



**THE INTERNAL AND EXTERNAL FACTORS CAUSE
SPEAKING ANXIETY ON STUDENTS' AT SECOND
SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN
GIVING PRESENTATION**

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ABSTRACT

The purpose of this study is to investigate speaking anxiety of English Education Department students in STKIP Muhammadiyah Bogor during presentation. The subject of the study are students in English Department student's at second semester, The took subject 26 students in class A at second semester. The writer try to identify what are the internal and external factors that may contribute to anxiety in English learning especially when giving presentation and. This research used descriptive qualitative method. The result of this showed From the data analysis result in questionnaire, the writer found that the most of students are at "Medium anxiety" level without "Relaxed" and Very Relaxed. There are 6 (23%) students who experience "High Anxiety" level, 11 (42%) students are in "Medium Anxiety" level, and 9 (35%) students from 26 students, is in "Low Anxiety" Level. The result of this research show that from psychological aspect almost a half of students (42%) are in the level of moderate anxiety, 6 students (23%) are in the level of severe anxiety, and 9 students (35%) are in the level mild anxiety. The source of anxiety are not only from internal factor but also from external factor, those factors are: afraid of classmate, and the role of lecturers.

Keywords: *Anxiety, Speaking performance, English presentation*



Introduction

Language is one of the most important aspects of human life. People using language to express their emotions, ideas, thought, in various purposes and reasons. People can using language to do conversation through daily activities in social life, like studying together, working together, ask something , even just playing or hang out together. Victoria stated that when you know the language, you can speak and be understood by others who also know that language (Victoria et al: 2017). Most of the people who live in social life definitely know a language, when someone knows a language someone can speak to communicate convey the message which has something meaning. English is very popular language, speaking is one of language skill that must be achieved in the English learning process. Speaking is one of the skills in English education, speaking is a way to communicate that is mostly used by people to interact with other people in daily life (Rebecca Hughes:2011). Anxiety is one of the majority problems of students in face presentation in front of the class.

Moreover, some research about speaking anxiety in the classroom have been conducted by some researchers. For example, at SMA Islam Sudirman by Dewi Mariam (Dewi Mariam :2018) the result of her study are: students fear of negative evaluation and worry to making mistake. The problem in this research focused to identify the internal and external factors thath cause speaking anxiety in a presentation in English classroom activities at second semester of English Education Department of STKIP Muhammadiyah Bogor. The limitation of the problem is intended to establish the limit of the problems that are going to be observed. The purpose of this research is to obtain the knowledge about internal and external factors that cause student's anxiety, especially in the presentation, this research is expected to be a reference for improving an understanding of language problem that is the anxiety of students in speaking, and for the lecturer, the result of this research is expected to give the effective solution to help reducing student's speaking anxiety. This research also to get a deep understanding of students and lecture about the factors in the order they will acquire more awareness related to anxiety.

Literature Review

Speaking is one of skill in learning English, speaking is a major aspect of learning English that must be learned. Many definitions of speaking have been proposed by a language expert, the writer just chooses the several. Speaking is the ability to speak fluently and require, not only knowledge of language characteristic, but also the ability to process information and language to avoid misunderstanding

