

CHAPTER 3

RESEARCH PROCEDURES

In this section, the writer presents the methodology used in this research. There are seven parts including method of the research, setting and participants, research instrument, data collection technique, data analysis technique, steps of the research, and time and place of the research.

3.1 Method of the Research

The design of this research employed mixed methods, where the writer presented quantitative and qualitative phases to obtain both quantitative and qualitative data. The type of mixed-methods in this research was the sequential explanatory strategy. The writer chose the sequential explanatory strategy because the process of collecting and analyzing the data starts with the quantitative process in the first phase and continues to the qualitative process in the second phase that builds on the results of the initial qualitative results (Creswell, 2009).

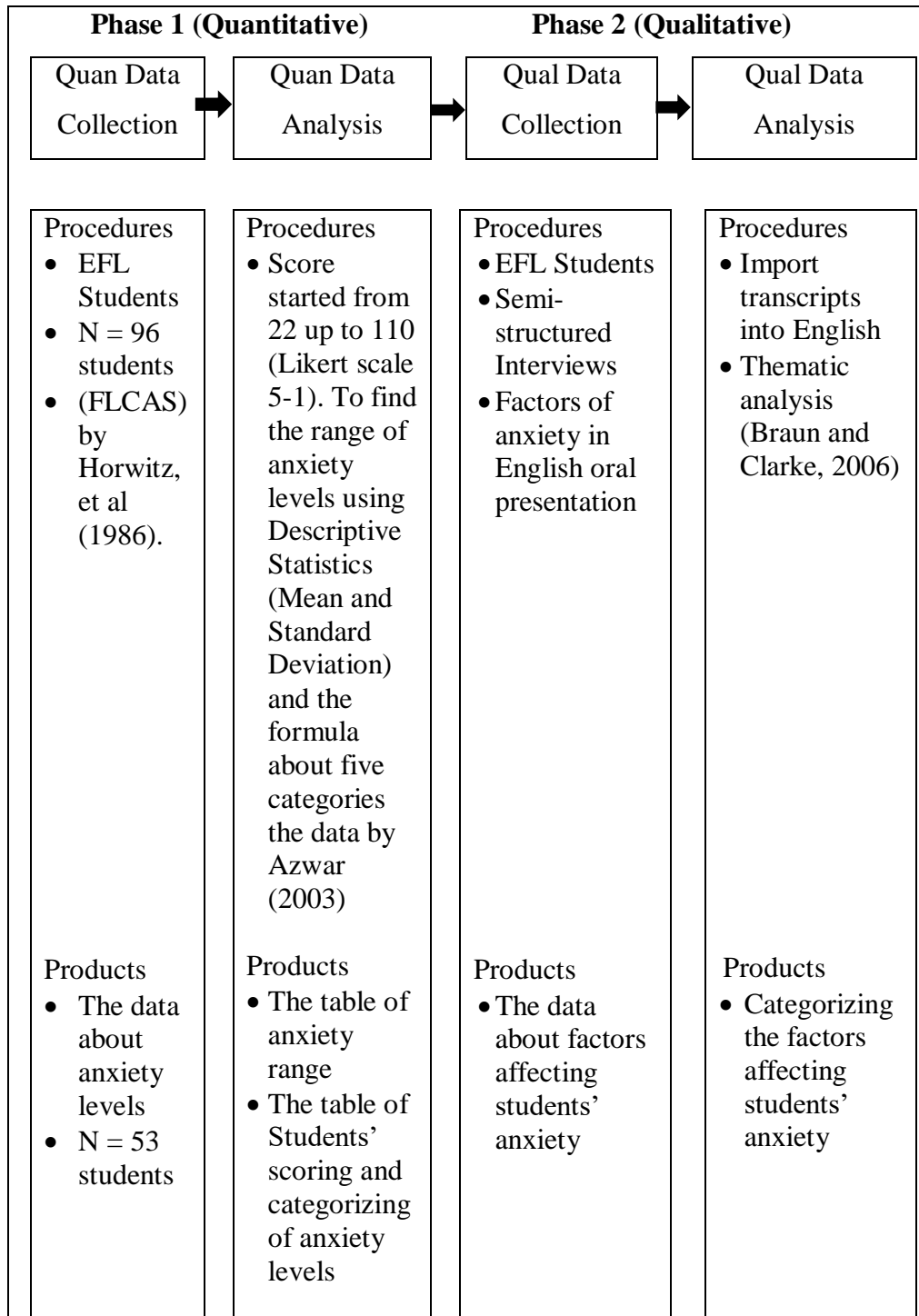


Figure 3.1 A Sequential Explanatory Mixed Methods Design

3.2 Setting and Participants

The participants involved in this research were the students from the English Education Department (EED) 2017 in one of the universities in Tasikmalaya. There were two distinct phases in determining the participants. In the first stage, the questionnaire was conducted for the students in the English Education Department 2017 in one of the universities in Tasikmalaya (classes A, B, and C). The total population was 96 students, but there were only 53 students who filled the questionnaire. The reason for choosing the participants is because the students from the English Education Department 2017 were involved in English oral presentations in the classroom and they have experience in the activities. The questionnaire is used to find the data about levels of students' anxiety.

In the second stage, the interview was conducted for five students. In the first plan, the writer would be interviewing the participants at very anxious level, but not all of the target participants were willing to be interviewed, and it is not easy to invite the participants to be interviewed. Finally, the writer interviewed the participants in very anxious, anxious, and mildly anxious levels. But, through that way, the writer could explore the students' anxiety factors on all levels that appear. Further, at this stage, the writer gave the consent form as an ethical code to the participants.

