

**STUDENTS' EXPERIENCES OF SPEAKING ANXIETY
IN ENGLISH CLASS PRESENTATIONS:
THE DESCRIPTION OF FACTORS AND STRATEGIES
THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining
the Bachelor Degree of English Language Education



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Semarang, 22nd May 2025

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DEDICATION

اللَّهُمَّ صَلِّ عَلَى سَيِّدِنَا مُحَمَّدٍ

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ABSTRACT

Title : Students' Experiences of Speaking Anxiety in English Class Presentation: The Description of Factors and Strategies
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This study explores students' experiences with speaking anxiety during English class presentations. The purpose of this study is to identify the factors that contribute to students' speaking anxiety and to investigate the strategies used to overcome anxiety during English class presentations. Conducted among second-semester English Education students at UIN Walisongo Semarang in the 2024/2025 academic year, this study offers valuable insights for educators, students, and future researchers concerned with language learning anxiety. Using a qualitative descriptive method, the data were collected through questionnaires distributed to 31 students and semi-structured interviews with four participants from class 2D. Methodological triangulation and member checking were used to ensure data validity. The findings revealed that speaking anxiety is caused by three interrelated factors, communication apprehension, test anxiety, and fear of negative evaluation, with fear of negative evaluation being the most dominant. The students stated that limited vocabulary, grammar weaknesses, and fear of social judgment often triggered anxiety during presentations. In response, the students adopted five coping strategies namely, relaxation, positive thinking, peer seeking, and resignation. Among these strategies, preparation, relaxation, and positive thinking were the most frequently used. This study concludes

that although anxiety remains a significant obstacle, students actively manage their fear through various coping strategies.

Keyword: Speaking Anxiety, English Class Presentation, EFL Students

MOTTO

وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ
لَّكُمْ ۗ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

“And it may be that you dislike a thing which is good for you, and it may be that you like a thing which is bad for you. And Allah knows, while you do not know.” (2:216)

“You are always one decision away from a completely different life”
(Amanda Hanson)

“It will pass, everything you’ve gone through it will pass”
(Rachel Vennya)

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about the background of the research, the research question, the objective of the research, and the significance of the research. For the details of each point mentioned are as follows:

A. Background of The Research

Speaking anxiety is a problem often faced by university students, especially in the context of class presentations. The author chose the title “Students’ Experiences Of Speaking Anxiety In English Class Presentations: The Description Of Factors And Strategies” because the author believe that understanding students' experiences in dealing with this anxiety is crucial to improving their communication skills. As a student, the author has also felt deep anxiety when it comes to speaking in front of the class, especially in English. This personal experience made the author realize that there are probably many students who experience the same thing and it is important to understand the factors that can affect one's anxiety level, ranging from lack of preparation to fear of negative judgment from classmates.

In an educational context, students are required to be able to communicate well, and speaking ability is one of the indicators of academic success. However, not all students have the same confidence, especially those who are new to university. They often feel pressured to adjust to a new environment that demands active participation and good speaking skills. This study focuses on second semester students in the English Education Study Program at UIN Walisongo to explore their experiences in dealing with public speaking anxiety.

Speaking is the means by which people communicate with each other. By speaking, people around the world send information and let others know what the speaker is talking about. Therefore, speaking is a common activity in daily life and to communicate through speech that involves interaction between those who speak and those who listen (Siagian & Adam, 2017). Speaking can be understood as the act of producing meaningful words in order to communicate. People need to communicate in order to fulfill their demands for the flow of ideas, messages, opinions, and information. The ability to use language knowledge in real-world conversation is speaking (Christy et al., 2021). Speaking requires the development of words into sentences, the use of linguistic

structure, and information that the listener will find acceptable and understandable from the speaker (Siagian & Adam, 2017). One of the most important components of acquiring a second or foreign language is speaking. Speaking with friends and even foreigners in a language that they both understand when speaking English is undoubtedly the aim of many English language learners.

Speaking is the largest challenge faced by English language learners, nevertheless (Muamaroh et al., 2020). “Speaking is one of the basic skills that everyone has, so everyone can communicate and interact with others, (Nadia & Yansyah, 2018). However, not everyone can speak well in front of the audiences, especially in English”. According to (Bogodad et al., 2021) is a vital communication technique. Speaking allows people to express their thoughts, feelings, opinions, and ideas in their own unique ways. Speaking is an interactive process that involves producing, receiving, and processing information from both the speaker and the listener. Speaking is a useful ability that cannot be isolated from listening abilities. (Pohan & Nany Kusumawardany, 2023) stated that speaking is one of the linguistic skills that students must develop when studying a foreign language.

