of motivation. This may be due to the lack of motivation of students who have not inspired teaching, boredom, lack of relevance to perceived material and lack of knowledge about the purpose of the teaching program. As he said further, it is very often a source of motivation for students. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces student motivation because of their boring feelings.

In previous studies, it also explained that psychological factors took the role of main in oral speaking it was explained in the research of Tsui in (Nunan, 1999), (Htwe, 2007), and (Robby, 2010). Many theorists argue that fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. In other words Horwit in (Juhana, 2012). He believes that anxiety about speaking a certain language can affect students' performance. (Nunan, 1999) further adds that it stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

As the result of the questionnaire, many ways to solve the psychological problems faced by the students; in this research, the researcher gets one of the solutions to give motivation and stimulate the students to practice doing a presentation. According to (Juhana, 2012), one solution to the psychological problem

is to provide students with positive reinforcement. Besides, motivating students and creating an easy environment in class is important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate. Finally, Zua in (Juhana, 2012) suggests that the teacher should create a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

5. Conclusion

Based on the study's findings, it can be concluded that psychological factors affect the students psychologically in doing an oral presentation. They were fear of mistakes (42%), anxiety (42%), and lack of motivation (50%). In this study, there are two of the factors that do not correlate students in doing an oral presentation, namely feeling shyness and lack of confidence, and the rest three factors positively predict the students' ability in doing oral presentation such as fear of mistake, anxiety, and lack of motivation respectively. Moreover, the ways to solve the psychological problems faced by the students in doing presentations are giving motivation and stimulation to practice in doing a presentation. Thus, the researcher concludes that the students' problems can solve by the lecturer.

After conducting this research, the researcher offers several suggestions, namely, (a) for lecturers, they should have various strategies to make the students more active in speaking, especially in doing presentations; and (b) for students, they should practice English actively either in the classroom or out of the classroom to advance their speaking ability.

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