3.3 Research Instruments

3.3.1 Questionnaire

The questionnaire was chosen to explain the data acquired by quantitative. The questionnaire uses FLCAS from Horwitz, Horwitz, and Cope (1986) and adopted from the article by Tian (2019). It consists of 22 items, and these are administered using

Google Form. These 22 items would be measured on a five-point Likert scale, ranging from strongly agree, agree, neutral, disagree, and strongly disagree. The items can depict the levels of students' anxiety in English oral presentations.

3.3.2 Interview

The interview was chosen to explain the data acquired by qualitative. The interview is used to support the data in the questionnaire, and it uses open-ended questions. A semi-structured interview was used to gather the data for the research. The questions of the interview were about factors affecting the students' anxiety in English oral presentations.

3.4 Data Collection Technique

The research consists of two distinct phases. The first stage is quantitative, with the data collected using a questionnaire. Therefore, the second stage, followed by qualitative, the data collected using interviews to ask several questions related to the topic of the research.

3.4.1 Questionnaire

In the first stage, the questionnaire is used to collect the data by way of giving several questions uses FLCAS from Horwitz, Howitz, and Cope (1986) and adopted from the article by Tian (2019) through Google Form. The writer shared the link of the Google Form to the Whatsapp group of the English Education Department (EED) 2017 and then explained that the writer is conducting the research and needs the data, so the writer asked the students in the group to fill the questionnaire on the link.

The following questions about FLCAS by Horwitz, et al. (1986) there are 22 items with percentages of students selecting

each alternative (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree).

3.4.2 Interview

In the second stage, the interview is used to collect the data by way of interviewing the participants to find out the information about factors affecting the students' anxiety in English oral presentation. Furthermore, the participants were asked using semi-structured interviews through Whatsapp chatting (Synchronous online chat, Gibson & Brown, 2009, p. 94), and the interview was conducted in Bahasa Indonesia.

