

An Exploration of Students' Foreign Language Speaking Anxiety in Classroom Presentation at SMAN 1 Kampar Timur

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ABSTRAK

Abstract: This study aims to evaluate the level of students' speaking anxiety in a foreign language and the factors that contribute to it in class presentations. This research uses a qualitative method with a case study approach at SMAN 1 Kampar Timur in the 2022-2023 academic year. A total of four tenth grade students were used as research samples using purposive sampling. Data was collected through questionnaires, observation, and one on one interviews. The FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire was used to measure students' speaking anxiety level. The results show that students experience varying levels of anxiety, including very anxious and anxious levels. In the data analysis, eight factors that contributed to students' speaking anxiety were identified. These factors include lack of self-confidence, poor grammar, poor pronunciation, fear of making mistakes, fear of being ridiculed, fear of negative assessments, lack of preparation, and fear of exams. The results of this study also highlight the importance of grammar skills in overcoming students' speaking anxiety. Finally, this research concludes that students' speaking anxiety cannot only be assessed from their level of anxiety, but must also consider the factors that contribute to it. One of the main factors is a lack of preparation for presentations in class.

Abstrak: Penelitian ini bertujuan untuk mengevaluasi tingkat kecemasan berbicara siswa dalam bahasa asing dan faktor-faktor yang berkontribusi terhadapnya dalam presentasi kelas. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus di SMAN 1 Kampar Timur pada tahun ajaran 2022-2023. Sebanyak empat siswa kelas sepuluh dijadikan sampel penelitian dengan menggunakan purposive sampling. Data dikumpulkan melalui kuesioner, observasi, dan wawancara satu lawan satu. Kuesioner FLCAS (Foreign Language Classroom Anxiety Scale) digunakan untuk mengukur tingkat kecemasan berbicara siswa. Hasilnya menunjukkan bahwa siswa mengalami tingkat kecemasan yang bervariasi, termasuk tingkat sangat cemas dan cemas. Dalam analisis data, delapan faktor yang berkontribusi terhadap kecemasan berbicara siswa diidentifikasi. Faktor-faktor ini meliputi kurangnya rasa percaya diri, tata bahasa yang kurang baik, pengucapan yang buruk, ketakutan akan membuat kesalahan, ketakutan akan dicemooh, ketakutan akan penilaian negatif, kurangnya persiapan, dan ketakutan akan ujian. Hasil penelitian ini juga menyoroti pentingnya keterampilan tata bahasa dalam mengatasi kecemasan berbicara siswa. Terakhir, penelitian ini menyimpulkan bahwa kecemasan berbicara siswa tidak dapat hanya dinilai dari tingkat kecemasannya, melainkan juga harus mempertimbangkan faktor-faktor yang berkontribusi terhadapnya. Salah satu faktor utama adalah kurangnya persiapan untuk presentasi di kelas.

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INTRODUCTION

Speaking is one of the four key abilities in learning English. It is a skill that may be used and observed simultaneously. That is, what is said cannot be unspoken. The students must process language-related material while also refining their own thought processes. Speaking is recognized as the most important ability in learning English because it is the way of communication used in daily life, according to Parmawati (2018). Students must answer immediately during oral communication since they are

unable to change their minds after saying something. (Mutmainah in Permatasari, 2021). That is, mastery of speaking is required.

There are numerous possibilities for students to use their speaking skills. Speaking, according to Brown (2001), is utilized to assist students find a way to express themselves, participate in a brief conversation, and receive information from others. For students, expressing their ideas in English allows them to improve their proficiency in speaking English. Students are provided opportunity to develop their speaking skills in school, particularly in the classroom, by introducing oneself, practicing dialogues, and presenting their work in groups or individually.

A presentation should transmit information to the audience from a speaker. That is, when a presentation is given, there is a goal or aim that must be met. The presentation's goal is to improve students' public speaking abilities. Students give presentations in class at school. Students who give presentations in English may have speaking anxiety. They have fears that make it difficult for them to communicate in the target language. According to Horwitz *et al.*, (1986), students may experience an anxious reaction that makes it difficult for them to succeed in a foreign language lesson. It is supported by Permatasari (2021), who indicated that numerous speaking activities such as debate, speeches, storytelling, and presentations can be used to determine students' speaking anxiety in the classroom.