English is an international language that is used to facilitate communication and interaction with people worldwide. It is a language that is almost universal. According to (Mallyar, 2018), around 375 million people worldwide speak English as their first language, and another 375 million speak it as a second language. The number of people speaking English as a second language will soon surpass that of people speaking it as their first language. It's estimated that 750 million individuals speak English as a second language. Additionally, English is crucial in helping pupils develop their ability to speak the language fluently. Some academic setting even mandate that pupils use English when speaking with classmates or teachers during class activities. Since speaking is one of the four English language abilities that are necessary for teaching the language in schools, it must be mastered before language learners may master the other three, which are writing, reading, and listening. As stated by (Rao, 2019) stated that out of the four primary abilities needed to acquire a foreign or second language, speaking is the most crucial to master. Speaking is therefore a talent that is utilized as a standard for evaluation in English classes.

Students frequently suffer anxiety in the classroom, particularly when confronted with difficult assignments or tests.

When learning a foreign language in class, students may feel self-conscious about their blunders or their lack of comprehension of the subject matter. This can make them afraid to speak up or take part in class discussions, which makes their anxiety even worse (Mulyana et al., 2024). Language acquisition is negatively impacted by language anxiety. Such anxiety must be treated right away because it can hinder language acquisition and result in insufficient proficiency (Alharbi, 2021). Anxiety is defined as a state of uneasiness and apprehension of fear generated by the anticipation of something threatening. Among the mental diseases that public speakers experience most frequently are anxiety disorders (Saharani, 2023). Anxiety has been determined to be one of the major factors influencing oral presentation performance, especially for foreign and second language learners. Speaking nervousness as a significant element influencing students' oral presentation performance (Tian & Mahmud, 2018). One of the biggest obstacles to good communication, especially in educational contexts, is speaking anxiety. It has been extensively researched and shown to be a significant element influencing how well students perform in oral presentations, particularly when they are learning English as a second language. Anxiety has a devastating effect on

pupils' capacity to do effectively in oral assessments, resulting in a detrimental impact on their speaking skills. This may be the result of a number of psychological issues, including communication anxiety and the dread of receiving a poor assessment (Mohamad et al., 2023).

Speaking anxiety is a common challenge that students face, especially during presentations. Moreover, speaking anxiety affects both the cognitive and emotional aspects of language learning. Researchers have shown that anxiety can result in physical symptoms such as trembling, sweating, and avoiding eye contact, which further hampers presentation performance (Amini et al., 2019). Furthermore, anxiety and self-confidence are closely related, where lower self-confidence often leads to higher anxiety and poor speaking result (Salim, 2022). While previous studies, such as (Alharbi, 2021), have examined the impact of general speaking anxiety on oral presentation performance, many have focused on physical manifestations like lack of eye contact, stiff body movement, or the use of scripts during presentations. These studies, however, frequently ignore students' subjective experiences, which are essential for comprehending how anxiety presents itself in particular situations. Further research is necessary to fully understand the emotional and psychological aspects of speaking

anxiety, such as students' emotions of pressure, inadequacy, or fear. Furthermore, little is known about how different presentation formats such as individual versus group presentations affect students' anxiety levels.

One significant gap in the existing literature on speaking anxiety is the limited exploration of students' personal experiences and perspectives during English class presentations. Previous research has mostly focused on assessing the impact of anxiety on performance, but they frequently miss the subjective feelings and emotional responses that students confront in these situations. For example, (Alharbi, 2021) investigated general speaking anxiety and its impact on oral presentation performance, but did not go into the unique experiences of students experiencing anxiety during class presentations. Similarly, (Hafizhatu Nadia, 2020) emphasized the negative influence of anxiety on language acquisition but did not address how students perceive and cope with anxiety in real-time presentation circumstances. Furthermore, while some research has identified physical manifestations of speaking anxiety, such as avoidance behaviors and physiological symptoms (Amini, et al 2019), there is still a lack of qualitative insights into how classroom interactions, peer support, and teaching methods influence these

experiences. For example, (Tian & Mahmud, 2018) addressed the impact of speaking nervousness in influencing students' performance, but did not investigate how diverse classroom dynamics contribute to or alleviate anxiety. Furthermore, Budayanti et al., (2023) classified speaking anxiety but did not look into how different presenting formats, such as solo versus group presentations, affected students' anxiety levels. This lack of thorough understanding of the emotional and psychological dimensions of speaking fear creates an important opportunity for future research.

One important area that needs to be addressed is the lack of understanding regarding how students experience speaking anxiety during English class presentations. While previous studies have often focused on measuring the impact of anxiety on performance, they rarely explore students' personal perspectives and experiences with speaking anxiety in-depth. Therefore, this study aims to fill these gaps by focusing on students' experiences of speaking anxiety during English class presentations. By explore the factors that cause students anxiety in speaking English foreign language and strategies that can help students manage their anxiety.

B. Research Question

In an effort to gain a deeper understanding of students' experiences of speaking anxiety during English class presentations, this study will address several key questions. These questions are designed to explore the relationship between speaking anxiety, students' perceptions of their speaking ability, and their overall presentation experiences. The research questions to be explored are as follows:

1. What factors, in the students' view, contribute to speaking anxiety in English presentations ?
2. What strategies, in the students' view, help them manage speaking anxiety during English class presentations, and how effective are these strategies ?