3.5 Data Analysis Technique

3.5.1 Quantitative Process

In quantitative, there are five types of students' anxiety levels. The items range from 5-1 and the score starts from 22 up to 110. The writer found the score of the range using Descriptive Statistics (Mean and Standard Deviation) in Microsoft Excel Software and the formula by Azwar (2003) to find out five categorized the data of the levels (as cited in Wijaya and Fanani, 2019). The following formula:

- a. In the first step, the writer finds Mean (M) and Standard Deviation (SD):

$$\begin{aligned} \text{Mean} &= \frac{1}{2} (\text{the highest score} + \text{the lowest score}) \\ &= \frac{1}{2} (110 + 22) \\ &= 66 \end{aligned}$$

The score of Mean is 66. It means that the score below 66 the students feel mildly anxious or even no anxious. And the score above 66 the students feel mildly anxious, anxious, and very anxious levels.

$$\begin{aligned}\text{Standard Deviation} &= \frac{1}{2} (\text{the highest score} - \text{the lowest score}) \\ &= \frac{1}{2} (110 - 22) \\ &= 14.7\end{aligned}$$

b. In the second step, the writer finds the range of five levels anxiety, the formula from Azwar (2003):

- 1) Very Relaxed = X (the lowest score) $< M - 1.8 \text{ SD}$
= 22 - 40
- 2) Relaxed = $M - 1.8 \text{ SD} \leq X < M - 0.6 \text{ SD}$
= 41 - 57
- 3) Mildly Anxious = $M - 0.6 \text{ SD} \leq X < M + 0.6 \text{ SD}$
= 58 - 75
- 4) Anxious = $M + 0.6 \text{ SD} \leq X < M + 1.8 \text{ SD}$
= 76 - 92
- 5) Very Anxious = $X \geq M + 1.8 \text{ SD}$
= 93 - 110

Table 3.1 FLCAS Anxiety Range

RANGE	LEVEL
22 - 40	Very Relaxed (VR)
41 - 57	Relaxed (R)
58 - 75	Mildly Anxious (MA)
76 - 92	Anxious (A)
93 - 110	Very Anxious (VA)

After the range is found, the writer analyzed the data of the questionnaire. The writer calculated by adding all the scores of the items using the formula SUM in Microsoft Excel to find the score and the category of the anxiety levels. The following formula:

$$=\text{SUM}(C2:X2)$$

$$=96$$

Table 3.2 The Students' Scoring and Categorizing

No.	Name	Items																				Score	Anxiety levels		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			21	22
Class A																									
1	Participant 1	2	5	4	5	5	5	5	5	5	5	5	2	4	5	5	4	5	5	5	3	4	3	96	Very Anxious
2	Participant 2	2	4	4	5	5	5	4	5	4	4	4	2	4	4	4	4	4	4	4	4	5	4	89	Anxious
3	Participant 3	3	4	5	3	5	3	4	4	5	4	5	3	2	4	3	4	2	4	2	5	5	3	82	Anxious
4	Participant 4	3	3	4	4	4	5	2	2	3	4	2	4	4	3	4	4	4	4	3	3	4	4	77	Anxious
5	Participant 5	3	4	4	4	5	4	5	5	5	4	5	3	5	3	5	4	4	5	3	4	5	4	93	Very Anxious
6	Participant 6	3	4	3	4	5	4	4	5	4	3	4	3	3	4	4	4	4	4	4	3	5	4	85	Anxious
7	Participant 7	4	4	4	3	2	4	5	4	4	4	4	4	4	5	5	4	4	4	3	4	5	4	88	Anxious
8	Participant 8	3	3	4	4	3	3	4	4	3	3	2	4	4	4	3	4	4	4	2	3	4	3	75	Mildly Anxious
9	Participant 9	4	4	4	5	4	4	4	5	5	5	3	4	4	2	5	4	3	4	4	4	4	2	87	Anxious
10	Participant 10	2	4	4	4	5	5	4	5	4	5	5	2	4	2	4	4	4	5	4	4	5	4	89	Anxious
11	Participant 11	4	4	4	5	5	4	3	5	4	5	5	2	2	2	4	5	3	3	2	5	5	4	85	Anxious
12	Participant 12	1	5	4	5	5	5	5	5	5	5	5	2	4	3	4	4	4	4	4	4	4	4	91	Anxious
13	Participant 13	3	4	4	5	4	3	4	4	3	4	5	2	4	3	4	4	3	3	5	4	5	3	83	Anxious
14	Participant 14	2	4	4	4	4	4	4	5	4	4	4	2	4	3	4	4	4	4	4	4	4	4	84	Anxious
15	Participant 15	3	5	4	4	4	3	5	5	5	4	4	2	5	4	4	5	4	5	3	3	5	4	90	Anxious
16	Participant 16	3	4	3	4	4	4	4	4	4	4	4	3	4	3	4	4	5	3	4	5	5	3	85	Anxious
17	Participant 17	1	5	3	5	5	3	4	5	4	4	5	2	4	5	5	5	4	5	5	2	4	5	90	Anxious
18	Participant 18	2	5	4	5	4	4	4	5	4	4	4	2	4	4	4	4	5	5	3	4	5	3	88	Anxious
19	Participant 19	2	4	4	4	4	3	5	4	4	4	3	2	4	2	4	4	4	4	4	3	4	5	81	Anxious
20	Participant 20	3	4	3	4	4	4	3	4	4	3	3	3	3	3	5	4	4	4	2	4	4	4	79	Anxious
21	Participant 21	2	5	5	5	3	4	4	5	4	4	5	3	5	5	4	4	4	5	5	4	5	4	94	Very Anxious

