THE EFFECT OF STUDENTS` REFLECTIVE VIDEO TO REDUCE STUDENTS` CLASSROOM SPEAKING ANXIETY

THESIS

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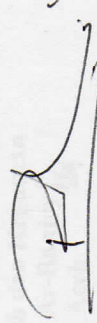Department of English Language Education

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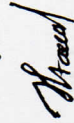Saturday, February 19, 2016 M
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul "The Effect of Students' Classroom Speaking Anxiety to Reduce Students' Classroom Speaking Anxiety" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya .... .buat surat pernyataan,

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ABSTRACT

Nowadays, students in university level are highly encouraged to advance their speaking skill, since it has been used as the main part in communication in every important situation, organization and workplace. However, to make students speak the target language is not always easy and there can be several different reasons why this is the case. The current study investigated one possible reason, namely speaking anxiety and its influence on second language achievement. Concerning this problem, I conducted a research entitled "The Effect of Reflective Video to reduce Students` classroom Speaking Anxiety". This research examined the causes of speech-production-related foreign-language anxiety among Indonesian students majoring in English Language Education. Furthermore, it also looks into whether and how reflective video along with self-assessment is able to help students to reduce their anxiety. The research was conducted on a group of Indonesian students taking a Public Speaking course at UIN Ar-Ranniry Banda Aceh. PRPSA was used to select the participants who have Speaking Anxiety. Then the selected participants were asked to record their speech and analyze themselves by using self-assessment form. The research results showed three causes of foreign language anxiety: feeling of helplessness, worries of terrible performance, and perfectionist. This anxiety affects their emotional and physical reaction through their speech. The results also demonstrated that reflective video and self-assessment helped students deal with classroom speaking anxiety because it helped them identify their strengths and weaknesses, conduct problem solving, and increase confidence.

Keywords : *speaking, anxiety, reflective video, self-assessment, foreign language learner, speaking anxiety.*

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study by stating the background information of the investigation, providing actual problem and explaining the innovation for the solution of problem. It also explains the previous studies which relate to the topic of this study. Besides, research questions, research aim, and research terminology are also outlined in this chapter following the background of the study and previous study.

A. Background of Study

Speaking skill is considered as important and unique skill, it is the first output of any language and the only skill that needs partner to practice. People can listen to audio resource alone, read the book alone, or write some information or letter alone but to build relation, people need to use the efficient communication with their partners. Speaking clearly and confidently can gain the attention of the listeners and provide the golden opportunity for the speaker to make the message delivered well. Any gap in speaking leads into misunderstandings and problems.

In business or work places, speaking skill has the central effect of diverse activities such as regular presentations at the conference, teach at classroom, lectures, online presentations or talks, or when speak to a group of customers in meeting. These activities require the competency of speaking ability. For this reason, most of job vacancies are obligatory to select their employees by using interview test, in order to evaluate and examine the ability to express thought and make a

relation with others through applicants` speaking skill. It means that students' careers in the future depend on their ability to manage their thoughts and deliver it well.

For this reason, in university students are required to advance their communication skill, mainly in English speaking skill. In today's language classrooms, educators are trying to improve this productive skill in many ways. For instance, students will perform orally in front of a group, and they make oral presentations or participate in group discussions or they will start any discussions in order to learn how to manage the communication in a group of people.

Generally, in advancing their speaking performance, observably students want to have a successful presentation in every speaking class, yet they found that 'language anxiety' occur and affect the learning and speaking process. It has been affirmed by Woodrow (2006) as clearly an issue in language learning and has frightening effects on L2 classroom. The anxiety in foreign language learning is regarded as one of the important affective factors that can influence language learners. It was supported by numerous studies which found that many students feel anxious when learning or using a foreign language whether they are successful learners or not. For example, Horwitz, Horwitz and Cope (1986) identified communication apprehension to be conceptually relevant to foreign language anxiety. Among many other researchers, Palacios (1998) found that speaking caused the most anxiety among the learners. Price (1991) reported that the most anxiety-provoking thing in learning a foreign language, according to her students, was to speak the target language in front of their peers. Anxious foreign language learners tend to fear they will not

understand all language input (Lee, 2014). They easily get nervous and confused when they are speaking in the target language. Learners with language learning anxiety also become self-conscious due to the fear of making mistakes in the target language and being negatively evaluated by their teacher and competent peers (Horwritz, Howritz, & Cope, 1986).

In the studies related to foreign language anxiety, students generally reported that speaking in the foreign language classroom produced the highest level of anxiety. The arousal of anxiety probably made some students felt more reluctant to speak. Speakers experience higher levels of apprehension when using a non-native language compared to their native language (Burroughs & McCroskey, 2003). Phillips (1999) stated that the large majority of language students confessed to some degree of nervousness related to the speaking skill. Similarly, Horwritz, et al. (1986) reported that speaking was a major source of anxiety expressed by most of the students who visited their learning skill center for help. In her stud y in 1990, Young investigated the students' perspectives on anxiety and speaking. The results of her study revealed that, in a language class, the students feel most anxious when they have to speak in front of their peers.

Furthermore, as noted by Liu (2007), several researches that have been done by Bailey, Gregsen, Horwitz, MacIntyre and Gardner have touched upon the issue which regularly found that foreign language anxiety is more associated with public speaking and mainly function as an inhibitor in language learning. The study revealed that significant foreign language anxiety was experienced by many students in foreign language learning, which adversely affected their performance in that language. Horwitz and Young (1991) explained that, during a foreign

language class, when students are speaking in front of their teachers and classmates that is the moment that they will get the most anxiety. Unlike writing, where each writer can get on by himself, without disturbing the rest of the class, at his own speed, speaking is an activity which involves more than one person, and it tends to threaten one's public standing fairly easily (Brown, 1994).

For speaking anxiety source, many researchers have explored student anxiety in second/foreign language classrooms through qualitative data (Bailey, Hilleson, Jackson, Price, as cited by Tsui. 1996), they figured out that a multitude of variables contributed to student anxiety such as low English proficiency, lack of practice, competition, and task difficulty, which might vary from context to context. Later, Nawshin (2009) explained that there are some reasons behind speaking problems such as size of the class, anxiety of making mistakes, lack of motivation, teachers talk dominated, lack of opportunity to use the target language, and students do not get the chance to speak. Bashir (2011) described that students are shy to speak English because they do not have enough time to practice speaking English either in the classroom or outside the classroom. Woodrow (2006) distinguished, two types of anxious students according to their anxiety reactions: skills deficit anxious students and assumption retrieval anxious students. Skills deficit anxious students tended to link their speaking anxiety to lack of practice on speaking skills. On the other hand, assumption retrieval anxious students tended to feel that anxiety prevented them from remembering and saying what they had previously learned.