C. The Objectives of the Research

According to the formulated research questions which become the focus or benchmark of the research, here are some objectives that the researcher will reach from conducting the research:

1. To identify and analyze the factors that contribute to speaking anxiety among students in English class presentations

2. To investigate the strategies students use to manage their speaking anxiety during English class presentations and assess their perceived effectiveness.

D. Significance of the Research

This research is expected to provide significant contributions both theoretically and practically in the context of English language learning, particularly concerning speaking anxiety and student experiences during presentations.

1. Theoretical Benefit

Theoretically, this study contributes to the understanding of speaking anxiety in English class presentations. It explores the factors influencing students' anxiety and its impact on their performance and confidence. By examining students' experiences and coping strategies, this research provides insights for further studies in language learning, educational psychology, and strategies to manage speaking anxiety.

2. Practical Benefit

- a. For the Students

For students, the author aspires that this research will help them gain a deeper understanding of how speaking anxiety affects their performance and overall experience.

during English class presentations. By uncovering the factors that trigger anxiety and exploring effective coping strategies, the author believe students can develop methods to enhance their confidence and speaking abilities, ultimately leading to more positive experiences in delivering presentations.

b. For the Teacher

For educators, the author hopes this study serves as a valuable reference for understanding the specific challenges students face during presentations. By recognizing students' anxiety levels and their perceptions of their speaking abilities, teachers can implement targeted strategies to alleviate anxiety and enhance students' speaking skills.

c. For the Next Researcher

For next researchers, the author hope that the findings of this study will provide a foundational reference for further investigations into speaking anxiety within educational contexts. This research may also pave the way for exploring additional variables that impact speaking anxiety and student performance, as well as developing innovative methodologies for research in this area.

d. For the Researcher

As the researcher, the author views this study as an opportunity to delve deeply into the topic of speaking anxiety and student experiences within an academic framework. This process will not only enrich my understanding of empirical research but also enhance my skills in data analysis and academic writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter highlights two major points (A) previous study and (B) literature review.

A. Previous Research

In this section, the researcher will show the result of some different studies reviewed. These following studies offer discussion related to the topic discussed in this thesis.

The research by (Haratikka & Sony, 2023), entitled “Student Anxiety in Presentation” discusses the concerns of students during presentations in college. this study found various fears experienced by students when asked to share their views in public. The study utilized a qualitative method by using questionnaires and interviews to collect data, which indicated two main anxiety factors experienced by students, namely internal and external factors. The findings revealed that students are more likely to experience internal issues such as self-doubt and fear of negative judgment, which are often compounded by external pressures from peers and teachers. This research shows that lack of mastery of the presentation topic leads to low self-confidence, which increases the level of anxiety, to reduce

this problem, this researcher recommends that students make preparations before the presentation and students also need to read enough material to better understand what they will deliver. This study is important for current research as it emphasizes the importance of preparation in managing speaking anxiety.

The similarity between the research conducted by Haratikka & Sony (2023) and this research is that both discuss student anxiety in presentations. The method used in these two studies also has similarities, namely a qualitative approach, using interviews and questionnaires as data collection techniques. However, there are differences with this research, where Haratikka & Sony research focuses more on identifying the anxiety factors experienced by students during presentations by examining students in general. Whereas this study explores not only the factors that cause anxiety but also the strategies students use to overcome it, based on (Kondo, 2004) theory and specifically examines second-semester students in the English Education Study Program at UIN Walisongo, focusing on their subjective experiences in English class presentations. The two studies had slightly different objectives where, Haratikka & Sony aimed to identify

anxiety factors and the importance of preparation in reducing speaking anxiety. Whereas this study aims to identify the factors that cause anxiety as well as explore the strategies students use to understand in the context of English presentations.

The research by (Haratikka & Sony, 2023) with (Alharbi, 2021) has similarities, namely discussing student anxiety when making presentations, but there are differences in the approach and focus of research. Both studies highlight the factors that cause public speaking anxiety, such as lack of mastery of the material and fear of negative judgment. However, Haratikka & Sony focused more on the internal and external factors affecting students' presentation anxiety in higher education, with the main finding that lack of self-confidence and pressure from the social environment exacerbate anxiety. On the other hand, Alharbi examined speaking anxiety in the context of EFL students in Saudi Arabia, focusing on the level of anxiety, physical symptoms exhibited, as well as factors contributing to speaking anxiety in oral presentations. Alharbi study used quantitative methods with surveys and observations to measure anxiety levels, while (Haratikka and Sony study used qualitative methods to explore students' experiences in

more depth. Thus, these two studies complement each other in providing insight into public speaking anxiety, both from the subjective perspective of students and from quantitative measurements of the behaviors shown during presentations.