(Jeremy Harmer:2007). Meanwhile Bashir, state that speaking is a productive skill in the oral model. It is like the other skills, which is more complicated than it seems at first and involves more than just pronouncing words (Mariam Bashir:2011). Speaking is a deep self ability in a person to expressthoughts or ideas through a phonetic symbol (Nawawi, Ummul Qura, Indah Rahmayanti.:2017). Speaking is an important part of the language learning process, language learning produces the ability to speak the language. speaking become a critical part of interaction on the daily life of a person based ontheir ability to speak fluently. Based on the explanation above, the writer can take concluded that speaking is productive skill in the oral model, speaking is the ability to process information and language, the person can express thoughts or ideas through phonetic symbol in speaking, in social relationship, speaking is one of a critical part to support their daily life activities. One of the ways for the teacher to transfer their knowledge to students is teaching. Teaching speaking is part of an activity in learning for communication as a way of transferring thoughts, ideas, or feelings to other people. The purpose of teaching speaking skills is to make students understood in order avoid to make mistake in vocabulary, grammar, or pronunciation, and students have to able to make themselves understood, using proficiency that they have especially for their society. The basic of teaching speaking and the principle of speaking are something that required in teaching speaking and the purpose of teaching speaking skill is make students understood in order avoid to make mistake in vocabullary, grammar, or pronunciation, and students have to able to make themselves understood, teacher should focus on learners needs, before teaching speaking English the teacher applies for environment analysis, and teacher also should choose effective and suitable method teaching speaking. There are several methods in teaching speaking, are: Direct method, The Silent Way, Communicative language, and Total physical response. Through these methods hopefully, the learning process in the classroom will more meaningful.

Anxiety is a term used to describe a normal feeling people experience when faced with threat, danger, or when stressed. Everyone feels anxiety when they have faced the situation that can be made them fell insecure. According to Fletcher, stated thatanxiety is experienced by virtually everyone at times, it is a normaland natural feeling when facing situations which are unusual, challenging and risky (Fletcher, E., & Langley, M:2009) Anxiety as a state of tension and apprehension as a natural response to perceived threat (Michael W. Passer & Ronald E. Smith: 2009). Anxiety isthe motivation associated with behaviors that occur to potential, signaled, or ambiguous threat (Robert J. Blanchard:2008). When people suffering anxiety they consider that they cannot do something. The people have difficulty identifying the cause and how to anticipate the situation when they feel anxiety. Student as an

individual who perceives the second language in uncomfortable experience will get pressures to make a mistake. From the explanation above can be concluded that anxiety is a condition that can make people feel uncomfortable in a situation such as nervous, worry to make mistake, and perceive that something bad will be happen in their life.

Types of anxiety

There are three types of anxiety. The Psychologist stated that anxiety divided into three categories: *trait anxiety, state anxiety, and situation-specific anxiety*.

a. Trait Anxiety

Trait anxiety is a kind of anxiety that refers to a personality who feels anxious in every condition or situation in a long duration. According to Roginska, trait anxiety refers to the constant feeling characterizing a learner who is anxious to perform in the classroom (or beyond the classroom setting) irrespective of the specific task, topic or purpose of interaction. This type of anxiety is generated by a constant lack of belief in one's abilities (low self-esteem) (Maja Roginska. 2016).

b. State Anxiety

State anxiety is a kind of anxiety that refers to a personality who feels anxious in a temporary emotional individual conditions in a spesific situation. State anxiety makes individuals feel fear under stressful situations and additionally causes individuals to experience physiological difficulties such as blushing and trembling due to the stimulation of the nervous system (Tuba Yokus. 2013).

c. Situation-Specific Anxiety

Situation specific anxiety is anxiety that refers to a personality who triggered by a specific set of conditions or stimuli. The situation-specific view of anxiety is based on the assumption that certain types of situations are more likely to produce anxiety than others (Zsuzha Toth:2010)

Presentation is a structured communication based on the actual audience's need in order achieve a certain purpose within a given timeframe, where the overall goals are providing information and promoting ideas (Tonc, A:2002). A presentation also defined as the act of formally giving something to someone or of formally demonstrating or showing something. Based on the definitions above, the writer can conclude that presentation is formal talk from someone to which giving something about promoting ideas, showing something, or demonstrating something to audience.