In reality, a vast number of research have been conducted to investigate students' speaking anxiety, whether in foreign language studies, in class, in speaking tests, or in students' speaking performance. Speaking anxiety might have two different impacts according to the study. Speaking anxiety is regarded as a positive factor in learning a foreign language because experiencing anxiety is a sign that a person has the fortitude to succeed in learning the language (Daley *et al.*, as cited in Sutarsyah, 2017). Furthermore, the researcher discovered research indicating that speaking anxiety had a negative impact on students' speaking ability (Saito & Samimy, 1996; Anwari, 2019; Hasibuan, *et al.*, 2020; Palupi, 2021).

However, the study discovered that based on early research, anxiety has a negative impact on their ability to learn a foreign language. Speaking anxiety is an impediment to student learning development. It happens when students are nervous about speaking English in front of their classmates and are terrified of making mistakes in front of their teacher. This is supported by Young in Horwitz *et al.* (1986), anxiety is a factor that has a negative influence on students' capacity to learn a foreign language. Based on pre-observation done by the researcher in the classroom when students make presentations in English, the researcher discovered anxiety symptoms in X-7 students of SMAN 1 Kampar Timur when delivering presentations such as nervousness, difficulty concentrating, sweating, and going blank. It's clear from the students' continued low engagement in the presentation. Only a few students participated in the presentation process and showed interest. The majority of them appear anxious and unconfident about speaking in front of the class in English. This is consistent with Ely's assertion in Liu (2012) that anxious students are less likely to engage in activities including class presentations.

The researcher then discovered, through a brief conversation with an English teacher at SMAN 1 Kampar Timur, the anxiety is a problem that frequently arises when students speak English, particularly in English class presentations. The researcher also interviewed several students who had given English presentations in class. Students indicated that they frequently sucked in the middle of presentations because they are frightened, panicked, sweaty, and go blank when presenting or speaking in front of a large audience in English. They also expressed concern about making mistakes during a presentation. Students that are anxious may find it difficult to meet the required learning goals. Even though the teacher designed a fun and convenient lesson, students will undoubtedly have a serious issue if events like this consistently occur in foreign language classes. That means, this issue requires further investigation.

The researcher discovered issues with students' speaking abilities in English classroom presentations. This challenge then resulted in numerous formulations. The researcher is interested in

learning more about the causes and level of students' speaking anxiety during presentations in English class based on the phenomena seen in the field.

METHOD

This study was carried out at SMAN 1 Kampar Timur. It's on Pekanbaru-Bangkinang Street No. 40. This study lasted from January to March of 2023. The tenth-grade students of SMAN 1 Kampar Timur in the academic year 2022/2023 were the subject of this research, and the object of this research was students' foreign language speaking anxiety in classroom presentations at SMAN 1 Kampar Timur. The researcher in this case employed the purposive sampling method to choose the research sample based on several considerations (Cohen *et al.*, 2007; Creswell, 2012). The researcher only selected four students to participate based on the symptoms of anxiety they showed during English classroom presentation. In this research, researcher used three instruments in collecting the data, namely questionnaire, observation, and interview.

The researcher adapted Horwitz *et al.*'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS) questionnaires for the questionnaire to assess students' speaking anxiety during the classroom presentation. The researcher modified and translated this questionnaire into Bahasa Indonesia to aid participant comprehension. Furthermore, the researcher takes numerous measures to determine the levels of students' speaking fear. The initial stage was to score and check each item obtained from the four participants. The FLCAS has 33 items with varying scores based on Likert's Scale. The researcher changed the positive words into negative ones to make it easier to calculate the final score. To supplement the data obtained through the questionnaire, the researcher included field notes of observation to enrich the data of this study. According to Marshall (in Sugiyono, 2016), researcher can understand the behavior and significance of the conduct by observing subjects. Observational data collection procedures are employed when the research focuses on human behavior, work processes, or natural symptoms and the number of respondents being observed isn't too large.