As such, anxiety is a multi-faceted phenomenon with causes and effects including not only the learner but also the learning

environment and its components. Certainly, such a complicated issue requires thorough consideration and careful handling. However, there seems to be a tendency among language teachers to underestimate the complexity and importance of this issue, and most of them think that it is due to lack of motivation, unwillingness, and so forth.

For those reasons to assist their foreign language learners, Kitano (2001) suggested that teachers should play an active role in such cases and support students who experience foreign language anxiety. A couple of similar suggestions have also been made by Çubukçu (2007), ranging from creating an open and safe classroom environment to addressing students' needs, to not singling out students for questions, and so on. Some methods of language instructor could assist learners in managing anxiety in second language are by practicing task and giving feedback evaluation. However, in most EFL speaking classes, teachers may have difficulty in attending each and every one of the students because of limitations such as the number of students in a classroom and time limit. Some students also reported that performing speech in front of classroom can be stressful and uncomfortable situations. Another difficulty is that speaking assessments are a challenge for some teacher, it frequently takes a rapid time to assess, subjective judgments of teacher or peers, so that making fairness and reliability is difficult to achieve.

Based on that information, I thought about how to apply one media that can help students to practice and evaluate their speech by themselves. Now days, there are so many media that can help students to practice their speech alone. One of media that can be used is video-recording.

Video-recording is a recording both the visual and audible components. Video is an effective teaching tool if/when used properly (Hartsell & Yuen 2006). As a part of reflective learning, video-recording has positively influenced the professional development efforts for students since the time it was started to be used. Among variety of methods for students` assessments, video-recording is accepted to be an innovative, effective and objectivity-driven tool. According to the study of Capizzi (2010) examination of video-taped and audio-taped lessons allowed intensive evaluation and self-reflection on lesson components with active involvement by teacher candidates. Therefore, in this study this tool can be used to students` self reflection, because video-recording has made the evaluation self-oriented rather than a general evaluation done by peers or teachers.

In previous research on assessing speaking skill, Christianson, Hoskins, and Watanabe (2010) demonstrated the use of reflective video to assess and evaluate students speaking ability. According to the research, students are feeling confident while recording their performance and by doing a self-assessment that included creating a transcript of the recording, identifying strong and weak areas of speaking, setting goals and writing out practice plans they feel positive to achieve further improvement in their speaking ability.

Therefore, in this study video-recording is used along with self-reflection in order to help students in reducing their speaking anxiety. Video-recording with self-reflection is an exceptional option technique to give students an equal amount of time and opportunity for oral production practice and help students to conduct self-reflective, also provide the bright view of students performance (Christianson, Hoskins,

& Watanabe, 2010). Self-reflection, as one of the methods frequently used in literacy (reading and writing) skills, may be one of the effective methods to overcome such anxiety. Williams and Andrade (2008) found, that written reflection can help EFL students to cope with foreign language anxiety. In particular, the major purpose of self reflection in the context of speaking class is to give students an opportunity to evaluate their own speaking performances (Erdogan & Yurdabakan, 2011). However, in this study self-reflection activity is supported by self-assessment form and additional comment to provide a better reflection of participants thought toward their speak performance. According to Anandari (2015), there has not been much research done in relation to the use of self-reflection in the speaking classes in the context of learning English in the South East Asia. Therefore, I discussed the function of video-recording and self-reflections and how these activities can be a possible remedy to reduce FLA.

B. Research Question

Does reflective video help students to be aware on reducing their speaking anxiety?

C. Aim of Study

To find out whether using reflective video is effective to help student in reducing their speaking anxiety.

D. Terminology

1. Speaking Anxiety

Speaking anxiety is a general term for the sense of fear or panic that overtakes a person when he or she is called upon to speak or otherwise perform in public. It usually strikes when someone has to deliver a presentation before a group of people. Psychologists consider speech anxiety to be a special case of what is commonly known as shyness. Horwitz (1986) stressed that difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help. He added that people who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in foreign language classes where they have little control of the communicative situation and their performance is constantly monitored.

2. Reflective Video

    a. Reflective

Bound, Keogh and Walker (1985) stated "reflections an important human activity in which people recapture their experience, think about it consider it over and evaluate it". Here reflective is a way or activity of allowing someone to step back from their experience o help them to see if there any mistakes and improvement on future performance by analyzing their experience.

    b. Video

According toOxford dictionary, video means the recording, reproducing or broadcasting of moving visual images. To record or to

videotape students' task practice in speaking what the researches means by video here. Reflective video is video that showed the activities of students performing in their practicing speaking task.

3. Self-Assessment

The processes of looking at one-self in order to assess aspects that are important to one's in understood and improve its educational performance. It is one of the motives that drive self-evaluation, along with self-verification and self-improvement. Sedikides(1993)suggested that the self-assessment motive will provide studen,ts to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time people use self-assessment to enhance their certainty of their own self-knowledge. However, the self assessment motive could be seen as quite different from the other two self-evaluation motives . Unlike the other two motives through self-assessment people are interested in the accuracy of their current self view, rather than improving their self-view. This makes self assessment the only self-evaluative motive that may cause a person's self-esteem to be damaged.

CHAPTER II

LITERATURE REVIEW

This chapter reviews additional dimensions of problems from theoretical perspective. Therefore the contents in this chapter will concern on two relevant theories and previous studies about speaking anxiety and video-recording as reflective tool to reduce speaking anxiety.

A. Speaking Anxiety

Speaking anxiety is a general term for the sense of fear or panic that overtakes a person when he or she is called upon to speak or otherwise perform in public (Basic, 2011). It usually strikes when someone has to deliver a presentation before a group of people. Psychologists consider speech anxiety to be a special case of what is commonly known as shyness. According to Lanerfeldt (as cited in Basic, 2011) speaking anxiety is something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Lanerfeldt explained that this issue often turns into a vicious circle because one bad experience from speaking often becomes a reminder when the next opportunity arises. In the classroom context, if the students with speaking anxiety experience failure they will rather remain quiet than take the risk of failing again. This situation drags them into a silence that becomes more and more difficult to break since it contributes to a role as "the quiet one" in class. Speaking anxiety creates a low self-confidence

which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing. Lightbown and Spada (2003) concluded that speaking anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a large group of people.

In the context of speaking class, speaking anxiety often arises due to less comfortable classroom environment. According to Daly (1991), language learning situations that focused on speaking practice have some characteristics that provoke communication apprehension. First, the degree of evaluation perception can be high in a classroom setting. Learners experienced nervous when they believe that their speaking performance is evaluated by their teacher or competent peers. Horwritz, Howritz and Cope (1986) stated that students who have high level of speaking anxiety expressed fear of making mistakes and being corrected by the teacher. Second, communicative language learning situations can increase the sense of conspicuousness. Communicative activities can make learners anxious because they usually put learners in the focus of attention even when they make mistakes or struggle with the language. Third, innovation and uncertainty in language learning can make learners nervous about communicating during the class.