22	Participant 22	4	5	3	4	4	5	4	5	4	5	3	2	4	2	4	4	5	4	3	5	5	4	88	Anxious
23	Participant 23	3	4	4	4	4	4	4	5	4	4	3	3	4	3	4	4	4	4	4	4	4	4	85	Anxious
Class B																									
24	Participant 24	3	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	4	5	3	102	Very Anxious
25	Participant 25	4	5	3	3	5	4	4	5	4	3	2	5	5	4	2	4	3	3	2	3	5	3	81	Anxious
26	Participant 26	5	5	5	5	5	4	5	5	5	4	5	1	5	4	5	4	5	5	4	5	5	4	100	Very Anxious
27	Participant 27	3	4	4	5	4	5	3	5	3	4	4	2	4	3	5	4	3	3	2	4	5	3	82	Anxious
28	Participant 28	3	3	4	4	4	3	3	5	4	5	3	2	5	3	4	5	3	3	3	5	5	3	82	Anxious
29	Participant 29	1	5	3	5	5	4	5	5	5	5	5	2	4	4	4	4	4	5	4	4	4	3	90	Anxious
30	Participant 30	2	4	4	4	2	4	2	2	2	2	2	4	4	4	2	4	4	4	2	4	4	4	70	Mildly Anxious
31	Participant 31	1	5	5	4	5	4	5	5	4	5	4	5	5	3	5	4	4	3	2	3	5	5	91	Anxious
32	Participant 32	5	1	3	2	4	5	4	3	2	2	4	4	5	1	4	4	5	4	1	2	5	5	75	Mildly Anxious
33	Participant 33	3	4	3	4	3	3	4	3	3	4	3	3	2	4	3	4	4	3	2	3	3	3	71	Mildly Anxious
34	Participant 34	2	4	4	4	4	4	5	5	4	2	2	2	4	2	4	4	2	4	2	5	4	3	76	Anxious
35	Participant 35	2	4	2	2	4	4	4	5	2	5	4	4	5	4	4	4	2	4	2	4	4	4	79	Anxious
36	Participant 36	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66	Mildly Anxious
37	Participant 37	4	4	3	4	2	5	2	5	2	4	4	3	4	4	4	3	4	4	3	4	5	3	80	Anxious
38	Participant 38	3	4	3	4	4	4	4	4	2	2	4	3	4	4	4	4	3	3	2	4	4	4	77	Anxious
39	Participant 39	3	5	4	5	4	4	5	5	4	1	2	5	1	1	4	4	5	5	1	4	5	5	82	Anxious
40	Participant 40	3	3	4	4	4	4	2	4	4	3	4	2	4	2	4	4	3	3	2	3	5	3	74	Mildly Anxious
Class C																									
41	Participant 41	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	87	Anxious
42	Participant 42	2	4	4	4	5	5	4	5	4	4	5	2	4	2	4	4	2	4	4	4	5	2	83	Anxious
43	Participant 43	3	3	4	3	4	4	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	69	Mildly Anxious
44	Participant 44	3	4	3	5	5	5	5	5	4	5	4	2	5	3	3	5	3	5	2	3	5	3	87	Anxious