The researcher observed the students while they presented their group work to the class. Only the group's lead speaker was allowed to speak. Because there were six groups, only six students presented to the class. Only four of the six students displayed symptoms of anxiousness when speaking. The researcher sat in the back of the classroom, studying the students' behavior. As the last instrument, interview was used to gain data of factors that caused students' speaking anxiety. Because the interview was semi-structured, the interview questions might be developed based on the responses of the participants. Participants interviewed for about 10-15 minutes. The interview was a one-on-one interview, which means that the researcher asked questions and recorded responses from only one study participant at a time (Creswell, 2012). To minimize misunderstandings, the interview conducted in Bahasa Indonesia. Conversations were taped using a voice recorder during the interviews. Each participant received a transcript of the interview from the researcher. Finally, the researcher gathered data to determine the components that contributed to students' foreign language speaking anxiety in classroom presentations.

RESULTS AND DISCUSSION

The Levels of Students' Foreign Language Speaking Anxiety at SMAN 1 Kampar Timur in Classroom Presentation

The data obtained through FLCAS questionnaires have been calculated to determine each student's overall score, and the data was then divided into levels. The specification was displayed below:

Table 1. The Calculated and Categorized Scores of FLCAS Questionnaires Responses

Participants	Score	Anxiety Levels
Student 1	118	Anxious
Student 2	128	Very Anxious
Student 3	160	Very Anxious
Student 4	112	Anxious

According to the demographics of the participants, as shown in the figure below, 2 (or 50%) out of 4 students reported feeling extremely anxious, while the remaining 2 (or 50%) reported feeling anxious. In conclusion, the students experienced speaking anxiety in classroom presentation by using English at class during learning.

Table 2. The Percentage of Students' Speaking Anxiety Levels

Level of Anxiety	Participants	The Percentage
Very Anxious	2	50 %
Anxious	2	50 %
Midly Anxious	-	-
Relaxed	-	-
Very Relaxed	-	-
Total	4	100%

This is supported by the result of observation that the student 1 seemed to not focus when delivering presentation. Student 1 also showed body expressions such as shaking hands, playing with skirts, inconsistently looking eyes in various directions, and looking scared when other friends asked her questions during the question and answer session of the presentation. Student 1 seemed uncomfortable when her friend asked some questions.

Student 4 also did not show much difference from Student 1. She repeatedly looked at the teacher for fear that her English pronunciation would be wrong. She also asked "Is it correct, Ma'am?" to make sure that what she said was correct. When giving a presentation, student 4 often pauses and utters filler words such as "aaaaa" and "ummmm". Because their speaking anxiety level is at the same level, namely at the anxious level, they show symptoms of anxiety that are not much different either. Anxious level is the second high level of speaking anxiety after very anxious placed the first place.

As stated before, very anxious level is the highest level of anxiety. There were also two students in this level. The students on this level tend to be the most nervous than the other students when they asked to do a presentation in front of the class as was the result of the observations made on Student 2 and Student 3. Student 2 showed that she was very nervous when she was in front of the class. She brought a piece of paper with notes for her to read as she made her presentation. This is evidence that Student 2 does not trust herself and her abilities. Likewise, student 3 repeatedly asked her friends in the group to help her in answering questions and explaining the presentation material to other friends. She also asked his teacher for help because he was unsure of his pronunciation and the answers she gave. They looked more nervous than student 1 and student 4 which put them at a very anxious level.

The Factors of Students' Foreign Language Speaking Anxiety at SMAN 1 Kampar Timur in Classroom Presentation

Based on the result of analysis, it was found that students felt anxious when giving presentations by using English in front of the class. The result indicates that there were eight reasons why they feel anxious about speaking English in the classroom presentation, including lack of confidence, lack of grammar, poor pronunciation, fear of making mistakes, fear of being laughed at, fear of negative evaluation, lack of preparation, and test anxiety. To make the findings more detailed, the researcher divide the factors of students' speaking anxiety based on their level of speaking anxiety.