When students experienced anxious in an L2 speaking situation, their speech performance may not be successful. For example, Steinberg (1982) compared two groups of second language learners to examine their L2 oral performance: the anxiety-induced group and the group with

no induced anxiety. Phillips (1992) also examined the effects of foreign language anxiety on speaking test scores and test performance variables. The results of the study revealed a moderate negative correlation between the test scores and scores on the FLCAS. In other words, students with higher foreign language anxiety tended to receive lower scores on the oral exam. Young (1990) found that anxiety had a significant negative correlation with the Oral Proficiency Interview, which was designed to assess oral performance in a foreign language by using a face-to-face structured conversation. The result suggested that the greater anxiety learners experience, the lower level of oral proficiency they will be. Abu-Rabia (2004) revealed that a negative correlation exists between language-learning anxiety and spelling performance; namely, the higher levels of anxiety on the part of learners, the lower their spelling performance. In a review of foreign language anxiety, Horwitz (2001) stated that language anxiety causes poor language learning in some individuals; therefore, identifying sources of language anxiety is essential.

There are some factors that can make language learners anxious in the classroom in which the language instruction focused on developing speaking proficiency. First, students' self-esteem can play an important role in increasing L2 speaking anxiety. Horwitz, Horwitz, and Cope (1986) argued that the threat to self-concept of competence can cause self-consciousness and anxiety. Many learners do not want to look foolish in front of teachers and peers because they are concerned about making positive social impressions when they speak L2 (MacIntyre & Gardner, 1994). Phillips (1992) also pointed out that speaking L2 with

limited language skills can cause a negative impact on one's self-image because self-image is closely associated with the ability to express oneself in an authentic manner through language. Kitano (2001) found that fear of negative evaluation by a teacher or peers and lower self-perception of speaking ability in the target language were the anxiety sources of college learners of Japanese. Second possible factor that contributes to L2 speaking anxiety is the difference between effort and resulting performance (Phillips, 1992). Learners can experience anxiety when their effort on developing oral skills is not quickly rewarded. They may feel frustrated when their effort does not bring any expected results. In addition, teachers who criticize students' accents or correct every mistake during performance can increase students' fear of speaking the target language (Price, 1991). On the contrary, students would feel comfortable about L2 speaking when teachers emphasize the importance of making mistakes in the process of learning and focus on students' messages rather than their grammar and pronunciation. Moreover, Young (1990) suggested that instructor's relaxation and positive response or correction of errors may greatly reduce language anxiety. These findings indicated that anxiety was a serious problem in foreign language classrooms and could be attributed to a complex set of reasons such as low self-confidence, fear of making mistakes and being laughed at, and competition.

However, to master speaking a foreign language is indeed a complex and difficult process that takes a long time. Thus, the fact that developing oral skills is a demanding process may make many foreign language learners have negative attitudes toward practicing speaking L2.

On the other hand, Gregersen and Horwitz (2002) found the relationship between language anxiety and perfectionism. They compared four high-anxious and four low-anxious students in terms of their reactions to their own speaking performance. According to the analysis of these students' comments on their own speaking performance, the high-anxious students, who got high scores on the FLCAS, also showed perfectionist tendencies toward their performance. For example, they reported procrastination in their language learning due to high and unrealistic personal performance standards, showed fear of being negatively evaluated by their teachers and peers, and overestimated the seriousness of their mistakes.

All these findings revealed that speaking anxiety is a phenomenal issue and mainly a negative factor in language learning. The differences in foreign language learning situations and variance in underlying caused for foreign language classroom anxiety required more research to examine students' anxiety levels, causes for and consequences of anxiety, and their relationships with language proficiency in various second/foreign language learning contexts. The need to exploring speaking anxiety in wider contexts with different groups of learners motivated the researcher to investigate how to deal with this speaking anxiety.

B. Video-recording as Reflective tool to reduce Anxiety

Since there has been no official research related to the investigated area (related to the use of video-recording and self-assessment to reduce speaking anxiety), I adopted perspectives of some researchers about their studies conducted in the utilization of self-observation through video-recording in communication development and evaluation of pre-service teachers and teachers candidate which way has been well-suited for ongoing teacher evaluation and professional development because the process can provide administrators insights and information related to teacher's performance, level of progress, needs, degree of professionalism, and motivation to continue with her or his development towards becoming a professional teacher. Video-based self-observation showed positive results in pre-service teacher education (Kong, Shroff & Hung, 2009) as well as in the ongoing learning of experienced teachers (Sherin & van Es, 2005).

Video-recording can assist students to examine their speech performance through self-assessment form. According to the study investigated the reflective tool on communication improvement by Rosaen, Lundeberg, Cooper, Fritzen, and Terpstra (2008) video-recording approach has potential support for self-reflection, since it has been used for teaching reflective development by harnessing the power of review to "notice, revisit, and investigate," teachers arrived at a more fine-grained understanding of their performance than with memory-based recall). Applying the benefit of "notice, revisit, and investigate," to this research likely will help students identifying their strength and

weakness toward their recorded speech in order to reduce their speaking anxiety. Furthermore, when students have the opportunity to watch and analyze video of their own, they may experience greater motivation and engagement in the activity, and further it can enrich the reflective process.

Related to the advantages of video as a reflective tool, I thought about applying the video-recording along with self-assessment namely reflective video as a media to help students reduce their speaking anxiety. A study conducted by Williams and Andrade (2008), found that the written reflection can help EFL students to cope with foreign language anxiety. In this case, written-reflection is substituted by self-assessment with additional comments to provide productive feedback for the students in analyzing their performance. Quigley and Nyquist (1992) emphasized that thoughtful feedback, especially in the public domain, will stimulate students to be reflective about their performance and have an important long-term influence on their communication skills.

The self-reflection activities of course need a media, in this case recorded video of students' performances. In a study done by Quigley and Nyquist (1992), video technology allows students in public speaking classes to review their performances, thereby helping them know how they look and sound in the eyes and ears of their audience. Septina and Tim (2013) stated that students watching themselves performing on video can enhance their intrinsic motivation as well as stimulate their confidence. In language teaching, it appears that one of

the fun ways to engage students more in their leaning experiences is by making a video-recording of their speaking and performing their target language (Sherman, 2003). Using video-recording as a media to help students conducting written self-reflections also provided a fruitful and helpful insight in the students' effort to evaluate their performance (Nguyen, 2012; Christianson, Hoskins, & Watanabe, 2009).