Research

Method

This research was conducted in English Education Department of STKIP

Muhammadiyah Bogor. The type of qualitative in this research is descriptive that more focused on description. The qualitative method was chosen because this study aims at providing an insight into the case of speaking anxiety in the second semester of STKIP Muhammadiyah Bogor. According to Fraenkel, a case study a qualitative study approach that studies a single individual, group, important example to formulate interpretations to the specific case or to provide useful generalization (Jack.R.Fraenkel and Norman E. Wallen:2009). Therefore, the study case approach allows the writer to study particular students in an attempt to understand the case of speaking anxiety. The writer was used primary data and secondary data. Primary data were obtained from data analysis in an interview with students as respondent and also some theories from books. The questionnaire as secondary data. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic (Roopa S, Rani MS:2012). In this research, the writer used purposive sampling to obtain the sample. Purposive sampling is the process of selecting a sample, purposive means in accordance with the aims and objectives of research (Semiawan R. Conny:2010). The writer took the population from students of 2A English Education Department in STKIP Muhammadiyah Bogor in the academic year 2019/2020. At first, the writer has distributed the questionnaire to all of 2A students randomly. After that, the writer took 6 students as a sample, who have a high anxiety level as respondents in the interview session.

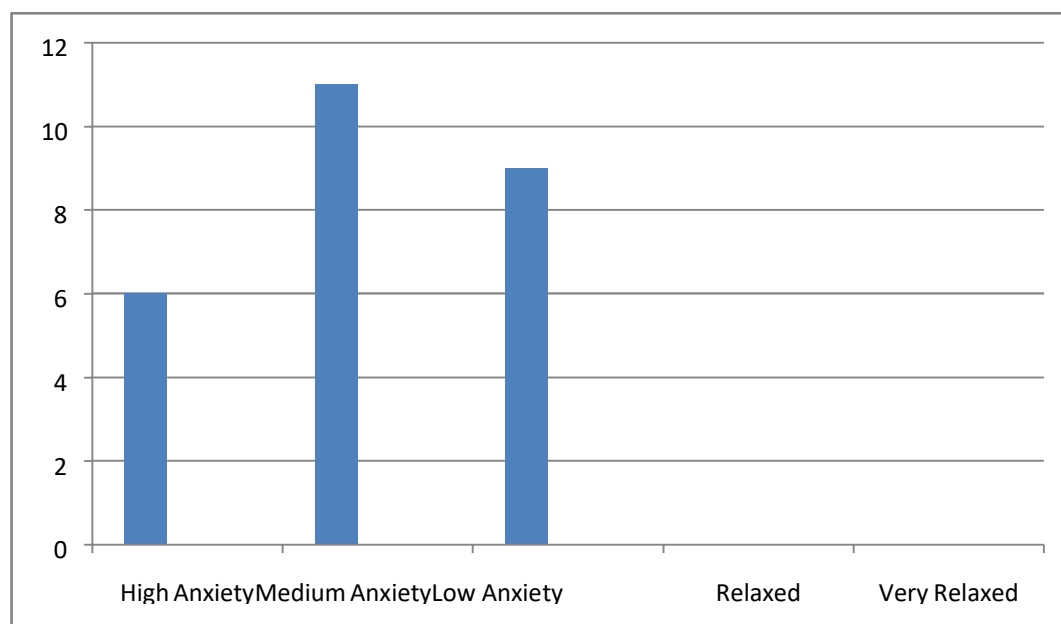
Result and Discussion

The writer has discussed the result of the questionnaire and interview in this section. To analyze the data the writer used a qualitative approach.

1. THE LEVEL OF STUDENT'S ANXIETY IN THE PRESENTATION

Based on 14 items of statements in the PSCAS questionnaire, and there were different responses from all respondents. From the 26 students in class 2A in the second semester, the writer found out different level anxiety in their presentation. [1] 6 students feel "High Anxiety" during presentation, and the range score from "High Anxiety" level started from 58-64. [2] There were 11 students are in the "Medium Anxiety" and the range score 43-56. [3] There were 9 students that had "Low Anxiety" level, and the range score of this level is started from 35-48. The writer found that there were no respondents who are in "Relaxed" and "Very Relaxed" level in this research.