(Alharbi, 2021) in his research entitled "Speaking Anxiety during English Oral Presentations: Investigating Saudi Undergraduate EFL Learners' Behaviors" discusses about students at the tertiary level must be placed in an interactive learning setting since traditional lectures are no longer the most effective method of getting students involved in active learning. One of the criteria for passing the course in the department of English and Translation at Qassim University is the performance in the oral presentation simulation. Since this performance of a presentation is not just dependent on the cognitive domain but also the affective dimension, and speaking anxiety can be detrimental to students' performance affecting their learning motivation in the long run and grades in the short term. this study investigates the degree of anxiety, symptoms of anxiety, and contributing factors to oral anxiety among Saudi EFL students. The study sample consisted of fifty students from the second semester of the English and Translation department at Qassim University.

Data were gathered from the participants through surveys, in-depth interviews, and direct observation. The findings of this study indicate that students frequently exhibit signs of anxiety, including using the script, contradictory body language, poor eye contact, rigid facial expression, excessive hand and leg movements when presenting material in front of peers, avoiding eye contact with the teacher, stammering, aimlessly, or remaining silent. The study's final analysis of some of the factors that contribute to oral anxiety shows that students are afraid of being ridiculed, taken out of place, or humiliated for their poor grammar.

The study concludes with recommendations for actions such as evaluating the university English coursebooks and improving simulation implementation with appropriate teaching resources, guidelines, and exercises. Analysis of the language anxiety among the students during the oral presentation simulation assists in promoting the activity's long-term application in the classroom. To find out what other causes of anxiety arise during oral presentations with students enrolled in different courses, more thorough research must be conducted. Students from other departments should be studied.

While Alharbi (2021) research mainly focused on measuring anxiety levels and observable behaviors, this study aims to delve deeper into students' personal experiences and coping mechanisms. This qualitative approach allows for a deeper understanding of how anxiety manifests in specific contexts, such as classroom dynamics and interactions with peers. From such gaps, this study contributes to a more comprehensive exploration of speaking anxiety, offering insights that can help educators develop effective strategies to support students in managing their anxiety during presentations.

The research by (Humaera & Pramustiara, 2022), entitled “Students’ Anxiety in Speaking in Front of the Class” this study aims to investigate the factor that causes students to feel anxious during impromptu activities in speaking class. The method of the research is qualitative description. An open-ended questionnaire was used to collect the data. For this study, nine students from class A participated in the second semester of the 2019–2020 academic year. Participants were chosen based on their prior experience with spontaneous speaking class activities. Three stages of analysis were used in this qualitative study, familiarization and organization, coding and reduction,

interpretation, and representation. This study found that teachers used impromptu activity performance to create and provide a learning environment that made students feel less nervous about speaking in front of the class. The students were majoring in English education at one of Southeast Sulawesi's higher education institutions, and they experienced speaking anxiety when performing impromptu activities in speaking class. The findings showed that students experienced nervousness, fear and worry, and a lack of vocabulary during impromptu activities. Additionally, the findings showed their reasons for feeling anxious and how they overcame their anxiety.

The research by (Alharbi, 2021) and (Humaera & Pramustiara, 2022) have similarities in discussing the phenomenon of speaking anxiety in the context of English language learning. However, there are differences in the focus of each study. Alharbi focuses more on measuring the level of anxiety and behaviors seen during academic presentations at the university level, highlighting the visible signs of anxiety as well as the main factors that cause it. Meanwhile, the study by Humaera and Pramustiara focuses more on the anxiety that arises in spontaneous speaking activities in class, and how the learning environment

created by teachers can help reduce this anxiety. Thus, although both studies address speaking anxiety, Alharbi (2021) study focuses more on anxiety in formal presentations, while Humaera and Pramustiara study highlights anxiety in unprepared speaking situations. These two studies complement each other in understanding the different aspects of speaking anxiety in English language learning.

The difference between research by Humaera & Pramustiara (2022) and this research is that Humaera & Pramustiara research investigated the factors contributing to students' anxiety during impromptu speaking activities, revealing that while teachers aim to create a supportive learning environment, students still experience significant nervousness, fear, and vocabulary limitations. Whereas this study focuses on students' experiences of speaking anxiety specifically during English class presentations, emphasizing individual perceptions about factors contributing to and coping strategies for speaking anxiety. Both highlight the same prevalence of speaking anxiety among English language education students. However, Humaera & Pramustiara study centered more on impromptu activities and the role of the learning environment in reducing

anxiety, whereas this research delved deeper into the personal experiences and strategies used by students to manage their anxiety during class presentations. Both studies complement each other by addressing different aspects of speaking anxiety in an educational setting.