Generally, in speaking class evaluations come from either instructor or peer feedback. Feedback about the speech was filtered through the lens of their perceptions and experiences, leaving little space for speakers' own reflection. While this type of lectures and peers observation is common, the self-reflection can be advanced and includes many other evaluation methods, including self-assessment on aspects of their own speech practice. Tsiplakides and Keramida (2009) in their research related to self-reflection and FLA concluded that one of the most important elements to reduce foreign language anxiety in a speaking classroom was "accepting the need for self worth protection" .This finding supported the importance of not only figure out the weaknesses, but also the strength because by knowing the strength, students were less anxious and thus foreign language anxiety decreased. Frolikova (2014) discovered that conducting self-reflections in the students' efforts to develop their speaking skills were helpful in that the students had the opportunity to reflect back on what they had experienced and plan their learning strategies.

CHAPTER III

RESEARCH METHODOLOGY

The major purposes of this study are to find out the effectiveness of reflective video to reduce students' speaking anxiety and students' experience of using reflective video as a media to help them in practicing their oral performance. To investigate those issues, I had dealt with these following approach and method.

A. Research Design

Once people take a look at the methodological approaches toward the investigation of language anxiety in the past, it has been for the most part, has been done quantitatively (Price, 1991), as then Horwitz, Horwitz, and Cope (1986) claimed this type of research was unable to draw a clear picture of the relationship between anxiety and overall language acquisition, performance and proficiency. Based on those statements, I decided to use qualitative approach in this study. Qualitative deals with data in the form of word, rather than numbers. Moleong (2011) defined qualitative study as study aimed to understand a phenomenon about what is experienced by the subject such as, behavior, perception, motivation, action, etc. In this case, the phenomenon is speaking anxiety in the context of L2 that occurs in the speaking class.

Since this is a qualitative research, each problem formulation was discussed in detail through narration and description to gain an

understanding on the phenomena that happened in the Speaking classroom. The data were generated by using a number of methods, i.e. PRPSA (Personal Report of Public Speaking Anxiety), self-reflection form and video-recording.

B. Participants of the study

This study employed the qualitative approach to investigate the effect of reflective video on reducing students' speaking anxiety. The participants of this research were the students experienced anxiety in speaking. Therefore, the participants in this research have to be selected purposively. To determine the required participants, I distributed PRPSA (Personal Report of Public Speaking Anxiety) by McCroskey (1970). PRPSA is the validated scale modified for public speaking anxiety to measure the level of students' speaking anxiety.

There were 22 participants followed PRPSA tests in total. The participants were the members of unit five who had been taking speaking III class. After they followed the PRPSA test, I analyzed the result and ranked 5 participants that had the highest score of speaking anxiety. But, later on 7 December 2015, 2 participants refused to participate in this research, which were substituted by 2 voluntary participants. The PRPSA score of 2 substitutes ranked to 'moderate-level and low-level' of speaking anxiety, they were included due to consideration of the participants perspective that they still experienced speaking anxiety in speech performance. This perception showed that they were aware of their anxious feeling and its effect on the speech.

This alteration has changed the rank of PRPSA score from the participant. At first five participants were ranked from the list of 'high-level' speaking anxiety to the 'moderate-level' which the highest score was 134, and the lowest score was 115. After the alteration, the participants' rank stayed on 'moderate-level to low-level' of speaking anxiety, which the highest score was 127 and the lowest score was 91.

Furthermore, five selected participants started recording themselves and did self-observation by using self-assessment form. The result of self-observation is related to how reflective video helps participants in reducing their speaking anxiety.

C.   Technique of Data Collection

Data collection method is systematical and standard procedure used to collect data that is need. In this research, the data was gathered through:

1. PRPSA (Personal Report of Public Speaking Anxiety)

To measure the PSA (Public Speaking Anxiety) of the participants, the study uses the McCroskey (1970) PRPSA survey; a validated scale strictly modified for public speaking anxiety. PRPSA is a 34 item, 5-Likert scaled survey with an alpha reliability of higher than 0.90. Participants are asked to rate from five (5) scales (*Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, or strongly Agree = 5*); on various statements regarding speech anxiety.

2.   Self-assessment form

Self-reflective was conducted by each research participant individually using the self-assessment form. First, each student recorded speech by using video-recording. After completing the speech, students re-watch and examine the video and identify the aspects of their performance that required improvement based on self-evaluative Yes/No questions in terms of: (a) opinion presentation skills (b) speaking skill (non-verbal aspects) (c) speaking skill (verbal aspects). Then, they set goals for improvement and made the next video.

Self-assessment also provided with additional comment to add some written reflective from the video. Participants were suggested to write additional comment toward their self-assessment (one short comment per question) for one successive video after performance. The participants were not given firm instructions on how to write in order to give them enough space to express their feelings.

3.   Video-recording

To evaluate the progress of reducing speaking anxiety, the participant were asked to record themselves while practicing the speech before giving the performance. For one title of speech, the participant recorded three reflective videos and later each rehearsal video will be assessed by participants as an introspective media for their speaking performance.

D. Technique of Data Analysis

The data were obtained through PRPSA and students assessment on reflective video. The first data would be collect from PRPSA, and the second data was from the students' assessment of three phase's reflective videos.

(a) PRPSA

First, I analyzed the score of PRPSA from the participants. PRPSA consisted of 34 item questions. Participants were asked to rate from five scales (*Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, or Strongly Agree = 5*); on various statements regarding speech anxiety. Scoring was accomplished by computing the following: 72 − (Sum of the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26) + (Sum of the scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34). Furthermore, the total score should fall between 34 and 170, and if the score is below 34 or above 170, there must be a mistake in the computation. PSA is considered high if the score is above 131, low if below 98, and moderate if score is between 98 and 131 (McCroskey, 1970).

The analysis of the PRPSA showed five elements factor of speaking anxiety, labeled as (1) positive attitude towards speech anxiety, (2) emotional consequences of speech anxiety, (3) physical consequences of speech anxiety, (4) feeling of helplessness and (5) perfectionist (Hsu, 2012). Each aspect consisted of five questions from the PRPSA, described about the factor and problem of students speaking anxiety.

(b) Self-assessment form

After collecting the data from participants rehearsal video, then I analyzed their answer by using Microsoft excel. The analysis included these following steps:

a. Coding the options of checklist questions YES and NO

b. Calculating the number of options of each question items, for example how many students answered 'yes' for question number 1 and so.

c. Calculating the percentage of the options.

d. Presented in descriptive report.

E. Research Location

Department of English Education, also known as PBI, is a place where the research was conducted. This department is apart of Fakultas Tarbiyah dan Keguruan aimed to educate professional English teachers, prospective English teachers in Islamic Schools, State Schools, and lecturers in Islamic State University of Ar-Raniry (UIN).

