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## The Contributing Factors of Students' Speaking Anxiety in EFL Classroom Presentation

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### Abstract

*The purpose of this study was to analyze the characteristics of students who experience anxiety in speaking English in the presentation class and to analyze the external factors that cause students' speaking anxiety in the presentation class at SMA Negeri 51 Jakarta class XI IPS 4. This study used a thematic qualitative descriptive analysis. by using the theory of Rogers (2008) in analyzing the characteristics of anxiety and Tanveer (2007) in analyzing the external factors that cause anxiety. The first data was obtained from the results of observations which were carried out once by documenting class presentation activities then the researcher analyzed them, and the second data was obtained through interviews conducted online using WhatsApp chat which were conducted outside school hours. In the first data, the researcher found that there were characteristics of anxiety in class XI IPS 4 students which could be seen from three aspects, namely physical aspects, emotional aspects, and psychological aspects. Meanwhile, the second data found that external factors causing students' speaking anxiety in class XI IPS 4 in the presentation class were caused by two components, namely the audience component and the material component*

**Keywords:** Technology, young learners, perceptions, expectations, challenges.

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## 1. INTRODUCTION

English is a language that applies almost all over the world and is an international language that is used to make it easier for someone to communicate and interact with people around the world. According to Reddy (2016), English is spoken as a first language by around 375 million people and as a second language by around 750 million speakers in the world.

Given the era of increasingly rapid development, the quality of human resources must be improved in the face of global competition. In addition, in the field of education, English also plays an important role in building the quality of students to be able to speak English well. In Indonesia, English subjects have been taught in junior high schools, senior high schools, and several campuses have provided English language courses. Some schools even require students to speak in school activities either with friends or teachers in English.

Considering speaking as one of required skills in teaching English at schools, speaking is one of the four English skills which is the initial skill that needs to be achieved before language learners master the other three skills, such as writing, reading, and listening. As stated by Rao (2019) stated that speaking is the most important skill to master among the four main skills required for learning a foreign or second language. Therefore, in English class, speaking is a skill that is used as a benchmark for assessment.

Several schools in Indonesia have applied students to be able to deliver classroom presentation in front of the class. Especially at junior high school, senior high school, and university levels, students have familiarized themselves with being able to speak in public during presentations in class.

Not only requires mastery of vocabulary but word pronunciation must be good, intonation must be right, the ability to understand the audience must be well, must be a speaker who is not boring and has high confidence when presenting in front of the class is not easy. This is a consideration for students when assigned by the teacher to speak in front of the class. For students, speaking in front of the class is something that requires careful preparation.

The cause of difficulty speaking English when in class often arises in various situations such as when presenting orally, answering questions, and asking questions among other classmates, namely anxiety. Anxiety is a troubling emotion that is accompanied by certain psychological symptoms including a quickened heartbeat, sweaty hands, and a tightness in the stomach (Carlson, Heth, Miller, Donahoe, and Martin, 2009). Therefore, anxiety can be accompanied by psychological reactions that arise from within the student. In addition, Browne (2020) argues that anxiety is an emotion associated with feelings of tension, concerned thoughts, and physiological changes such as high blood pressure. It is very influential on presentation activities if a student experiences anxiety. Therefore, in this context, anxiety can encourage students to act differently or have difficulty with the way they normally do.

Individuals may exhibit appearances, traits, or behaviors that serve to indicate that they are experiencing anxiety. Some characteristics and factors can cause anxiety in students, especially in-class presentations. The characteristics of anxiety and the factors that cause it are different for each student.

Research conducted by Wahyuni (2013) entitled 'The Relation Between Self-Confidence and Public Speaking Anxiety in Psychology Students' showed findings that students who experience anxiety, are seen through biological characteristics, negative thoughts, avoidance behavior, and

emotions. Then in the second research by Prakoso (2014) entitled 'The Relation between Positive Thinking and Public Speaking Anxiety at Class XI SMA Negeri 2 Blora', using quantitative methods, resulted that the characteristics of students who experience public speaking anxiety can be seen through the physical, mental and emotional aspects.

While research on anxiety factors in class presentations under the title 'The Research an Analysis of Students' Anxiety in Speaking' by Siagian and Adam (2017) reported that students' anxiety to speak English in-class was caused by a lack of familiarity with the task, fear of making mistakes, low motivation, incomprehensible input, lack of confidence, and then low English skills. Furthermore, qualitative research by Suparlan (2021) indicated that students were afraid to speak in English, feared the consequences of the teacher, and feared being less competent than other students. On the other hand, limited vocabulary and presentation are factors that cause anxiety in students. The physical reactions shown by anxious students result from negative energy (anxiety) which specifically affects students' short-term memory.