The research conducted by (Amini, et al 2019), “A Correlation between Students’ Anxiety Levels and Oral Presentation Performance in EFL Speaking Class”. The purpose of this research was to find out whether there is a relationship between students' anxiety level and anxiety level and oral presentation performance in EFL speaking class. The population of this research was the 4th semester students in English Education Study Program of Bengkulu University class A, B, and C with 51 students randomly selected as the as the sample. The design of this research was descriptive quantitative with questionnaire and presentation test as instruments. The questionnaire of this research was FLCAS (Foreign Language Classroom Anxiety Scales) by Horwitz et al., (1986). Meanwhile, the presentation test was a presentation test rubric that was scored by two raters in order to find the reliability of the test. The results of this study showed that There was a significant negative correlation between students' anxiety

level and oral presentation. The results also showed that most of the students had "Mildly Anxious" level of anxiety and "Basic" category of presentation test score. It can be concluded that anxiety can affect students' speaking ability especially when making a presentation in front of the class. Some factors such as fear of making mistakes, fear of being seen by many people, or fear of being interrupted by the lecturer can increase students' anxiety.

The research conducted by (Humaera & Pramustiara, 2022) and (Amini et al., 2019) both discuss speaking anxiety in English language learning, but with different approaches and focuses. Humaera & Pramustiara used a qualitative approach with descriptive methods to explore the factors that cause speaking anxiety in spontaneous situations, as well as how the learning environment can help reduce anxiety. Meanwhile, (Amini, et al. 2019) used a quantitative approach with correlational methods to measure the relationship between students' anxiety levels and their performance in oral presentations using the FLCAS (Foreign Language Classroom Anxiety Scale) and a presentation evaluation rubric. Thus, these two studies complement each other in understanding the impact of speaking anxiety, with Amini et al. focusing more on the

quantitative aspect and measuring the relationship between anxiety and performance, while Humaera and Pramustiara focused more on exploring the experiences and factors that cause anxiety in spontaneous speaking situations.

Additionally, the research conducted by Amini, et al has similarities with this study, which both highlight speaking anxiety when making presentations. Amini,et al research used a quantitative approach to explore the correlation between anxiety levels and oral presentation performance through the FLCAS questionnaire and rubric-based presentation test. Meanwhile, this study uses a qualitative approach to explore students' experiences of speaking anxiety during presentations, focusing on their personal opinions, factors that influence anxiety, and strategies used to overcome it.

(Hafizhatu Nadia, 2020), in her research entitled “Students’ Anxiety in Speaking English”. The purpose of this study was to find out the factors that cause students' anxiety about speaking English in class. In addition, investigating students' anxiety might contribute to students' motivation to have more opportunities to use the target language in everyday life and for academic purposes. This study used a case study as the research design of students'

anxiety in speaking English in the classroom. Therefore, this study was conducted in a small scale and would not attempt to make any generalization as a general condition of the other students. The instrument used for data collection was interviews. The participants were second year students of English education in a speaking class. There were 17 students who participated in this study. Out of the 17 students, only 4 (four) students were selected as respondents for the interview. The data from the observations were analyzed descriptively. Research by (Hafizhatu Nadia, 2020) found that students experience two types of anxiety, the nature of anxiety and static anxiety. The findings also indicated that students' anxiety in English class was caused by lack of vocabulary and lack of preparation before giving their presentation in front of the class.

The studies by Amini, et.al and Hafizhatu Nadia make significant contributions to understanding speaking anxiety among English language education students, but differ in scope, methodology and specific areas of focus. Both studies discuss student anxiety in speaking English, but with different focuses and approaches. Research focuses on the factors that cause speaking anxiety in English classes

using a qualitative method of case study approach through interviews and observations of a small number of participants, so the results are more exploratory and cannot be generalized. Meanwhile, Amini et al., (2019) examined the relationship between anxiety levels and oral presentation performance in English speaking classes using a quantitative approach. Using the FLCAS questionnaire and presentation test. The similarity of these two studies is that they both highlight speaking anxiety in English and its impact on student performance. However, the difference lies in the research methods used.

(Budayanti et al., 2023), “Students’ Anxiety in Speaking English in The Classroom”. The goal of this study was to determine students' anxiety level and factors that contribute to their anxiety when speaking in English. This study employed a mixed-mode survey methodology that collects and analyzes both quantitative and qualitative data. This study was carried out at a single public school in Bali's Singaraja. This study had 60 students as participants. The instruments employed in this study were questionnaires and interviews. The FLCAS (Foreign Language Classroom Anxiety Scale), a questionnaire adapted from Horwitz et al., (1986), was given out to students in order to gauge their

level of speaking anxiety. Using a Google Form, the survey was administered and translated into Indonesian. Furthermore, interviews were performed to identify the causes of students' fear when speaking English. There are five individuals with varying levels of speaking anxiety, and the interview consists of five questions. The interview was performed in-person in Indonesian via voice recording, which was subsequently transcribed to prevent erroneous data. Results showed that 20% of subjects felt very anxious, 42% felt anxious, 23% felt mildly apprehensive, 8% felt calm, and 5% felt very relaxed. Indicators of linguistic anxiety were also identified during the interview. The findings indicate that the main reasons of students' anxiety were feelings of insecurity and worry of receiving a poor grade. According to this study, fear may be a major contributing element to students' passivity and lack of effort when speaking English in class. In order to assist students, overcome their fear, teachers are urged to talk to them about it.