45	Participant 45	3	4	4	3	4	4	4	4	4	4	4	2	3	4	4	4	4	4	4	3	4	4	82	Anxious
46	Participant 46	3	4	3	2	5	4	3	5	2	2	2	2	4	2	2	3	4	5	2	4	4	3	70	Mildly Anxious
47	Participant 47	3	4	2	2	2	4	4	5	4	3	3	3	4	3	4	4	4	4	4	3	4	4	77	Anxious
48	Participant 48	3	4	4	3	3	3	2	4	4	4	5	2	4	2	4	4	4	4	5	3	5	4	80	Anxious
49	Participant 49	3	4	3	4	4	4	5	4	4	5	4	4	5	3	4	3	3	4	4	4	4	4	86	Anxious
50	Participant 50	1	4	4	5	4	5	3	4	3	4	4	2	4	2	4	3	4	5	3	5	5	4	82	Anxious
51	Participant 51	4	2	3	3	2	4	1	4	2	4	3	5	2	1	2	3	5	2	2	5	5	3	67	Mildly Anxious
52	Participant 52	2	4	4	4	5	5	5	5	4	4	5	2	4	3	4	4	4	4	2	3	5	4	86	Anxious
53	Participant 53	2	4	4	4	5	5	4	5	5	4	5	1	5	2	4	4	3	5	5	5	5	4	90	Anxious

3.5.2 Qualitative Process

In qualitative, the data from the interview was analyzed using Braun and Clarke (2006) that is thematic analysis. The writer applied thematic analysis to identify, analyze, and report patterns (themes) within the data. The following are several stages of thematic analysis:

3.5.2.1 Familiarizing the data

In the first step, the writer translated the data into English because the data was taken in Bahasa Indonesia. In the process of familiarizing the data, the writer was re-reading the data several times until the data understandable. Finally, the important points are highlighted and coded.

Table 3.3 Familiarizing the Data

No	Questions	Answers
1	Have you ever done English oral presentations in the classroom?	P1 : Often P2 : Yes, I have P3 : Yes, I have done English oral presentations in the classroom P4 : Yes, I have P5 : Yes, I have
2	Do you like English oral presentations activities? Why?	P1 : Actually, when I asked, do I like English oral presentations in the classroom? That is fifty-fifty, because if the material is easy to understand, the way I deliver the material is easy too, but if the material is hard to understand, so it is a bit difficult to explain using English. P2 : I like the activities. For me, the activities can help to improve my self-confidence when I interact in front of my friends. Then, we can

share and discuss the topic that is being discussed at that time. So there are so many things that can be taken in presentations activities. Especially in English oral presentations can practice our speaking skills. We can find out how far our capability of speaking skills and how well we convey the message to the audience.

P3 : Actually, I do not really like English oral presentation activities. Because I feel my English competence is so bad. However, because I am studying in the English department, I inevitably have to do English oral presentations.

P4 : Yes, I like English oral presentation activities. Because that way, I can practice speaking English and improve my self-confidence when using the language.

P5 : Not really, because I personally always feel nervous when I face many people and I become the center of attention. Also, I feel uncomfortable when being the center of attention, especially when explaining a material in class, even though it is done in front of my own friends.

3 What do you feel in English oral presentations?

P1 : The first thing is I feel nervous because I speak in public, so I feel nervous. The second thing is I am afraid of being wrong when I speak and I am afraid of being wrong in grammar and pronunciation. On the other hand, I feel encouraged if the presentation uses English.

P2 : Even I often do English oral

presentations in the classroom, the preparation is well or not, the nervous feeling is always there. But, the important thing is how we handle it.

P3 : When I do an English oral presentation in the classroom, I often feel fear. I am afraid of being wrong and I am afraid my English presentation is not going well. I am shy of the lecture and my friends, because I am the type of shy person, not only during the presentation in the class, but I always feel shy when outside of class, especially if I am in the environment or with people who are not very close to me, I will find difficult to communicate and I feel awkward.