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter deals with research findings and discussion based on the data gained from observation and video-recording.

A. Data Analysis

The analysis deals with two parts of analysis. They are the analysis of PRPSA participants score and the analysis of participants' self-assessment based on reflective video.

1. The Analysis of PRPSA survey

In this study, PRPSA was applied as the method to select participants and to examine the factor of speaking anxiety and its effect to participants` speaking performance through the score of anxiety level. PRPSPA was modified by McCroskey (1970) which contained 34 statements concerning anxious feeling happened during speaking and performing presentation in a public and classroom context. In this study, the analysis of PRPSA was divided into 5 aspects labeled as **(1) positive attitude towards speech anxiety, (2) emotional consequences of speech anxiety, (3) physical consequences of speech anxiety, (4) feeling of helplessness and (5) perfectionist** (Hsu, 2012). Every aspect consisted of five items from PRPSA and described about the factor and the effect of speaking anxiety.

Table 1.1 The Results of participants` PRPSA

Participants	Score	Level of Speaking Anxiety
Sarah	127	Moderate
Maryam	123	Moderate
Rabiah	122	Moderate
Miftah	119	Moderate
Nisa	91	Low

a) SARAH

Table 1.2 The Result of PRPSA analysis

Positive attitude towards speech anxiety	Emotional consequences of speech anxiety	Physical consequences of speech anxiety	Feeling of helplessness	Perfectionist
16	20	21	21	20

Sarah is one of students from speaking III class. Her PRPSA score was 127, which ranged to 'moderate-level' of speaking anxiety. According to table 1.2, regarding to the feelings that Sarah had towards **Positive attitudes towards speech anxiety** the score was 16. It was the lowest score from the other aspects, which indicated that SARAH was not affected to the positive feeling a person has during the preparation and actual speech presentation, the data showed that Sarah experienced anxiety in her speaking class. For **Emotional consequences of speech**

anxiety the score is 20, which point to the emotional effects toward her speaking anxiety. The major effects are less of comprehended and forgetting the material, it can be inferred from statements, which Sarah agreed:

I am in constant fear of forgetting what I prepared to say (A=4)

My thoughts become confused and jumbled when I am giving a speech", (A=4)

(Appendix V)

As said by Ely (1986), one of problems from the speaking anxiety is mental blocking which convinced anxiety related to the evident of emotional consequences person feels in preparation and during the speech. The highest score listed in the **physical consequences of speech anxiety** (21) and **feeling of helplessness** (21), which indicated that during her speech, anxiety arose and caused a negative effect on her physical performance.

I breathe faster just before starting a speech (SA=5)

Certain parts of my body feel very tense and rigid while giving a speech (A=4) (see Appendix V)

Moreover the score in feeling of helplessness indicated that Sarah was dread of not succeed in her speech. Her fear even caused sleep deprivation before her speech performance.

I have trouble falling asleep the night before a speech (A=4).

During an important speech I experience a feeling of helplessness building up inside me (A=4). (see Appendix A)

This fear was closely related to her response on **perfectionist** (20) aspect, which showed perfectionist tendencies toward her performance. This condition was related to high and unrealistic personal performance standards which showed fear of being negatively evaluated by the audience and overestimated the seriousness of mistakes (Lee, 2014). In short, her perfectionist feeling built up negative assumption of audience evaluation toward her performance.

From the data above, it can be concluded that the factors of Sarah`s Speaking anxiety come up from the reaction of feeling helpless which was caused by insufficient preparation. Moreover, anxiety also affected her physical and emotional reaction such as perspiring, heart beating very fast, trembling hands and forgetting the material on the speech. This reaction had led her to negative assumption of terrible performance.

b) Maryam

Table 1.3 The Result of PRPSA analysis

Positive attitude towards speech anxiety	Emotional consequences of speech anxiety	Physical consequences of speech anxiety	Feeling of helplessness	Perf ectionist
9	21	19	16	20

Maryam is one of the students from Speaking III class. Her PRPSA score was 123, which range to 'moderate-level' of speaking anxiety. Based on table 1.3, the result of the **positive attitudes towards speech anxiety** was the lowest one (9), it was evident that Maryam rejected to the positive feeling a person has during the preparation and actual speech presentation and agreed to the arousal of anxiety in her speech performance. The highest score listed to **emotional consequences of speech anxiety** (21) showed that Maryams' belief that the arousal of anxiety ruined her speech performance:

I do poorer on speeches because I am anxious (A =4)

While giving a speech, I get so nervous I forget facts I really know (SA =5)

(Appendix V).

It can be inferred that Emotional effect of speaking anxiety built a mental blockage during her speech performance. This condition consequently affected her **perfectionist** aspect which clearly score to 20, the data showed her mental blockage is affected by the fear of making mistakes and being negatively corrected by the teacher and her perfectionist.

When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow (A=4) (Appendix V)

Moreover, Maryam scored 19 in her **physical consequences** which indicated that speaking anxiety also affected her physical performance. Yet, still felt unconfident with herself, her score of **feeling of helplessness** (16) indicated that Maryam was not suffering from anxiety outside the classroom,

I have trouble falling asleep the night before a speech (D=2).

The report also showed that she felt neutral toward her speaking anxiety before her speech starts. (see Appendix V).

c) **Rabiah**

Table 1.5 The Result of PRPSA analysis

Positive attitude towards speech anxiety	Emotional consequences of speech anxiety	Physical consequences of speech anxiety	Feeling of helplessness	Perfectionist
17	23	21	19	20

Rabiah is one of the students from Speaking III class. Her PRPS A score is 122, which range to 'moderate-level' of speaking anxiety. From table 1.4 the result of her **Positive attitudes towards speech anxiety** (17) indicated that Rabiah had positive response about speaking English in classroom.

I look forward to giving a speech (SA=5) (Appendix V)

This aspect indicates that Rabiah was completely enjoyed her preparation of speech. Yet, the anxiety arose and affected her speaking presentation. It was showed in her **emotional consequences of speech anxiety** aspect (23), and it was the highest score compared to the rest of participants. The data showed that speaking anxiety affects her emotional nature, such as fright of forgetting the content, and nervousness of unprepared speech.

> I feel anxious if someone asks me something about my topic that I don't know. (SA=5)

> While giving a speech, I get so nervous I forget facts I really know. (SA=5)

> I am in constant fear of forgetting what I prepared to say. (SA =4) (Appendix V)

Anxiety reaction, also affected her **physical consequences** (21) and **perfectionist** (20) aspects. Physical score showed her affective gesture of speaking anxiety. Such as heart beats so fast, trembling and stiff posture (see Appendix V). The result of physical and emotional reactions is linked to her perfectionist tendencies of anxious to deliver terrible performance. Moreover, the data in **feeling of helpless aspect** showed that her anxiety occurs right before her performance, during her important speech and when preparing her speech presentation (Appendix V).