Further research by Negara (2022) entitled 'An Analysis of Student Speaking Anxiety in Ninth Grade Students of MTS Ilham Palembang found that the students' speaking anxiety factors in English foreign language (EFL) were the students had over self-prediction, irrational faith to say something in English, the sensitivity of anxieties, wrong attribution of body signals because they cannot express their ideas in English well, and low self-effectiveness. Those are factors inhibit to practice speaking English a foreign language. (EFL).

Based on the previous studies abovementioned, it can be concluded that the characteristics of a student who experiences public speaking anxiety can be seen through the physical, mental, and emotional aspects

and internal factors within the student that becomes a major influence in causing anxiety in speaking English when presenting.

However, the study to analyze anxiety in the second language, in the context of speaking English in front of the class was still under investigation. Therefore, to fill the gap, this research was tailored to address the analysis what characteristics affect students' speaking anxiety in-class presentations and external factors that affect student anxiety in class presentation at senior high school level.

## **2. LITERATURE REVIEW**

### **2.1 Student problems in EFL speaking classes**

As a second language, students have obstacles in learning to speak in the EFL context in class. Students do not always use correct English (Harmer, 2007). Because English is not used as the first language in Indonesia, and in the school environment it is still rare to use English as a language of communication. In the active use of language, speaking is used to provide information or messages to others.

Speaking is related to messages from the minds of speakers and listeners, which must then be understood by the speaker and listener. Speaking requires not only knowing how to produce language, but also understanding when, why, and in what way to make language. As stated by Richards (2008) says that people who speak tend to get meaning and explore ideas. Because from the definition of self-talk is a way to convey a thought or idea that someone has.

Tuan and Mai (2015) revealed that students usually experience difficulty in speaking due to several factors, such as self-confidence, listener support, students' listening skills, and pressure to perform well. These factors influence them to speak English especially to talk English in front of the class during presentations. Then, the response from the

audience whether their attention, respect, and appreciation influence students to perform well in speaking English.

Language difficulties are cited by Doris and Jessica (2007) as one of the main causes of subpar academic performance. These problems can become obstacles for students to improve their speaking skills. The reason why students experience problems in their speech is that they are poor in grammar, vocabulary, and pronunciation. These problems are included in linguistic problems. Another problem that may be a barrier for students to become good English speakers is psychological.

Xinghua (2007) states that psychological problems are problems that often interfere with your emotional and physical health, your relationships, work productivity, or life adjustments such as nervousness, lack of confidence and fear of speaking. These problems can affect students' performance in their speech.

Susilawati (2007) states that in oral discussions, shyness, nervousness, fear of being wrong, and not knowing how to say certain words, are potential problems that can hinder students from speaking. In this regard, Brown (2001) states that shyness and anxiety are considered to be the main causes of students' reluctance to speak. Some students with speech problems find it difficult to verbalize what they want to explain to others.

They have difficulty putting their thoughts into words. Even though they can understand what other people are talking about, some of them cannot speak well. A discriminating ear does not always produce an eloquent tongue. According to Brown (2001), one of the main obstacles that must be overcome by learners in learning to speak is the anxiety generated by the risk of saying things that are wrong, stupid, or incomprehensible.

While Sato (2003) argues that English students are not competent in speaking because they are afraid of being wrong. So that feelings of anxiety, fear and nervousness are generally expressed by foreign language learners in learning to speak a foreign language.

It can be concluded that in studying and improving students' speaking skills, there are many inhibitory factors both internally (from within the student) and externally, especially in the context of English which is a second language that is still rarely used to communicate in the school environment.

## **2.2. The nature of anxiety**

Anxiety in language teaching and learning has widely discussed and investigated. According to Ruffins (2007), psychological anxiety with symptoms among students includes feeling aligned before lessons, panicking, empty during exams, feeling helpless when doing assignments or lack of interest in difficult subjects, while psychological symptoms include hands, cold, panic, fast breathing, heartbeat, or stomach pain.

As highlighted by Ruffins (2007), it can be said that the first reaction experienced by foreign language learners is when they are anxious with various symptoms that can be felt psychologically. Meanwhile, according to Omrod (2011), anxiety is a feeling of discomfort and fear of a situation with uncertain results. Usually, these are negative thoughts that arise from students.