P4 : Nervous, I am afraid of being wrong in delivering the sentence that is pronounced, so there is a misunderstanding with the audience. I realize that English competence such as grammar, pronunciation, and vocabulary are my problem.

P5 : The first one, of course, I was very nervous because I am seen by many people. Sometimes, from this nervousness makes my appearance chaotic, even though I have prepared for it. The second one, I always feel afraid of being wrong about what is conveyed, until I feel afraid of being laughed at by my friends.

4 Do you feel tense, nervous, and fear when you give English oral presentations? Why?

P1 : Yes of course, because the main thing is I was seen by many people and became the

- center of attention. Furthermore, I am afraid of being wrong in speaking or more afraid of mispronouncing. Then, I am afraid the material that I convey is not understood by the listener. These things make me nervous when I am presenting using English in front of the class.
- P2 : Yes, I feel anxious when I want to convey a message, and sometimes I do not know the vocabulary related to it, so I get anxious and stop talking for a while instead of taking other alternatives to convey the message. I think because of the lack of vocabulary in English. In addition, other factors can come from the audience. Because the audiences are the people I know, sometimes I am afraid they will talk about my performance.
- P3 : Of course, every time I do the presentation, I often feel anxious, afraid, and worried. I am afraid I cannot or do not perform optimally. I am afraid the audience will not understand what I am saying because my English is not fluent and I realize that my grammar and pronunciation are deficient. I am afraid of being wrong when speaking English. I am afraid of being laughed at by others. Then, I am afraid if I do not master or do not understand the material that I present, I often feel anxious. I am also worried that I will get negative feedback from my friends or lecturer.
- P4 : Sometimes I feel anxious and

- afraid if I do not understand the material that will be conveyed.
- P5 : Yes, of course, being the center of attention is not an ordinary thing for me, because I am a quiet introvert person, of course, this is a challenge for me when doing presentations. Unlike my friends who are used to being flexible in presenting material in front of the class, I always panic and worry about what I want to say at that time. I am the type of listener, not a speaker. So it is only natural that I feel the above during a presentation in the class, even though it is in my favorite course.
- 5 In your opinion, are there any ways for you to make English oral presentations run-well?
- P1 : I use two methods, the first one is I always make notes, such as small notes about what I have to explain, and then the points because I always forget, so when I forget I can see the small notes. Then the second one, I usually practice before the presentation at the boarding house. I often position myself like I am actually doing a presentation, because if I do that kind of practice repeatedly, I will remember what is in my brain, so when I do the real presentation I am used to.
- P2 : In my opinion, besides the material preparation and speaking skills that must be trained, we also have to prepare ourselves mentally so that our presentations in English run smoothly and we can handle all problems in communication
-

- calmly.
- P3 : Of course, I often practice before the presentation starts, whether I practice alone or rehearse with my group friends. Besides, I also try to really understand the material that I will present. Find out in detail if there are things I do not understand related to my presentation material.
- P4 : Master the material to be conveyed, learn the relevant vocabulary, make material points in an orderly manner, practice speaking alone then ask 1-2 friends to listen to the material that will be delivered by me before I present it in class.
- P5 : Of course, always maximizes preparation from personal to the material. The first one is personal, means our readiness to deliver the material in front of the class. This can be done by always practicing first in front of the mirror or by other methods to build confidence so that you do not panic and be nervous when the presentation is conducted. The second one is the preparation of the material is very mature. What we want to convey must be in accordance with our own understanding, do not let it bother the oral presentations in the class.
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3.5.2.2 Generating initial code

In the second step, the writer organized the data in a meaningful and systematic way. Coding reduces lots of the data into small chunks of meaning. The codes were the words and phrases that related to the factors affecting students' anxiety during English oral presentations.