Based on the result of the data above it can be concluded that although Rabiah had positive reaction to speaking class, her assumption

toward the fear of forgetting the speech and terrible performance had built up her anxious and affected her gesture during performance. This condition led to another fear of being evaluated due to the terrible performance. The enthusiasm is high, but anxiety still appeared and decreased her confidence during speech performance.

d) Miftah

Table 1.4 The Result of PRPSA analysis

Positive attitude towards speech anxiety	Emotional consequences of speech anxiety	Physical consequences of speech anxiety	Feeling of helplessness	Perfectionist
11	18	20	16	19

Miftah is one of the students from Speaking III class. Her PRPSA score was 119, which range to 'moderate-level' of speaking anxiety. She was one of the voluntary participants who realized the existence of speaking anxiety. It can be inferred from table 1.3 the result of her **positive attitudes towards speech anxiety** also the lowest one (11), it was marked that the arousal of speaking anxiety also affected her speech performance. The highest score listed to **physical consequences** (20), which evident that anxiety triggered her physical reactions such as trembling, blushing, lack of breath etc.

My heart beats very fast just as I start a speech (A=4)

I breathe faster just before starting a speech (A=4)

My hands tremble when I am giving a speech (A=4)
(see Appendix V).

The physical consequence also related to **emotional** (18) and her **perfectionist** (19) aspects. Emotional score indicated that, her emotional factors came up from the fear of forgetting the content and making the audience bored with her speech. This emotional fear was associated to her assumption of score achievement. Miftah believed that she would not be able to perform her speech well, this route to another fear of being negatively evaluated by her teacher and peers. The anxiety increased and the self-confidence to perform decreased.

When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow. (A=4) (see Appendix V).

The result of fear negatively evaluated, her data in **feeling of helpless aspect** indicated that her anxiety occurred right before her performance, during her important speech and when preparing her speech presentation.

During an important speech I experience a feeling of helplessness building up inside me (A=4)

While preparing for giving a speech, I feel tense and nervous (A=4)

I experience considerable anxiety while sitting in the room just before my speech starts (A=4) (Appendix V).

From the data I assumed that, speaking anxiety occurred during her presentation and it came up because of her assumption of being corrected by teacher and resulted feeling of helpless, and her gesture in performance.

e) **Nisa**

Positive attitude towards speech anxiety	Emotional consequences of speech anxiety	Physical consequences of speech anxiety	Feeling of helplessness	Perfectionist
22	15	14	19	17

Table 1.6 The Result of PRPSA analysis

Nisa is one of the students from Speaking III class. Her PRPSA score was 99, which range to 'moderate-level' of speaking anxiety. She was one of the voluntary participants who consider experienced speaking anxiety even her score was nearly listed to 'low-level' of speaking anxiety. Her data showed that the highest score was listed to **positive attitudes towards speech anxiety** (22), which was the highest compared to another participants. It marked that she was enjoying and had self-confidence during speaking class. Although the arousal of the anxiety also affected her speech performance, it's not range to the up

level score. The high score was listed to **feeling of helplessness aspect,** which indicates to her worries of terrible performance.

> During an important speech I experience a feeling of helplessness building up inside me. (A=4)(Appendix V).

Moreover, for other aspect the score is frequently low, **perfectionist** (17) which indicated to her worries of being negatively evaluated.

> When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow (SA =5)

Her score on **physical consequences** (14) showed that Nisa was not affected by her worries during speech performance. Her gesture was naturally and well. In **emotional** (15) reaction aspect, her score shows that NL was experienced speaking anxiety during presentation because she was afraid of forgetting her material, but it`s not completely ruined her performance. Based on the result, Nisa still experienced speaking anxiety, but in 'moderate-level' that she can deal with.

From the data above, it can be concluded that more than half participants investigated did not feel positive about speaking English in class. The arousal of anxiety mostly affected their physical reaction such as trembling, perspire and rigid posture. Anxiety usually came up because of their assumption of being negatively evaluated and afraid of forgetting the material. Moreover this fear also led to tendencies of being perfect and overestimates the seriousness of their mistakes.

2.   Analysis of self-assessment.

After recording their speech in three phases' rehearsal video, participants examined each recorded with self assessment form and write down some report of their thought through the performance. The self-assessment is adopted from Christianson, Hoskins, & Watanabe (2010) journal. It contained 14 questions which divided in to 3 sections public speaking skill. First is **Opinion Presentation Skills,** second **Speaking Skill (Non Verbal Aspect)** and the last is **Speaking Skill (Verbal Aspect).**

Speech performance in the recording video was not involving the audience, in order to avoid stage apprehension on their performance. The result of the reflective-journal self assessment:

		Video 1		Video 2		Video 3	
		Yes	No	Yes	No	Yes	No
	Opinion Presentation Skills						
1	Introduce the discussion question and state my basic opinion clearly?	40%	60%	100%	0%	100%	0%
2	Develop supporting points with specific, logical reasons and examples?	80%	20%	100%	0%	100%	0%
3	Organize the flow of ideas by using transitions such as First,	60%	40%	80%	20%	80%	20%

	Second, For example?						
4	Provide a short conclusion that summarizes my basic opinion and key points?	80%	20%	80%	20%	80%	20%

Table 1.7 Section Opinion Presentation Skills.

Based on table 1.6 it can be inferred that participants in first video still need improvement in opinion presentation skill. For item 'Introduce the discussion question and state my basic opinion clearly?' in the first video 40% of participants agreed that they were able to deliver the speech in sequence, but the rest of 60% rejected this item. This item is related to their worries of forgetting the prepared speech content. After examined the first video some participants was able to identify the part that they fail to mention and try to recall in the next speech.

Later, in the next video the scale 'yes' in item 1 has increased to 100% and stayed in the scale to the last video. It was supported by their additional comment,

> At first I just too shy to speak up and forget the point, I just jump to the main idea, and then I was so nervous so I forget everything (M)

Then in second sheet,

> Now I focus about stating my introduction first why I want to be a lecture and then the reason (M)

The results showed that participants indeed identified their mistake and tried to revise in the next video. For the other terms, the scale of next video also keeps increasing. This indicated that anxiety still occurred but the self-reflection gave some different perspectives for participants to anticipate the anxiety.