Moreover, Horwitz and Cope (1986) brought more comprehensive definition by giving the symptoms. Anxiety is a subjective feeling of feelings, fear, nervousness, and phenomena related to the arousal of the nervous system. Anxiety can appear in various situations and is related to an individual's emotional response to threats, pressure, or uncertainty. This can occur in a variety of contexts, including in social, academic, work situations, or even in everyday interactions such as at school for students.

Feelings that arise due to anxiety, especially for students learning a foreign language cannot be avoided.

Furthermore, based on Gregersen (2005), students who feel anxious about learning a foreign language may feel that learning is not enjoyable. As a result, students who feel anxious about learning a foreign language may experience a decrease in motivation and interest in learning it. They may perceive the learning experience as less enjoyable and more of a burden or a difficult task. Prolonged or severe anxiety can also negatively impact a student's ability to assimilate and use the target language confidently.

It can be said that if someone experiences anxiety in a foreign language in the context of EFL, then all language skills (writing, reading, listening, speaking) will interfere and the learner's learning process will be hampered. Especially when speaking in front of the class such as presentations. Because one of the important problems that cause students not to perform well in spoken English is language anxiety (Lian and Budin, 2014). Therefore, it can be said that it is a feeling of fear that occurs with various types of symptoms that can be experienced by EFL students who play a major role in language learning activities.

### **2.3. Types of anxiety**

Aspect is a way of looking at the formation of time internally in a situation, circumstance, event, or process. In speaking anxiety, several aspects that can make a student anxious. McCroskey (2001) suggests that there are four aspects of speaking anxiety, as follows:

#### **1. Trait anxiety**

Anxiety trait refers to a stable tendency to be anxious in various situations (Dornyei, 2005). The nature of anxiety is an individual characteristic that shows a tendency or predisposition to feel anxious consistently in various contexts or situations. Individuals with a high

anxiety trait tend to feel a higher level of anxiety more often than individuals with a low anxiety trait.

The nature of anxiety can be related to factors such as genetic factors, past experiences, mindsets, or certain personality tendencies. Some people may have a more dominant trait of anxiety, so they are more susceptible to anxiety in various situations, including in the context of learning or public speaking.

## 2. Context anxiety

Anxiety context refers to a particular situation or environment in which anxiety often arises or occurs (McCroskey, 2001). Every individual can experience anxiety in various contexts, and certain factors in these contexts can affect the level of anxiety that is felt. In an academic context for example. Students may experience anxiety in learning contexts, such as when facing exams, presentation assignments, or assessments that require performance in front of a teacher or classmates.

Anxiety can also arise when learning a foreign language or facing a task that is considered challenging. It is important to remember that the context of anxiety can vary between individuals. What causes anxiety in one person may not apply to another. Recognition and understanding of the context of one's anxiety can assist in managing anxiety and adopting appropriate strategies to deal with it.

## 3. Audience anxiety

In the anxiety caused by unfamiliar faces that can be found at the beginning of the speech class, students tend to be afraid because they see new faces which increases the level of communication fear (Ireland, 2020). When students are in a situation where they have to speak in front of a class or an audience consisting of unfamiliar faces

or people they have not met before, it can generate feelings of fear and anxiety.

Students may worry about how they will be received, how they will perform, or how they will communicate effectively in the situation. Communication apprehension caused by unfamiliar faces can arise because students feel uncomfortable with uncertainty about how the audience will respond to them, worry about judgment from people they don't know, or worry about their ability to communicate well in the language used.

#### 4. Situation anxiety

According to Witt, Paul, Brown, Kennaria, Roberts, James, Weisel, Sawyer, Chris, Behnke, and Ralph (2006), situational anxiety is a person's psychological reaction to certain situations that may have nothing to do with the person or the context. This anxiety occurs because someone is afraid of a situation that he thinks is important.

For example, students are anxious about exams that have not been carried out. They were already worried about things that had yet to happen. This anxiety is a common and common thing for students.

Of the four types of anxiety, it can be concluded that the causes of someone experiencing anxieties are different and cannot be equated. Someone can experience anxiety in certain situations, certain conditions and it is undeniable that anxieties can happen to everyone.

### 3. METHODS

This research used a qualitative research approach. According to Creswell (2014), qualitative research is an approach to exploring and understanding the meaning given by individuals or groups to a social or human problem. This research is much related and requires many people to be observed by looking at the conditions in the field.

### **3.1. Research design**

This present research design applied descriptive method framework. Descriptive method design is a method for finding detailed explanations and descriptions of research objects systematically (Creswell, 2012). This descriptive research was used to obtain information about the characteristics of speaking anxiety and external factors that influence students' speaking anxiety in presentation class.