Table 3.4 Generating Initial Code

No	Data	Codes	Sub-Codes
1	.. if the material is hard to understand, so it is a bit difficult to explain using English	Language proficiency	Material understanding problem
2	I feel uncomfortable when being the center of attention	Center of interest	Uncomfortable in public
3	I am afraid of being wrong when I speak in grammar and pronunciation	Language proficiency	Grammar and pronunciation problem
4	I am afraid my English presentation is not going well	Fear	Fear of failure
5	I am shy of the lecture and my friends, because I am the type of shy person, not only during presentation in the class, but I always feel shy when outside of	Personality problem	Shyness

	class, especially if I am in the environment or with people who are not very close to me, I will find difficult to communicate and I feel awkward		
6	I am afraid of being wrong in delivering the sentence that is pronounced, so there is a misunderstanding with the audiences	Language proficiency	Pronunciation problem
7	of course I was very nervous because I am seen by many people	Center of interest	Nervousness
8	I always feel afraid of being wrong about what is conveyed	Fear	Fear of making mistakes
9	I feel afraid of being laughed at by my friends	Fear	Lack of confident
10	I think because of the lack of vocabulary in English	Language proficiency	Vocabulary problem
11	I am also worried that I will get negative feedback from my friends or lecturer.	Fear	Fear of negative feedback

3.5.2.3 Searching for the themes

In the third step, after the writer has been initially coded, then the writer re-focuses to analyze and sort the different codes that may combine to form into potential themes.

3.5.2.4 Reviewing themes

In the fourth step, the writer considered the data in potential themes. The data should be cohered together to be meaningful and relevant to each theme.

3.5.2.5 Defining and naming themes

In the fifth step is the last determination of the themes. It aims to identify the essence of what each theme is about. In this step, the writer found three themes namely cognitive factors (Hanifa, 2018; and Humaera, 2015), psychological factors (Arifin, 2017), and social factors (Daud, Ras, Novitri, and Audia, 2019).

Table 3.5 Defining and Naming Themes

No	Data	Codes	Sub-Codes	Themes
1	.. if the material is hard to understand, so it is a bit difficult to explain using English	Language proficiency	Material understanding problem	Cognitive factor
2	I feel uncomfortable when being the center of attention	Center of interest	Uncomfortable in public	Social factor
3	I am afraid of being wrong when I speak in grammar	Language proficiency	Grammar and pronunciation problem	Cognitive factor

	and pronunciation			
4	I am afraid my English presentation is not going well	Fear	Fear of failure	Psychological factor
5	I am shy of the lecture and my friends, because I am the type of shy person, not only during presentation in the class, but I always feel shy when outside of class, especially if I am in the environment or with people who are not very close to me, I will find difficult to communicate and I feel awkward	Personality problem	Shyness	Psychological factor
6	I am afraid of being wrong in delivering the sentence that is pronounced, so there is a misunderstanding with the audiences	Language proficiency	Pronunciation problem	Cognitive factor
7	of course I was very nervous, because I am seen by many people	Center of interest	Nervousness	Social factor
8	I always feel afraid of being wrong about what is	Fear	Fear of making mistakes	Psychological factor

conveyed

9	I feel afraid of being laughed at by my friends	Fear	Lack of confident	Psychological factor
10	I think because of the lack of vocabulary in English	Language proficiency	Vocabulary problem	Cognitive factor
11	I am also worried that I will get negative feedback from my friends or lecturer.	Fear	Fear of negative feedback	Psychological factor

3.5.2.6 Producing the report

In the last step, after the writer has a set of fully worked-out themes, the writer analyzes and writes-up the report. The result of qualitative data was five students who have interviewed about factors affecting students' anxiety complete with the data that have been analyzed (the codes, themes, and theories have been determined).

Table 3.6 Producing the Report

No	Data	Codes	Sub-Codes	Themes	Theories
1	.. if the material is hard to understand, so it is a bit difficult to explain using English	Language proficiency	Material understanding problem	Cognitive factor	Hanifa (2018) and Humaera (2015) stated, the cognitive factor is lack of knowledge in English competence such as grammar or sentence pattern and formula of oral or written English,