CHART 4.1 THE SUMMARY OF STUDENT’S ANXIETY LEVEL IN PRESENTATION



From the chart above, it describes that most of the students had a level of anxiety in high, medium, and low level (high anxiety, medium anxiety, and low anxiety). it means that many students have problem anxiety in their presentation. According to the psychological aspect, anxiety is divided into three categories they are mild anxiety, moderate anxiety, and severe anxiety. of the total of 26 students, only 6 students (23%) are in the “High Anxious” level and the most of students are in medium anxiety. High anxiety is the highest level of anxiety or can be called as severe anxiety. Severe anxiety is the feeling caused by the believes that something is different and makes them feel threatened by their surroundings. People with severe anxiety have trouble thinking and reasoning³⁷. This anxiety level usually comes from distress and response to the fear. The people who suffer this anxiety level usually have characteristics such as poor eye contact, confused, and shaking. Meanwhile, there are 11 students (42%) which in the level “Medium Anxiety” in presentation, this level anxiety is also called “Moderate Anxiety”. Moderate Anxiety is the disturbing feeling that something is definitely wrong, the person who suffering this anxiety becomes nervous and agitated³⁸. The characteristic of students with moderate anxiety is headache, dry mouth, a faster rate of speech, and muscle tension.

The research result also found 9 (35%) students suffered low anxiety. This mild anxiety is the type that most of us experience in our daily life activity basis during a certain situations. They might suffer this anxiety level during a presentation due to forgot their material. The symptoms of this anxiety, such as

uneasy feelings in the stomach, sweaty palms, and irritability. Mild anxiety often motivates people to make changes or to engage in goal-directed activity. For example, it helps students to focus on studying for an examination (Videbeck SL:2011).

2. THE FACTOR OF STUDENTS' SPEAKING ANXIETY IN PRESENTATION

The findings from the interview suggested several factors that can be contribute to speak anxiety during a presentation, it also indicated that factors come from internal and external. Based on the findings, the internal and external factors that contribute to speaking anxiety in presentation could be classified as follows:

A. THE INTERNAL FACTORS CONTRIBUTE ANXIETY IN A PRESENTATION

- Afraid of making a mistake

Afraid of making mistake is one of the factors students' anxiety in a presentation. Cutrone concluded from his study on the Japanese learners' reluctance to speak English that some of them have cited that afraid of making mistakes is the greatest cause of their anxiety in the language classroom (Cutrone:2009). Two students from the interview result they considered that they feel anxious while presentation because when they make mistake another student will correct it. This factor of anxiety is evidence in interview session with the following statement:

"Ketika saya presentasi didepan kelas, saya merasa takut jika saya membuat kesalahan, karena hal itu bisa membuat saya malu, dan hal itulah yang membuat saya merasa cemas ketika saya presentasi" [AFS]

"Saya merasa cemas karena saya takut dalam menyampaikan materi"[SF]

The students feel anxious while giving a presentation. The students also afraid of making mistake because they do not really comprehend the material well. Another student gives a different reason, the students feel afraid of making mistake because they do not know how to pronounce the word and lack of vocabulary.

B. LACK OF PREPARATION

The other factor that also contribute to speak anxiety during the presentation are lack of preparation. More students attributed their anxiety to lack of preparation and expressed that they would feel less anxious and more confident to speak English with preparation (Liu:2007). 3 respondents in a interview session confessed that they got anxiety due to lack of preparation. The students admitted that usually felt anxious while giving presentation because the students did not prepare enough for performing. Respondents got anxious during a presentation because she was

studying less and hard to find some reference for material in her presentation performance.

“Salah satu penyebab saya merasa cemas saat presentasi adalah kurangnya persiapan hal tersebut dikarenakan kurangnya waktu saya untuk belajar sebelum presentasi”[SM]

“Saya kadang sulit menemukan bahan presentasi oleh karena itu saya tidak mempunyai persiapan maksimal sebelum presentasi dan itu menyebabkan saya merasa cemas”[IH]

When students did not prepare well, it could make students anxious because the student will be worrying if the material in her/his presentation is not conveyed properly.