### **3.2. Participants**

The participant in this research was a class that performed English presentation activities, namely class XI Social at one of public senior high school in Jakarta. It is a regular with a total of thirty-six students. It consists of sixteen female students and sixteen male students. However, twenty-three students took an English presentation class on during April 2023 and were participants in this research.

### **3.3. Data collection**

#### *3.3.1. Observation*

Data collection was carried out using presentation documentation in video form to observe and understand the characteristics of students' anxiety in the English presentation class XI Social 4. From the video that has been obtained, the researcher analyzes by paying attention to how the movements of students who look anxious.

#### *3.3.2. Semi-structured interview*

Interviews are primarily conducted in qualitative research and occur when the researcher asks open-ended questions to one or more participants and records or records the informants' answers. According to Moleong (2019), an interview is a conversation that is carried out for a specific purpose or to obtain certain information. In this research, interviews were conducted online via WhatsApp.

Seven students participated in this interviewed from class XI Social 4. The interviews were conducted online using WhatsApp chat. This online

interview activity was conducted on Saturday and Sunday, 26 and 27 May 2023. The interview activity was conducted for approximately fifteen minutes per student. For Saturday, 26 May 2023, four students were interviewed by researchers, namely ASM, DDF, RMT, and FI. Meanwhile, three other students on Sunday, 27 May 2023 namely ACR, GSM, and SM. After the interview activities were carried out, it was found that one student did not experience presentation anxiety.

### **3.4. Data analysis**

In processing the data, this research uses thematic analysis. Thematic analysis is a method for identifying themes and patterns of meaning across data sets concerning (Braun and Clarke, 2013). The procedure of thematic analysis includes the following steps: 1) familiarizing with the data, 2) generating initial codes, 3) searching for themes, 4) reviewing potential themes, 5) defining and naming themes, and 6) producing report.

## **4. RESULTS**

In this study there were twenty-three students who did presentation activities; however, only seven people were willing to participate in the interviews. So, in this study it can be classified into two data, namely regarding the characteristics of students who experience anxiety when speaking in class presentations obtained from observations and external factors that cause students to worry when speaking in class presentations obtained through interview activities.

### **4.1 Characteristics of students' speaking anxiety in a presentation class**

In this research, it was found that the characteristics of students' speaking anxiety can be seen in three components, namely the physical component, the emotional component, and the psychological component. The following is an explanation of these components:

#### 4.1.1. *Physical components*

Based on the results of observations, there are two characteristics included in the physical component, such as:

##### 1) Eye contact

In students experiencing anxiety, it is often difficult to see or avoid eye contact with the audience. They may feel uncomfortable or anxious when interacting directly with others and prefer to look away. This is evident in V1:43, V1:144, V2:41, V2:157, V4:37, and V6:24 which can be seen during presentations, always looking down at the handphone and notes and not looking at the audience. Having trouble seeing or avoiding eye contact with your audience is a common sign of anxiety. Students who experience anxiety may feel uncomfortable or anxious when they are at the center of attention, such as when speaking in public. This can make them tend to look away and not look directly at the audience.

Some of the reasons why students experience avoidance of eye contact anxiety includes feelings of insecurity, fear of being evaluated or judged by others from either the teacher or other students, and excessive worry about their mistakes or appearance. Looking away at another object, such as a cell phone or note, can provide a temporary sense of comfort, and allow the individual to feel less pressure.

It is important to remember that every student has different tendencies and preferences for communicating. For some students, avoiding eye contact may be an effective mechanism for reducing anxiety in certain situations.

##### 2) Gesture

Based on the results of observations, there are several characteristics of anxiety shown by students of class XI Social 4 when making presentations in class. Here is a summary of these features:

### 1. Body movement

The student tends to move his body back and forth repeatedly. These movements can be a physical response to feelings of anxiety or stress experienced during a presentation. This can be proven in V1:136, V3:111, and V6:14.

### 2. Hand movement

In addition to body movements back and forth, students can also be seen playing with their sleeves with their hands. This shows the level of anxiety or discomfort experienced when in front of the class as evidenced in V3:51.

### 3. Contacting friends and asking for materials

Seen in V2:212. The student was seen contacting his friend and asking about the material being presented. This could indicate social anxiety or uncertainty about understanding the material.

### 4. Touching the nape of the neck

The student seems to be touching the back of the neck, which can indicate anxiety or tension. This action may be a physical response to the perceived level of anxiety. Proven in V4:51.