The Factors of Foreign Language Speaking Anxiety of Student 1 and Student 4

The level of anxiety between Students 1 and 4 is at the anxiety level. From the interview, it was found that the speaking anxiety factors of Students 1 and 4 were not all the same. For example, Student 1 said that the reason she was anxious when presenting an English presentation in that class was due to lack of confidence, lack of grammar, lack of preparation, fear of making mistakes, fear of being laughed at, fear of negative evaluation, and fear of tests. While the factors that contributed to Student 4's speaking anxiety were lack of confidence, lack of preparation, fear of being laughed at, poor pronunciation, and fear of tests.

Speaking Anxiety Factors of Student 1

As stated before, student 1 had some factors that contributed her to have anxiety about speaking in front of a group in a classroom setting. Lack of confidence was the first factor of Student 1's speaking anxiety. The level of confidence of language learner is essential to speak a language without anxiety or fear. In this regard, Student 1 recognized that she feel anxious in speaking by using English because of her confidence still low. Not being confident is usually characterized by nervousness. As Student 1 stated:

"... because I think, first, I feel nervous, and then my confidence is low." (Interview excerpt: Student 1)

Lack of grammar is also a factor for Student 1 to be anxious when presenting in English in front of the class. Embarrassed to speak because She is afraid of being ungrammatically. In line with these assumptions, Student 1 stated:

"... because first I feel nervous, and then my confidence is low, and also my presentation using English still stammered, and the grammar was also not arranged well". (Interview excerpt: Student 1)

The only student who said that poor grammar was to blame for her anxiousness when presenting English presentations in front of the class was student 1. However, that does not mean grammar is not a factor that causes someone to have anxiety. After that, the researcher also found that the student doing the exercise 3 times for a presentation preparation, but that is still not enough to make Student 1 perform optimally, and made lack of preparation one of the things that contributed to her public speaking fear during the classroom presentation. The fourth factor that contributed to Student 1's speaking anxiety is fear of making mistakes. As a result of the interview, the researcher explained:

"Eee, when it comes to my fear, of course maybe everyone is also afraid. Maybe if I could speak English fluently, my fear would be less. But because my English is still stuttering, my understanding of the material I speak is not very correct. So, that is where I started to feel afraid." (Interview excerpt: Student 1)

After that, the researcher discovered fear of being laughed is the next factor of Student 1's speaking anxiety. The fear of being laughed at also comes from previous experience presenting material in English, for example, experiences when she was in junior high school. The very next factor is fear of negative evaluation. When students start making presentations in front of the class, and they feel that later they will get a negative evaluation from the teacher and the audience, that is when anxiety arises. The last factor that contributed to Student 1's speaking anxiety is fear of tests. It speaks of a specific form of performance anxiety brought on by a dread of failing.

Speaking Anxiety Factors of Student 4

The first factors that be the one of several factors caused Student 4's speaking anxiety is lack of confidence. This arises when students do not master the material they want to convey in the class presentation. The second factor of Student 4's speaking anxiety is fear of being laughed. Student 4 assumed her classmates would laugh when she made a mistake during English class. Poor pronunciation also being one of the factors contributed to Student 4's speaking anxiety in classroom presentation. Student 4 feels afraid mispronouncing the words in English, and she consequently felt anxious before speaking in front of the class in English, so she became nervous to speak in English in front of the class.

"I'm nervous, because I'm afraid I'll mispronunciation it" (Interview excerpt: Student 4)

The last contributed factors of Student 4's speaking anxiety is fear of test. When students were told that there would be a test, especially speaking tests using English, students felt nervous.

The Factors of Foreign Language Speaking Anxiety of Student 2 and Student 3

Very anxious level is the level of speaking anxiety of Students 2 and Students 3. The researcher found that the factors that cause speaking anxiety during English class presentations of these two students were also not much different. From the results of interviews, it was found that the factors that caused student 2 to be anxious were lack of confidence, lack of preparation, fear of making mistakes, fear of being laughed at, and poor pronunciation. Meanwhile, lack of preparation, fear of making

mistakes, fear of being laughed at, fear of negative evaluations, poor pronunciation, and fear of tests are the factors that contribute to the speaking anxiety of Student 3.