					vocabulary, and pronunciation (as cited in Suryani, Suarnajaya, & Pratiwi, 2020, p. 52)
2	I feel uncomfortable when being the center of attention	Center of interest	Uncomfortable in public	Social factor	Daud, Ras, Novitri, and Audia (2019) explained that in social-related factors the students feel uncomfortable performing in front of many people, they feel under pressure and blank and they called crowd factor (p. 417).
3	I am afraid of being wrong when I speak in grammar and pronunciation	Language proficiency	Grammar and pronunciation problem	Cognitive factor	Hanifa (2018) and Humaera (2015) stated, the cognitive factor is lack of knowledge in English competence such as grammar or sentence pattern and formula of oral or written English, vocabulary, and pronunciation (as cited in Suryani, Suarnajaya, & Pratiwi, 2020, p. 52)
4	I am afraid my English presentation is not going well	Fear	Fear of failure	Psychological factor	Arifin (2017) stated that lack of confidence, shyness, and fear are often the psychological problems that the students often meet in classroom English oral performance and

					students' anxiety is the result (p. 30).
5	I am shy of the lecture and my friends, because I am the type of shy person, not only during presentation in the class, but I always feel shy when outside of class, especially if I am in the environment or with people who are not very close to me, I will find difficult to communicate and I feel awkward	Personality problem	Shyness	Psychological factor	Arifin (2017) stated that lack of confidence, shyness, and fear are often the psychological problems that the students often meet in classroom English oral performance and students' anxiety is the result (p. 30).
6	I am afraid of being wrong in delivering the sentence that is pronounced, so there is a misunderstanding with the audiences	Language proficiency	Pronunciation problem	Cognitive factor	Hanifa (2018) and Humaera (2015) stated, the cognitive factor is lack of knowledge in English competence such as grammar or sentence pattern and formula of oral or written English, vocabulary, and pronunciation (as cited in Suryani, Suarnajaya, & Pratiwi, 2020, p. 52)
7	of course I was very nervous because I am seen by many people	Center of interest	Nervousness	Social factor	Daud, Ras, Novitri, and Audia (2019) explained that in social-related factors the students feel

					uncomfortable performing in front of many people, they feel under pressure and blank and they called crowd factor (p. 417).
8	I always feel afraid of being wrong about what is conveyed	Fear	Fear of making mistakes	Psychological factor	Arifin (2017) stated that lack of confidence, shyness, and fear are often the psychological problems that the students often meet in classroom English oral performance and students' anxiety is the result (p. 30).
9	I feel afraid of being laughed at by my friends	Fear	Lack of confident	Psychological factor	Arifin (2017) stated that lack of confidence, shyness, and fear are often the psychological problems that the students often meet in classroom English oral performance and students' anxiety is the result (p. 30).
10	I think because of the lack of vocabulary in English	Language proficiency	Vocabulary problem	Cognitive factor	Hanifa (2018) and Humaera (2015) stated, the cognitive factor is lack of knowledge in English competence such as grammar or sentence pattern and formula of oral or written English,

				vocabulary, and pronunciation (as cited in Suryani, Suarnajaya, & Pratiwi, 2020, p. 52)	
11	I am also worried that I will get negative feedback from my friends or lecturer.	Fear	Fear of negative feedback	Psychological factor	Arifin (2017) stated that lack of confidence, shyness, and fear are often the psychological problems that the students often meet in classroom English oral performance and students' anxiety is the result (p. 30).

3.6 Steps of the Research

In this section, the writer briefly describes the steps of the research from the preparation of a research proposal to a research report (thesis).

- 3.6.1 Explore problems and develop a detailed understanding of a phenomenon
- 3.6.2 Find and access sources for the appropriate phenomenon
- 3.6.3 Determine the topic
- 3.6.4 Outline the plan and prepare for organizing the proposal
- 3.6.5 Arrange the content of the thesis from introduction to enclosure point.
- 3.6.6 Recheck the suitability of the thesis content.

The writer conducted the research (collecting the data) in June 2021. The reasons are; in June the writer has finished the proposal draft and it has been approved by the supervisors. Then, in June the students are doing the learning process.

However, the writer conducted the research in one of universities in Tasikmalaya. The data was collected through online platforms, there were Google Forms (to collect the data using a questionnaire) and Whatsapp chatting to interview the participants by asking several questions related to the topic.