From the characteristics above, it can be concluded that these students experienced a fairly high level of anxiety during presentations in class. Identifying these signs can help the teacher or related parties to provide the right support and assistance to the students.

#### *4.1.2. Emotional component*

Facial expressions can also give clear clues about a person's anxiety. Anxious facial expressions can provide important clues about a student's emotional state. In this case, the characteristics of facial expressions indicate that students experience anxiety or stress when in a social environment, such as when their friends laugh at them or in a presentation situation in front of the class. Understanding and

recognizing these facial expressions can help related parties provide the right support to these students. Based on observations, several characteristics of facial expressions that indicate anxiety in class XI Social 4 students. The following is an explanation of two examples of facial expressions:

1) Stiff smile

In V3:21, students can be seen smiling awkwardly while being laughed at by their friends. This can indicate anxiety or discomfort felt by students. Even though they tried to smile, the expression didn't look natural or spontaneous. Students may feel anxious or annoyed by the attention directed at them.

2) Tense expression

In video V6:138, students can be seen having facial expressions that are not relaxed and tense. This can indicate a high level of anxiety. Students may feel stressed or worried, which is reflected in the tension on their faces.

Anxious facial expressions can provide important clues about a student's emotional state. In this case, the characteristics of facial expressions can indicate that students experience anxiety or stress when in a social environment, such as when their friends laugh at them or in a presentation situation in front of the class.

*4.1.3. Psychological component*

The psychological component of anxiety in this research is related to voice, which involves changes in and the effect of anxiety on individual vocal expressions.

1) There are pauses when talking

Students indicate pauses in speech, as shown in V1:120 and V3:114 by saying "eee" in between speech. This can indicate that students are trying to formulate the right words or are thinking while speaking.

This pause can occur because students have difficulty expressing thoughts clearly or have concerns about how the material presented will be received by listeners. These pauses can be a sign of anxiety or nervousness when speaking in front of a crowd.

2) Mistakes in pronouncing English

This is evidenced in V1:132 and V1:145 where students made mistakes in pronouncing the words "close" and "explain". In addition, V6:24 also made the mistake of pronouncing the word "even" in a muffled voice. Finally, V6:144 by making the mistake of pronouncing "consequences" in a tone that tends to be unclear when speaking.

They may have difficulty pronouncing words correctly in English. These errors can be the result of anxiety or tension felt when speaking in a language that is not their native language. The teacher's response that justifies the wrong pronunciation shows an awareness of the error.

3) Difficulty speaking English

Difficulties and mistakes in speaking English are related to one another. With difficulty in speaking, there must be an error that will occur. In this case, the difficulty that the researcher found in the observation was when a student spoke unclearly and forgot to speak English by saying "*apa namanya*" in Indonesian which is shown in V2:41 and V2:116.

They may have difficulty expressing themselves fluently in English, including difficulty finding the right words or stuttering when speaking. This difficulty can be caused by limited knowledge of English or a lack of

confidence in communicating in a language that is not their native language. Anxiety and nervousness can also be a factor affecting difficulty speaking English as V5:9-V5:13 and V6:11-V6:26.

Based on the explanation from the results of observations that have been made by researchers, conclusions can be drawn regarding the characteristics of students experiencing anxiety in speaking in class presentations through the chart below:

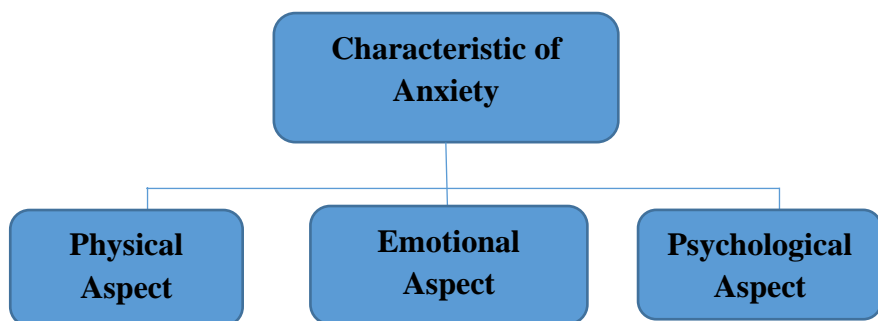


Figure 4. 1

The characteristics of students' anxiety

#### 4.2. The contributing factors of English students' anxiety in class presentations

From the interview data, the researcher found external factors that contribute to student anxiety in English class presentations. The reason given by the student is that he already understands the material presented, so he does not experience anxiety. In the explanation above, the researcher will classify the results of the interviews to specifically answer the research question, namely what are the external factors that contribute to students' speaking anxiety in class presentations.