Speaking Anxiety Factors of Student 2

This factor almost has by the all participants, except the student 3. Student 2 said that she felt a lack of confidence because her experience to give a presentation in front of a class using a foreign language is still low. From the Student 2 interview transcript, she stated: Student 2 stated that her speaking fear is also a result of her lack of preparation. When students who give presentations do not have proper preparation, they will show characteristics that refer to anxiety in speaking in a foreign language. As she stated:

"I'm nervous, because I'm afraid I'll mispronunciation it". (Interview excerpt: Student 2)

Moreover, fear of making mistakes also being one of the factors of Student 2's speaking anxiety. She declared that: Student 2 is afraid of making mistakes due to his lack of expertise presenting in English in front of a class. She also mentioned that her fear also stems from her fear of making mistakes in pronouncing English words. After that, the fear of being laughed at was recognized as one of the factors causing Student 2's anxiety in speaking. Student 2 was afraid of being laughed at when she made mistakes in speaking or pronouncing words in English. The last factor is poor pronunciation. Student 2 claimed that she have difficulties in the way of pronouncing, the fluency, or mispronounce the words. Student 2 felt that her tongue had become convoluted. In other words, pronouncing words in English is something that she finds difficult to do so this student has anxiety when giving a presentation.

Speaking Anxiety Factors of Student 3

The first factor of Student 3's speaking anxiety is the lack of preparation. Student 3 does not repeat the material to be presented too often. This behavior makes anxiety appear easier owing to a lack of preparedness to present content in front of other students in English class. Then, fear of making mistakes is the next factor that causes Student 3 to experience anxiety when presenting in English class. Student 3 added that when she was afraid of making mistakes, there would be a lot of pauses in her presentation, such as the appearance of filler words "eee ummm" which is the attitude of someone who is experiencing anxiety. Student 3 once stated:

"Yes, yes I'm afraid. Suddenly, yes, because I was afraid my friends would laugh, that's why I felt anxious" (Interview excerpt: Student 3)

Continue to the next factor, namely fear of being laughed at. The researcher found that all students who were interviewed as informants felt afraid of being laughed at when they gave presentations in English in front of the class. Another factor found from Student 3 was fear of negative evaluation. The students stated that she still have afraid feeling when the teacher gives her correction during presentation.

"No, I'm not afraid. Because that's also a good thing for me, so that I can be better in the future so that my English will be more fluent than before. But there is a little bit scary feeling" (Interview excerpt: Student 3)

Going to the next factor is poor pronunciation. Poor pronunciation makes someone speak unclearly and often makes people misunderstand. Student 3 was afraid to say every word in English because she was afraid that the meaning of the word would be different from what she actually wanted to convey. The last contributing factor of Student 3 speaking anxiety is fear of tests. Student 3 felt anxious and afraid at the same time when they were told that an English test would be held, especially the speaking test, in the form of a class presentation. As stated by Student 3:

"Yes, the nervousness is there. But I will try to fight it and try to stay confident in appearing at the presentation". (Interview excerpt: Student 3)

The discussion divided into two parts, namely level of speaking anxiety and factors of speaking anxiety.

Levels of Speaking Anxiety

Based on 33 statements in FLCAS questionnaire, the researcher found out that students had a different level of anxiety in speaking English that classified into two level of speaking anxiety, namely

very anxious and anxious level out of five levels of speaking anxiety according to Oetting's Scale (1983). Out of 4 students, there were 2 (50%) students in the level of very anxious and there were also 2 (50%) students in the level of anxious. The speaking anxiety of the students' levels, in general, is between anxious and highly anxious.

Table 3. The Summary of Students' Speaking Anxiety Levels

Level of Speaking Anxiety	Questionnaire	Observation
Anxious	Student 1 (118)	<ul style="list-style-type: none"> - Shaking hands - Playing with skirt - Inconsistently looking at various directions - Fear of being asked questions
	Student 4 (112)	<ul style="list-style-type: none"> - Awkwardly smiling when start the presentation - Uncomfortable with the questions - Embarrassed of being criticized
Very Anxious	Student 2 (128)	<ul style="list-style-type: none"> - Trembling voice - Shaking hands - Repeat the same words - Asking any help with the group - Not sure with herself
	Student 3 (160)	<ul style="list-style-type: none"> - Talk to her group mates during presentation - Covered her face with hands - Feel embarrassed - Giving up on the session