The research by Hafizhatu Nadia and Budayanti, et.al has similarities, namely examining students' anxiety in speaking English in class and the factors that cause it. In addition, both studies also used interviews as an instrument

to collect data from students. The difference lies in the research methods used. (Hafizhatu Nadia, 2020) used a qualitative approach with a case study on a small scale and only interviewed four students, while (Budayanti et al., 2023) used a mixed-method, combining quantitative data from the FLCAS questionnaire and interviews with five students on a wider scale with 60 participants. Although different in method, both studies show that speaking anxiety can hinder students' participation in class, so the role of the teacher in helping students overcome anxiety is crucial. Additionally, Budayanti, Permana, and Putra research has similarities with this study in that both address the issue of speaking anxiety in an educational context and understand the factors that contribute to speaking anxiety. However, there are differences that in the methodology section where this study uses qualitative methods that focus on the personal experiences of the students, exploring what factors influence and what strategies are used to overcome them. Whereas the study used mixed methods, namely qualitative and quantitative, to identify feelings of insecurity and fear of poor grades as the main anxiety triggers.

The research by (Fatimah Hidayahni Amin & Nur Masthurah, 2023), entitled “Exploring Students’ Speaking

Anxiety in EFL Classroom”. The purpose of this study was to identify the various types of students' speaking anxiety and their coping techniques in an EFL classroom setting. This study was carried out utilizing the descriptive qualitative approach. The data were gathered using an observation checklist, an in-depth interview, and an online questionnaire. This study's participants were first, third, and fifth-semester Business English Communication students at Universitas Negeri Makassar. According to the findings of this study, more students experience state anxiety and situational anxiety than trait anxiety, which is the form of anxiety that arises when speaking English as a foreign language. Furthermore, it was discovered that most students in the first, third, and fifth semesters used various tactics in doing preparation, relaxing, positive thinking, and consulting a peer as coping strategies with speaking fear.

The research by (Fatimah Hidayahni Amin & Nur Masthurah, 2023) with the research by (Budayanti et al., 2023) have similar highlight students' speaking anxiety in a classroom context. However, there are differences in their research approach and scope. Fatimah Hidayahni Amin and Nur Masthurah used descriptive qualitative methods with Business English student subjects, who identified

situational anxiety and state anxiety as the most commonly experienced types. Meanwhile, Budayanti, Permana, and Putra applied a mixed methods approach by using the FLCAS questionnaire to quantitatively measure students' anxiety levels. In addition, Fatimah Hidayahni Amin and Nur Masthurah research focused more on coping strategies such as preparation, relaxation, and consultation with peers, while Budayanti, Permana, and Putra focused more on the factors causing anxiety, particularly insecurity and fear. Additionally, the research conducted by Fatimah Hidayahni Amin and Nur Masthurah has similarities with this study, namely in the objectives and methods. where both identify speaking anxiety and techniques to overcome their speaking anxiety in the classroom environment. The difference is the research setting and subject. Fatimah Hidayahni Amin and Nur Masthurah research was conducted at the English Education Study Program of Muhammadiyah Makassar University and used first, third and fifth semester students as subjects to compare the level of anxiety experienced among the 3 subjects. While this study was conducted at the English Education Study Program of UIN Walisongo, and the subjects were only second semester students to

understand the experience of students when facing anxiety speaking in class presentation.

The research conducted by (Tian & Mahmud, 2018), entitled “A Study of Academic Oral Presentation Anxiety and Strategy Employment of EFL Graduate Students”. This study aims into the factors that contribute to academic oral presentation anxiety, the differences in strategy employment for academic oral presentations between English majors and non-English majors, the relationship between academic oral presentation anxiety and strategy employment, and the differences in oral communication strategy employment between high- and low-anxious students. The survey included 61 students (15 Taiwanese and 46 international) from universities in North Taiwan, with 24 majoring in English and 37 majoring in other languages. Students completed two questionnaires: the Personal Report of Public Speaking Anxiety (PRPSA) (McCroskey, 1970) and the Oral Communication Strategy Inventory (OCSI) (Nakatani, 2006), and a follow-up interview was conducted with high and low-anxiety students based on the PRPSA results. The findings revealed that the three most common sources of concern were presentation topic, speaking ability, and delivery skill.

Furthermore, there was a substantial difference in the usage of Social Affective Strategies between English and non-English majors. Furthermore, negative significant connections were discovered between the usage of Message Abandonment methods and the attempt to think in English strategies. Furthermore, there was a statistically significant difference in the usage of Message Abandonment methods between students with high anxiety and low anxiety. The pedagogical implications for lowering anxiety in academic oral communication were explored.