By using thematic analysis in analysing the results of interview data. The results of the interviews found factors that contributed to students'

anxiety which were grouped into two factors, such as audience factors and material factors. The factors that cause student anxiety are as follows:

a. Audience factors

The audience factor the most influential in students' anxiety. And several students who were interviewed revealed that it was the audience factor that made them feel anxious when speaking in front of the class during presentations.

This audience factor includes other students and teachers. In the audience factor, there are three points that the researcher found in the interview anxiety because the audience is new, fear of presenting in front of the teacher, and fear of not being able to answer questions.

1) Worried because of a new audience

Two students mentioned that the presence of other people or faces that they had just seen and did not recognize was a factor that triggered them to experience speaking anxiety during presentations.

Explained below:

*"When you're in class I'm nervous, if you're not in class I'm a little nervous"* (ASM)

*"Nervous because my classmates are my new audience, and the first time I gave a presentation in front of Ma'am Nevi too, I was nervous, the reason wasn't grandiose from her being a teacher I just met and I didn't know her character, so I was afraid that if I made a little mistake she would become fierce or something"* (ACR)

From the interview answer data, ASM felt anxious when someone had just seen a stranger. It's undeniable, if someone speaks in front of people they don't know, feelings of anxiety will arise. Compared to a presentation in front of an audience we already know, we will feel that

we are enjoying the presentation more because we are already familiar with the people watching us, feeling less anxious.

Like ACR who is a transfer student, she is a new student. She also felt anxiety because she felt a new audience. As a new student, she wasn't too familiar with the people in the class (other students and teachers). She was afraid when speaking in front of the class, afraid she made a mistake. From the results of observations, researchers also found characteristics of anxiety in ASM and ACR students. For example, ASM students mispronounced several times and heard their voices, and did not enjoy the presentation. It was shown by repeating the word "our" several times and there was a pause while speaking. While ACR students were seen always moving their fingers when delivering material. So it can be concluded that the anxious audience can be caused by two things such as worried because of the new audience and anxiety because of new friends.

## 2) Fear of being asked and laughed at by friends

In the results of the second interview, the researcher found that there were students who experienced anxiety because they were afraid of being wrong if asked by the teacher or other students and were afraid of being the subject of ridicule making other students laugh because of the mistakes they made. DDF, ACR, and GSM expressed their opinion below:

*"For example, if asked by ma'am or someone asked during the presentation, I would be nervous and afraid that I would not be able to answer the question"*  
(DDF)

*"I'm also afraid of making mistakes that will make my friends laugh"* (ACR)

*"Fear of saying the wrong thing and being the subject of ridicule of friends"*  
(GSM)

From the three answers that students have given, it can be described that DDF experienced speaking anxiety when asked by other people, namely the teacher and other students, afraid of not being able to answer

the question. This is also in line with the observations that the researcher has analyzed and found that DDF always looked at the notes when explaining material to the audience. Viewing continuous records may indicate that DDF relies on records as the main source of information.

Interview results with ACR and GSM also support this finding. They stated that they also felt afraid of making mistakes that would cause other students to laugh. This was also found in the results of observations which showed that ACR and GSM experienced anxiety. Namely by always moving her finger while she is delivering the material. Meanwhile, GSM, with its body movements, moves forward and backward in an irregular manner and always looks at the notes while giving explanations during presentations. DDF's anxiety and the fear of other people's reactions felt by ACR and GSM can reinforce each other and create a continuous cycle of anxiety. Which stated that they (ACR and GSM) were afraid of making mistakes that would cause other students to laugh.

As a summary, in this case it shows that there is widespread anxiety among DDF, ACR, and GSM in speaking situations in front of other people, it can be concluded as follows:

1. Afraid of being able to answer the question.
  2. Fear of being laughed at by friends.
  3. Worry about being laughed at by friends if wrong.
- 3) Teacher role

The third interview finding was the students' anxiety because they were afraid to present in front of the teacher. This was stated by ASM below:

*“Ma'am Nevi makes me tense too, maybe because Ma'am Nevi is a strict teacher and is known to be a bit of a killer” (ASM)*