3. LOW-SELF CONFIDENCE

Low self-confidence are the other background factor of student anxiety during a presentation, student with low self- confidence they always consider that the other students are smarter than him/her. Self-confidence is the factor that gives students a supportive role in foreign language learning (Nadiah:2019). 2 respondents in this interview session confessed they feel anxiety because they have low self-confidence. The writer found this factor with the following statement:

“Saya kurang percaya diri saat saya melakukan presentasi hal itu karena saya berpikir bahwa teman kelas saya yang lain lebih pintar dari pada saya”[SF]

“Saya merasa kurang percaya diri kalau berbicara didepan umum” [EA]

According to Cubukcu (2007), an anxious student will perform unsuccessfully in her/his presentation especially when they speak a foreign language (Cubukcu: 2007). On the another hand, low self-confidence is one of the important the factors needed to be concerned because it is factor that determined to student successful learning

1. THE EXTERNAL FACTORS CONTRIBUTE PRESENTATION

- Afraid of classmates

Based on the interview session, the writer found that one of the external factors contributing to students' anxieties during a presentation is afraid of a classmate. In general, fear of negative evaluation refers to learner's estimation of how they will be negatively evaluated by their classmate (Lynda:2018). The respondents in the interview consider they feel intimidated when the other student

who smarter than her ask some question while a presentation and the another reason is being laughed by another student

Saya ngerasa cemas pas presentasi kalau ada teman kelas yang lebih pintar dari pada saya, memberikan beberapa pertanyaan[EA]

Saya suka merasa cemas saat presentasi, salah satu faktornya saya takut jika teman-teman saya menertawakan saya[NSN]

Students feel uncomfortable when being laughed by other students while speaking is one of the anxiety sources which commonly experienced by students while presentation. Fear of negative evaluation from peers was a common factor that appeared in language learning (Tsiplakiedaes:2009). In the learning process, classmates still became factors contributing to students anxiety, especially in presentation.

2. THE ROLE OF LECTURERS

The second factor that caused anxiety in a presentation is the role of the lecturer. The relationship between the students and the lecturer was one thing cannot be forgotten. It also largely affects foreign language learning (Effiong:2016). 3 Respondents admit that they got anxious when the lecturer overly criticized student's mistakes. It made them feel very intimidated. and other reason they consider that they started to feel uncomfortable or worried when lecturer are very strict and it makes the tension are high in the classroom during a presentation. This external factor is confirmed in the interview with the following statements:

“Kalau lagi presentasi dan ada dosen yang menemukan kesalahan dalam makalah presentasi, kadang dosen tersebut marah, mungkin maksud dosen adalah untuk memberi masukan tapi menurut saya cara tersebut salah dan itu membuat saya merasa semakin cemas saat presentasi” [IH]. “Terkadang dosen yang terlalu tegas membuat suasana menjadi lebih menegangkan dan itu salah satu sumber kecemasan saya” [AFS]

Conclusion

Based on the data of the research result, the writer is drawn conclusion about “what are the level of anxiety experienced by students during presentation and what are the internal and external factors that cause speaking anxiety in presentation of English Education Department of STKIP Muhammadiyah Bogor” as followed:

1. From the data analysis result in questionnaire, the writer found that the most of students are at “Medium anxiety” level without “Relaxed” and Very Relaxed. There are 6 (23%) students who experience “High Anxiety”

level, 11 (42%) students are in “Medium Anxiety” level, and 9 (35%) students from 26 students, is in “Low Anxiety” Level. The result of this research show that from psychological aspect almost a half of students(42%) are in the level of moderate anxiety, 6 students (23%) are in the level of severe anxiety, and 9 students (35%) are in the level mild anxiety. There are many students experienced anxiety in the class A at second semester of English Education Department and it give negatively affects for students in presentation performance.

2. From the interview result, the writer found that internal and external factors that may contribute anxiety in presentation of English Education Department of STKIP Muhammadiyah Bogor. There are 3 internal factors which found in this study, they are: afraid of making mistake, lack of preparation, and low-self confidence. The source of anxiety are not only from internal factor but also from external factor, those factors are: afraid of classmate, and the role of lecturers.

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