(Fatimah Hidayahni Amin & Nur Masthurah, 2023) and (Tian & Mahmud, 2018) research share a common theme of highlighting the importance of coping strategies in reducing speaking anxiety and providing insights into how university students overcome their fears in EFL speaking contexts. However, the difference between them lies in their scope, where Fatimah Hidayahni Amin and Nur Masthurah analyzed speaking anxiety in a general EFL classroom setting with focusing on students at different academic levels, whereas Tian and Mahmud specifically examined anxiety in academic oral presentations and differentiated between English and non-English major students, and

identified variations in strategy use and anxiety levels, respectively.

The research conducted by Tian and Mahmud investigated various aspects of academic oral presentation anxiety, specifically focusing on differences between English and non-English majors regarding anxiety levels and strategies used during presentations. The study identified three main sources of anxiety: content, oral proficiency, and delivery skills, while highlighting significant differences in the use of social-affective strategies between the two groups. In contrast, this study centered on the experiences of English education students by exploring their personal experiences with speaking anxiety during English class presentations and did not use a blended approach. This study emphasizes qualitative insights into students' subjective experiences of speaking anxiety with a focus on what factors contribute and the coping strategies students employ, aiming to fill the gap in understanding how classroom dynamics affect anxiety. As such, both studies examine the phenomenon of speaking anxiety and contribute to the broader discourse on speaking anxiety but differ in their methodological approaches and specific areas of focus.

(‘Aathifah et al., 2023), in their research entitled “The Contributing Factors of Students’ Speaking Anxiety in EFL Classroom Presentation”. The goal of this study was to examine the characteristics of students who are anxious about speaking English in presentation class, as well as the external factors that contribute to students' speaking anxiety in presentation class at SMA Negeri 51 Jakarta, class XI IPS 4. This study employed a qualitative research approach. The present research design used a descriptive technique framework. This study's participants were students from class XI Social at one of Jakarta's public senior high schools who participated in English presenting activities. It is a regular, with a total of 36 students. It has sixteen female pupils and sixteen male students. However, twenty-three students took an English presentation class in April 2023 and were involved in this study. Data was collected by observation in class presentation XI Social 4, and semi-structured interviews were done online via WhatsApp. This interview featured seven students from Class XI Social 4.

This research employs thematic analysis, which involves the following steps: 1) familiarizing with the data, 2) generating initial codes, 3) looking for themes, 4) reviewing prospective themes, 5) defining and identifying

themes, and 6) creating a report. In the first data set, the researcher discovered anxiety-related traits in class XI IPS 4 pupils, which could be seen from three perspectives: physical, emotional, and psychological. Meanwhile, the second data discovered that external causes affecting students' speaking anxiety in class XI IPS 4 in the presentation class were caused by two components: the audience component and the material component.

The research between (Tian & Mahmud, 2018) and ('Aathifah et al., 2023) has differences in research focus, participant demographics, and methodology. The study 'Aathifah, Sundari, and Retnomurti specifically examined high school students' anxiety in EFL presentation classes, emphasizing external factors contributing to their anxiety, using a qualitative descriptive approach through classroom observations and interviews. Meanwhile, (Tian & Mahmud, 2018) focused on academic oral presentation anxiety among graduate students, exploring not only the sources of anxiety but also the strategies students use to cope with it, using a mixed-method approach, combining surveys and statistical analysis. Despite these differences, both studies identified key anxiety-inducing factors such as speaking ability and delivery skills. In addition, research conducted by Aathifah,

Sundari, and Retnomurti has similarities with this research in terms of objectives and methods. The difference lies in the research background and subjects. Aathifah, Sundari, and Retnomurti research was conducted in class XI Social at one of Jakarta's public senior high schools. While this research was conducted in second semester English education students at UIN Walisongo. This research also emphasizes more on students' subjective experiences, while Aathifah, Sundari, and Retnomurti research emphasizes more on identifying anxiety characteristics from a physical, emotional, and psychological perspective.

The research conducted by (Utari et al., 2024), entitled “Speaking Anxiety in Oral Presentation of EFL Students”. This study examined the level of speaking anxiety among fourth-semester students in Universitas Tanjungpura's English Education Study Program. In this study, the researcher employed a quantitative descriptive method. The purpose of this study is to determine the level of anxiety that students experience during classroom presentations. Data was collected through interviews and questionnaires using the FLCAS (Foreign Language Classroom Anxiety Scale) developed by (E. Horwitz et al., 1986). Students' language anxiety was measured using a 5-

point Likert-scale ranging from "strongly disagree" to "strongly agree". In this study, the researcher discovered that the overall students' anxiety level in the fourth semester students of the English Education Study Programme of Universitas Tanjungpura was 70.05. Based on the FLCAS approach of measuring anxiety, it is possible to conclude that fourth-semester students' anxiety level during oral presentations is moderately low.