Based on the results of interviews from ASM, it appears that a teacher can affect the level of anxiety of students when they speak English during presentations in front of the class. If a teacher has a reputation for being fierce or scary, this can affect students' self-confidence and cause them to feel afraid of appearing in front of the teacher. This fear can affect students' performance in speaking English, as observed by researchers observing cases in ASM interviews. Mispronunciations and the presence of pauses in presentations may indicate a higher level of student anxiety when speaking in the presence of such a reputable teacher. As a result, it can be concluded that the teacher also has a big role in contributing to the anxiety of students speaking English during presentations.

b. Material factors

In this research, material factors can cause students' anxiety when speaking English in presentations in front of the class. Three students state that they feel anxious because of this factor, here are some points that can explain why they feel anxious:

1) Afraid to use English

Understanding that GSM feels panicked and anxious at first because the presentation is in English and there are concerns about making mistakes in speaking is important, as explained below:

*"I keep panicking because the presentation doesn't use Indonesian, so I'm afraid I'll say the wrong thing"* (GSM)

In the observation results, GSM looks anxious by moving its body to the right and sideways like other students and also always looks at the notes they have prepared. This could indicate that GSM was afraid to speak English for fear of being wrong so during presentations, he always looked at the notes.

## 2) Difficult material

Furthermore, there are material difficulties that cause students to experience anxiety when presenting in front of the class. This is as stated by SM below:

*"Before the presentation about cause and effect, I didn't understand the material so I was nervous"*(SM)

The lack of understanding of the material experienced by SM when presenting in front of the class caused him to experience anxiety and fear of being asked questions because he did not understand the material.

The observation results also showed that SM showed symptoms of anxiety such as stuttering speech, seemed not to enjoy the presentation he was doing, and always looked at the notes when he was explaining the material. So it can be said that the material also plays a role in contributing to student anxiety when presenting.

## 3) Lack of material preparation

The last point that caused anxiety during presentations experienced by RNT was the lack of preparation of presentation material. This was conveyed in the results of the interview below:

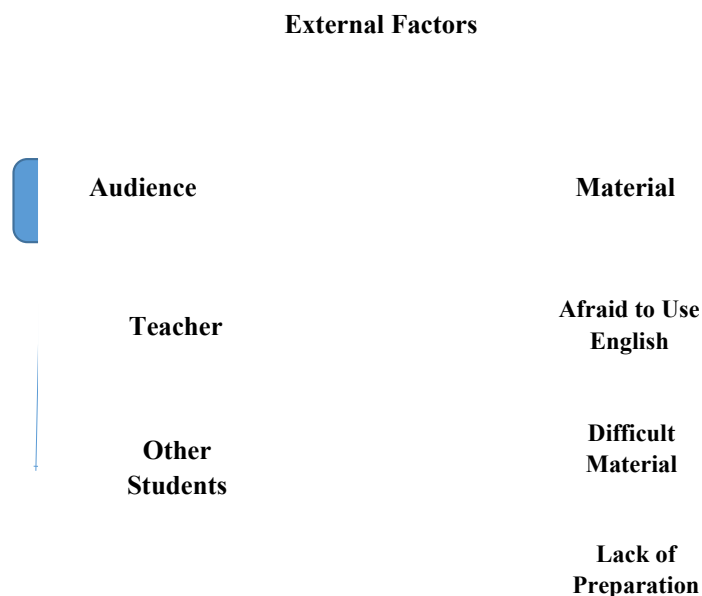
*"I'm afraid to talk about it during the presentation because the PowerPoint was just finished two minutes ago so I'm afraid to be asked questions about the material, I don't have an answer"* (RNT)

Based on RNT's narrative, the cause of the lack of preparation of presentation material was a lack of coordination with his friends and there was a lack of communication that hindered the preparation of presentation material. This indicated that there was an error in the process of coordination and communication between RNT and his friends in preparing the materials.

Lack of coordination may mean that there are not sufficient meetings or discussions between RNT and his friends before the presentation. Then,

this resulted in the presentation material not being ready when they had to come to the front of the class. Lack of preparation can increase the level of anxiety because RNT and his friends do not feel confident in presenting material that they have not fully understood and prepared well.

To solve this problem, RNT and his friends need to improve team communication and coordination. By better preparing and improving team coordination, RNT and his friends can reduce their anxiety levels and improve the quality of their presentations. Therefore, that the external factors that support students' speaking anxiety in class presentations can be seen in the picture below.