This is supported by the results of observations made on February 21st, 2023. The researcher went to school and made observations on the teaching and learning process of English in class X-1. The researcher was only an observer without participating in any class activities. Observation begins when the teacher opens the lesson and then calls on groups of students one by one to come to the front of the class presenting the process of making used goods that they bring in the form of text procedures. Students explain the work they produce from used goods along with the materials and steps to make them. After finishing giving explanations and presentations, the group was asked to open a question-and-answer session with other students or groups. Other groups are welcome to ask the presenter group. The teacher gives freedom to the presenting group regarding the number of questions received for them to answer. After 5 minutes of thinking and discussion time, the presenting group then answered the questions that had been collected before. After all the questions have been answered, the presenter is asked to ask whether the questioners are satisfied with the answers or not. Here the teacher provides input and criticism to the presenter group. The teacher also did not forget to give appreciation to the students when after they finished their presentation by applauding.

The researcher paid attention to the students' movements when giving presentations during the observation. The researcher found that student 1 seemed unfocused when delivering a presentation. Student 1 also showed body expressions such as shaking hands, playing with skirts, inconsistently looking into the eyes in various directions, and looking scared when other friends asked questions in the presentation's question and answer session. Student 1 looked uncomfortable when her friend asked several questions to her group. She looked uneasy like she would be overwhelmed by the questions.

After student 1 finished deliver presentation with her group, then it was the turn of group 2 with Student 2 as the main speaker. The researcher then observed Student 2 who looked more nervous than the previous speaker. From the start of the presentation, her voice was shaking and her hands were the

same. When giving a presentation, she frequently reiterated her points and looked to her group members for clarification.

Did not show much difference, Student 3 also asked her group mates whether what she said was true or not. She also covered her face with her hands because she felt embarrassed by the way she pronounces the English term. She even went so far as to ask her friend to take her place to answer questions. Slightly different from student 2 and 3, student 4 showed fewer symptoms of anxiety when speaking English. Student 4 asked the teacher because she wasn't sure what she was saying. She also said that she got anxious in front of her other friends. Concluding from the behavior of the participants observed when delivering presentations in front of the class, participants 1 and 4 showed symptoms of anxiety that were not as severe as the symptoms shown by students 2 and 3. This was in line with the results of the questionnaire which stated that these two groups of students had different levels of speaking anxiety, namely anxious and very anxious.

Factors of Speaking Anxiety

For the discussion of the second formulation of the problem explained below is based on the summary table from the previous part regarding the factors that cause students' foreign language speaking anxiety.

Table 4. The Summary of Students' Speaking Anxiety Factors

Student 1 (Anxious)	Student 2 (Very Anxious)	Student 3 (Very Anxious)	Student 4 (Anxious)
Lack of confidence	Lack of confidence	Lack of preparation	Lack of confidence
Lack of grammar	Lack of preparation	Fear of making mistakes	Lack of preparation
Lack of preparation	Fear of making mistakes	Fear of being laughed	Fear of being laughed
Fear of making mistakes	Fear of being laughed	Fear of negative evaluation	Poor pronunciation
Fear of being laughed	Poor pronunciation	Poor pronunciation	Fear of tests
Fear of negative evaluation		Fear of tests	
Fear of tests			

CONCLUSION

Last but not least, the researcher came to the conclusion that is presented into the following points: 1) The foreign language speaking anxiety of tenth-grade pupils at SMAN 1 Kampar Timur is classified into two levels: very anxious and anxious; 2) There are eight factors that contribute to students' foreign language speaking anxiety in classroom presentations at SMAN 1 Kampar Timur; 1) lack of confidence, 2) lack of grammar, 3) poor pronunciation, 4) fear of making mistakes, 5) fear of being laughed at, 6) fear of negative evaluation, 7) lack of preparation, and 8) fear of tests. Finally, students who suffer from speaking anxiety have their own set of factors that contribute to their anxiety. The level of speaking anxiety cannot also be used as a guideline for assessing the elements that contribute to someone's speaking anxiety. Furthermore, the data show that a lack of grammar is a contributing element to students' speaking anxiety. Meanwhile, students' speaking anxiety was predominantly driven by a lack of preparation for their classroom presentation.

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