Table 1.8 Speaking Skill (Non Verbal Aspect)

		Video 1		Video 2		Video 3	
	Speaking Skill (Non Verbal Aspect)	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
1	Frequently make eye contact with all participants/camera?	60%	40%	80%	20%	100%	0%
2	Use appropriate gestures and postures (use gestures naturally)	20%	80%	60%	40%	80%	20%
3	Avoid unnecessary hesitation and long pauses	60%	40%	60%	40%	80%	20%
4	Stiff posture, quick nervous movement	40%	60%	40%	60%	20%	80%

Table 1.8 showed the anxious effect on the physical appearance/gesture in speech performance. In video 1, participant commonly agreed to item 1 'Frequently makes eye contact with all participants/camera?' 60% and 40% do not scale for positive answer (yes). Moreover, item of eye contact is constantly up to positive in the next video. In the video 3, 100% participants agreed that they succeed to maintained eye contact to the audience (in this case it was the camera).

For item 2, it was only 20% agreed to 'Use appropriate gestures and postures (use gestures naturally)' and the rest of 80 rejected this item. One participant writes in the comment:

> I was very nervous; I didn't even realize that I was rolling my hand and rubbing my chin. It looks funny in the video, and I pronounce 'friend' words very bad.

and in the next page :

> I was still rolling my hand, I forgot about gesture while keep thinking about the topic, but in the middle of my speech I remembered to stop it.

In the last page :

> at first I keep rolling my hand, but then I just stop it. Now the video is not too bad.

Based on the comment, I assumed that in the real speech the participant often forget about the gesture, they focus to remember the content of speech and delivered it well. Related to the previous finding in PRPSA aspects, physical and emotional reaction always stood nearly in the same score. Similar to item 1, participants also constantly up to positive scale in the next video. It was revealed in video 3 that 80% of them agreed to use gestures naturally.

In item 3 'Avoid unnecessary hesitation and long pause' 60% of participants agreed to scale 'YES' while the rest of 40% scale 'NO'. The report showed that participants have some multiple thoughts toward long pauses and unnecessary hesitation, it refers to second video which

shows the scale 'YES' is still point out by 60% of participants. They point out long pauses to 'extra time' when they have to continue the next part of speech, but after examined the video they understand the difference. Long pause, indicates that participants did not focus or forgot the content to the next part, while short pause indicated some breaks before speaker catch to the next part of speech. Like additional comments:

> I think I deliver the material fluently, but sometimes when I try to find the appropriate words, instead pause naturally, I just close my lips and think. It's funny to watch myself, a bit shamed honestly; I won't pause like that in the real presentation (M).

Another comment in second page (second video):

> Long paused, just like first video. (M)

But in the third video M comment

> No long paused, just little and I think it is ok. (M)

Realizing the mistake was build up the anticipation to the next video, it can be seen that in the next video up to 80% participants scaled to 'YES'.

Moreover, in item 4 'Stiff posture, quick nervous movement' 40% of them also scale to 'YES' which indicates that they still have physical affection from speaking anxiety. 2 participants noted that :

> Well, I think in this first video, I just keep touching my veil, and obviously I am nervous. But my posture was not too stiff. (M)

In the next video the scale 'yes' in item 3 still in 60% and item 4 still in 40%, and some additional comment

I do that again, touching my veil, but still not stiff. (M)

From the data above, I assumed that self-assessment and reflective comment help participants to admitted their mistakes and know the weaknesses, so they could do some improvements in their next speaking performances. It can be seen in the last video that for item 3, 80% participants scaled to 'YES' and item 4, the participants who has rigid posture and quick movement was decreased to 20%.

Table 1.9 Speaking Skills (Verbal Aspects)

	Speaking Skills (Verbal Aspects)	**Video 1**		**Video 2**		**Video 3**	
		Yes	**No**	**Yes**	**No**	**Yes**	**No**
1	Speak in rush	80%	20%	60%	40%	40%	60%
2	Speak up and speak clearly	0%	100%	60%	40%	60%	40%
3	Extended paused and mumbling	60%	40%	40%	60%	0%	100%
4	Often repeating, tripping words	80%	20%	40%	60%	20%	80%
5	Provide for audience participation, survey the audience "How many of you"	20%	80%	40%	60%	80%	20%
6	Thanks the audience	100%	0%	100%	0%	100%	0%

The data from table 1.8 showed the variation of **Speaking Skills (Verbal Aspects)**. It can be seen from 80% of participants who

admitted to item 1 'speak in rush' The data showed that in first video the arousal of anxiety affect participants' verbal aspects. It refers to the comments:

"I think I just keep talking in rush because I want to end the speech soon". (RJ)

This data related to her statement in emotional consequence (see appendix V) in item 'My thought become confused and jumbled when I am giving a speech' (SA=5)

But later, in the next video the scale 'YES' is decreased to 60% of participants and keep lower to 40% of participants. It indicated that they were not keep rushing the speech, along with the better scale of 'opinion presentation skill' which evident participants presented a better speech to the next video.

However in item 4 'often repeating, tripping words' 80% also stood in 'YES' scaled. And for the next video it also decreases to 40% in second video and 20% of participant in the last video. It can be inferred from comment:

I try to not repeating the words. I try to pause it before continue instead of repeating it. (NL)

MD also noted that

In some part, finally I can avoid repeating the words, but in other part I was repeat it again. I need more practice, though.

Furthermore the results of data showed that participant aware of their mistake and try to decrease it in the next presentation. Anxiety still appears but they know how to manage it.

For item 2 'Speak up and speak clearly' and item 5 'Provide for audience participation, survey the audience 'How many of you' participants frequently rejected to linker 'YES'. It showed they rejected to positive verbal aspect through the speech performance. It can be seen on the table that for item 2, clearly 100% of participant stood for 'NO'. RJ added comment to her sheet,

'I was so nervous and I think my words is unclear'

But then in the next video participants who scaled to linker 'YES' increased from 0% to 60%, and stayed till the last video. Therefore in item 5, participants showed the various progresses. First video it's about 20% of participants scaled 'YES' and the rest of 80% scaled 'NO', but in the last video the amount of participant was change to 80% 'YES' and '20%' 'NO'. This data showed that participants were conducted problem solving from their mistakes toward previous presentation.

However M noted that

I do ask the audience. Yay!

Alhamdulillah, now I feel confident.

The interesting data was report by item 3 'Extended paused and mumbling' which related to item 'Long pause and hesitation'. Here participants stood to 'unavoidable habits' they explained in discussion after rehearsal that 'mumbling words' such as 'mm' 'yeah, well' is the way to hide the apprehension during the speech. In the second video the scale changed from 60% participants rated 'YES' to 40% of them rated to 'YES'. Later, after examined the next video they found that

mumbling too much actually caused the speaker looked nervous and unprepared in presenting the material. In the next video they decided to be aware on the 'mumbling habit' which can be seen in the report scale of the last video, 100% of participants reported was succeed to avoid 'mumbling habit'. In addition for the last item 'thank the audience' it was clearly that every participant stood to 'YES' until the last video.