**Figure 1.**  
**The external factors students' speaking anxiety in EFL class presentation**

## 5. DISCUSSION

### **Characteristics of students' speaking anxiety in a presentation class**

In this research, it was generally revealed that there were characteristics of students' speaking anxiety in class presentations and external factors based on observations and interviews. The characteristics of anxiety can be seen in three aspects, such as the physical aspect, the mental process aspect, and the emotional aspect (Prakoso, 2014). The current findings also show that the characteristics of student anxiety are found in physical aspects which include eye contact, gestures, and facial expressions. This adds to research from Wahyuni (2013). In addition, psychological and emotional aspects were found in this research which is in line with Wahyuni's (2013) and Prakoso's (2014) research on mental aspects and negative thoughts.

With the anxiety experienced by students through the characteristics that have been conveyed, of course, some factors trigger the characteristics of anxiety to appear. As in this research which resulted that external factors trigger students' speaking anxiety which is grouped into two components, namely audience factors, and material. In the audience factor which includes students and teachers, this research supports previous research by Herwanto (2013) which said that the role of the teacher is one of the factors that trigger speaking anxiety in class presentations.

In line with Herwanto (2013), the fear factor of negative evaluation is also very influential in student anxiety (Damayanati and Listiani, 2021). Negative evaluations can come from the teacher or other students. In addition, the lack of familiarity with assignments, and poor English skills (Siagian and Adam, 2017) are also in line with this research. As a summery, it can be concluded that there are differences in this research

with previous studies in terms of the methods used. In addition, this research also serves to support and add to previous studies.

### **The contributing factors of English students' anxiety in class presentations**

This research uses two theories in processing data. The first uses the theory from Rogers (2008) in knowing the characteristics of students' speaking anxiety, and the second uses the theory from Tanveer (2007) in looking for external factors that cause students' speaking anxiety in class presentations through interviews. According to Rogers' theory (2008), the characteristics of students' speaking anxiety can be seen based on three main aspects, namely physical, psychological, and emotional aspects. On the physical aspect, Rogers (2008) revealed that shaking knees, stomach cramps, and difficulty breathing are characteristics of the physical aspect. So this research added the characteristics of anxiety said by Rogers (2008).

This research found that there were characteristics of student anxiety in terms of eye contact made by students to other students when speaking during presentations, looking at notes, body movements made such as moving forward and backward, and hand movements accompanied by games with uniform arms. These characteristics add to the theory put forward by Rogers (2008). In addition, the characteristics of anxiety from a psychological perspective, the points put forward by Rogers (2008) are in line with this research. This research found that there were students who repeated words, made mistakes when speaking, and forgot what students were going to say. It can be drawn a conclusion that from a psychological perspective, this research supports and is in line with the theory put forward by Rogers (2008).

Then regarding the emotional aspect, from the five points put forward in theory by Rogers (2008), such as arising fear, feeling unable to arise, losing control, being helpless and individuals feeling embarrassed,

related to the results of this research. This research found that students felt embarrassed during presentations because other students laughed at them. This certainly supports and is in line with the theory put forward by Rogers (2008), namely at the point where individuals feel ashamed.

Furthermore, this research uses the second theory, namely the theory of Tanveer (2007) in conducting interviews to obtain data regarding external factors that affect students' speaking anxiety in class presentations. Tanveer (2007) said that the type of assignment, fear of making mistakes, the role of the teacher, and limited knowledge of English are factors that make students experience anxiety. This is by the results of this research. This research found that as many as six students who had participated in the interview revealed that the anxiety, they experienced was due to audience and material factors.

Furthermore, this research found that other student factors influenced students' speaking anxiety in presentation class. Whereas in the theory said by Tanveer (2007), there is no such factor. Therefore, this research supports the theory from Tanveer (2007).

## **6. CONCLUSION**

In answering research questions regarding the characteristics of students' speaking anxiety that occur in presentation class students. This research produced three aspects which include physical, emotional, and psychological aspects. In the physical aspect, students who experience anxiety can be seen with characteristics such as making eye contact with other people and always looking at notes, moving their bodies back and forth or randomly, and touching their limbs.

In addition, the second aspect is the emotion that can be seen in the facial expressions shown by students. Like feeling tense or depressed because of other factors. The last is the psychological aspect. In the psychological aspect, it can be seen from the way students deliver

material during presentations. Do students repeat what they say, make mistakes or forget when speaking. Then the second is what external factors influence students' speaking anxiety in presentation class. To answer the second question of this research, it was found that there were external factors that affected students' speaking anxiety which were classified into two components: the audience and material components. The audience component includes the intervention of the teacher and other students. While the second component is material, covering the material presented in the presentation, such as the level of difficulty perceived by the students and lack of preparation.

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