In conclusion, according to the results of self-assessment sheets, I believe that reflective video created positive effects in reducing students speaking anxiety. As mention earlier, these students had never been exposed to self-reflection in the speaking classes in the previous semesters. The reflections built up awareness of their mistakes and omitted their underestimate assumption of their performance. Overall, participants reflected positive attitude and delighted feedback towards their reflective video and self-assessment.

B. Discussion

Finally, to summarize the findings in this study, I can conclude that although the participants were not classified as 'high-level' of speaking anxiety their result of PRPSA analysis showed more than a half of participants did not show positive attitudes during the preparation and actual speech presentation. In addition, two voluntary participants reported that they felt generally positive about speaking, but stated that they often feel anxious when they were speaking in front of the class.

This research pointed out and supported the fact that students speaking anxiety is spotted in classroom settings. Moreover, the trigger for speaking anxiety was the participants' perception of feeling helplessness, worries of terrible performance and perfectionist. The

perfectionist is noticed in students' perception of the self-esteem, unrealistic personal performance standards, and showed fear of especially in the fear of "humiliated". In fact, students investigated confirm that the strongest feeling is a feeling of worry for the anticipation negative reaction of the others. This feeling can be interpreted as the fear of negative evaluation by their peers or the teacher. This is what causes anxiety to a lot of people. People with low self-esteem worry about what their peers think. Individuals who have high level of self-esteem are less likely to be anxious than are those with low self-esteem (Horwitz, 1986).

The investigation of participants also showed the awareness to their reactions physical and emotional. Their physical reactions to anxiety show variation in purely physical symptoms as blushing, trembling, lack of breath, stiff posture etc. Emotional reactions consisted of feelings of fright, embarrassment, discomfort, fear of forgetting the content and assumption of poorer performance.

Overall, after understanding the trigger and reaction to students' speaking anxiety this research pointed out one possible remedy to reduce students' classroom speaking anxiety. The research question is 'Does reflective video help students to be aware on reducing their speaking anxiety?' and answered by the analysis of self-assessment.

The findings showed that one of many useful ways of helping foreign language students to overcome their foreign language anxiety was through reflective practice. The students were not given many chances to reflect back on what they did in their speech before. After being given two chances of conducting self-assessment based on their rehearsal time performance in video-recording, the participants realized

some important aspects that can be helpful in their efforts to improve their speaking performance. Based on these results, I conclude that there are three benefits of using reflective video along with self-assessment to reduce foreign language anxiety. They are realizing strengths and weaknesses, conducting problem solving, and increasing confidence.

1. Realizing Strengths and Weaknesses

Realizing the strengths was the first benefit that the participants experience when using reflective video. Based on the discussion after speech rehearsal, it was evident that realizing the strengths was not a usual process for many of them. The main reason was these students were not given chances to conduct self-evaluation of their speaking performance. Their performances were not recorded; therefore they did not have any videos or sources that can help them see themselves when doing the speeches.

In the additional comment for self-assessment, I found that participants were happy when they realized that their performance was not as poor as their self-perception of terrible speech. Because of the situation of "not knowing" how their performance was, the participants encountered difficulties in their effort to go to the next level of public speaking ability. Furthermore, this condition increased their anxiety since they felt unsure of their real ability in speaking.

2. Conducting problem solving

After realizing the strengths and weaknesses, the participants were enabled to conduct individual problem solving. It can be seen in

their progress of each video-recording. Realizing the weakness built up some motivation to anticipate the same mistakes in the next performance. It can be inferred from additional comment that after admitting their mistakes, participants tried not to repeat the same mistake in next video, the ability to overcome and anticipate the weakness lead students to feel more confident to the next performance. Reflective video supported the importance of not only knowing the weaknesses, but also the strength because by knowing the strength, students were less anxious and thus foreign language anxiety decreased (Anandari, 2015).

3.   Increasing confidence

After participants watched and realized their strengths and weaknesses and conducting problem solving, they were more confident with their performances. The confidence increased not only because they could identify their weaknesses and work hard to overcome them, but also because they realized that they had strengths that they did not realize before. It was clear that the reflective practice the students had done was beneficial and fruitful. Boud, Keogh, and Walker (1985) stated that when individuals experienced the reflective process, it meant that they were given the opportunity to reconnect with their past experiences, connect the knowledge with the current emotions that they felt, and evaluate the whole process in order to achieve a new perspective. Furthermore, these participants have achieved a new understanding of their own capabilities and incapability, and have gained a new appreciation of what they have achieved.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of study and suggestion as a feedback to support the information for follow-up study.

A. Conclusions

After analyzing the data and discussing the result in the previous chapter, I would like to conclude several points from this research. Based on the results and discussion, it was evident that self-perception and perfectionist was the trigger of speaking anxiety appeared among the students and affect their physical and emotional reaction, so that students need media to help them to reduce and anticipate the anxiety. It was evident that reflective video is effective to help the students to realize their strengths, weaknesses and helped them to do problem solving in order to enhance their public speaking performance and increase their confidence. Self-perception of their confidence increased while their anxiety decreased.

Reflective video, for these students, supported their effort to experience a meaningful learning in speaking practice. Reflective video along with Self-assessment enabled the students to have a good comprehension of themselves as individuals. I could also conclude that based on the additional comment on self-assessment, the students were able to increase their confidence. They could have a concrete evidence of their achievements which they did not realize beforehand.

B. Suggestions

Since anxiety can have profound effects on many aspects on foreign language learning, it is important to find out strategies to deal with this issue. In order to help reduce student anxiety, first and foremost, English teachers themselves should be aware of the existence of anxiety among EFL learners and show empathy to them in class. Besides, teachers can also encourage students to share their feelings with one another. As Donley (1998) claimed that students might feel more comfortable in the language class if they found out that other students and their teacher empathized with their condition students are comfortable to participate in classroom discussion and lead them to be more active in teaching and learning process.

EFL students should also be aware of and recognize the existence of Speaking Anxiety in speaking class. After that, they might consciously take the initiative to seek strategies to deal with anxiety. It is important and useful for them to improve their English proficiency, expand vocabulary, have more oral practice of English, and get prepared for oral English lessons. All of these can be achieved as long as they can be hardworking and persistent.

In summary, the issue of speaking anxiety in speaking class, anxiety levels and anxiety-provoking variables may vary from context to context. More research is called for with different groups of learners in various situations to better understand the issue, promote the learning of oral English and, seek for strategies to help students reduce or even eliminate anxiety in Foreign Language Classroom.

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