The studies by ('Aathifah et al., 2023) and (Utari et al., 2024) has significant differences in focus and research approach. The study by 'Aathifah, Sundari, and Retnomurti focuses on identifying external factors contributing to students' speaking anxiety in a high school environment, using a descriptive qualitative approach with observations and semi-structured interviews. Meanwhile, the study by Utari et al. quantitatively measured the level of speaking anxiety among students using the FLCAS questionnaire. Although there are differences in methodology, both studies highlight that speaking anxiety is a common challenge among EFL students during presentations. Additionally, the research conducted by Utari et al. has similarities with this research in that its research focus is understanding the phenomenon of speaking anxiety during presentations in

class. The difference lies in the research method and subject. Utari et al. research used quantitative methods to examine the level of speaking anxiety among fourth-semester students in Tanjungpura University's English Education Study Program. Meanwhile, this research uses qualitative methods to understand more deeply the emotional and psychological aspects of speaking anxiety, exploring the influencing factors and strategies to overcome them.

B. Review of Related Literatures

This section discusses the phenomenon of speaking anxiety among students during English class presentations, focusing on key findings from prior research. It covers various aspects of speaking anxiety, including its the nature of speaking anxiety, effects on student performance. By examining these elements, this literature review aims to provide a comprehensive understanding of students' experiences with speaking anxiety in English class presentations.

1. The Nature of Anxiety

a) Definition of Anxiety

According to (Hafizhatu Nadia, 2020) Anxiety is feeling of tenseness, apprehension, nervousness, and worry about possible unfavorable outcomes or events. Anxiety is the subjective sensation of trepidation, fear, or even dread that causes a learner to lose focus, become forgetful, perspire, and have palpitations. Anxiety is a natural emotional response that is both reasonable and expected when faced with actual or potential danger. Anxiety can arise in academic contexts, such as during exams or situations where students feel under threat. These circumstances can lead individuals to perceive themselves as unable to manage the task at hand, resulting in heightened anxiety and fear of losing focus. (Utari et al., 2024) stated students often experience speaking anxiety, particularly when expected to perform in front of the class. Anxiety is a negative reaction encountered during foreign language acquisition, especially when expected to perform in a second language. Meanwhile, (Mohd Naser & Mat Isa, 2021) mentioned that anxiety was caused by our mental state of anxiousness and unknown fear that was only indirectly

tied to an object. For example, anxiety can emerge when there is a triggering point, such as a circumstance, object, or pressure.

Anxiety itself is defined as a subjective sensation of tension, anxiety, nervousness, and worry brought on by a vague fear that is unrelated to the object and that stimulates the autonomic nervous system (Nur et al., 2020). According to (Muamaroh et al., 2020) “Anxiety is feelings of tension, apprehension, nervousness and worry about potential negative outcomes or events” Muamarah et.al said also stated that anxiety is a subjective feeling of unease, discomfort, apprehension or fearful concern accompanied by a host of autonomic and somatic manifestations. According to (Pohan & Nany Kusumawardany, 2023) anxiety is a state of mind in which a person is uncertain about their talents or what they want to do. Many pupils had difficulty speaking English as a foreign language and speaking anxiety is one of the most common obstacles that students have when speaking in a foreign language.

Additional by (Nur et al., 2020) that pupils who had high anxiety had a negative attitude towards the oral

exam. Students' anxiety can significantly impact their ability to learn English. The level of linguistic anxiety experienced by a person greatly influences the learning process. Anxiety throughout the learning process has become a severe issue. Their research also states that anxiety can be defined as the unease that people feel before to, during, and following public speaking. The premise of the statement is that language learners may perform poorly orally when they are concerned because worry causes them to feel uneasy and unconfident when speaking in front of the class. (Horwitz, E., Horwitz, and Cope 1986) state foreign language anxiety learners experience the same subjective emotions, psycho-physiological symptoms, and behavioral reactions as anyone with any other type of anxiety. They feel nervous, anxious, even afraid. They experience palpitations, perspiration, forgetfulness, and difficulties focusing.

Furthermore, based on ('Aathifah et al., 2023) students who experience anxiety during learning a foreign language may think that the process is unpleasant. Students may therefore become less motivated and interested in studying a foreign language

if they are nervous about it. They can view the educational process as more of a chore or a challenge rather than something they love. Long-term or severe anxiety can also hinder a student's ability to learn and speak the target language with confidence.

Anxiety related to learning English is known as language anxiety. Anxiety is a significant component that might disrupt the learning process. Foreign Language Anxiety (anxiety about learning a foreign language) is a concern or negative emotional reaction that occurs while studying or speaking English. Understanding a Foreign Language Anxiety disorder is a "distinct complex of self-perceptions, beliefs, feelings, and behaviours associated with classroom language learning arising from the uniqueness of the language learning process". Foreign Language Anxiety has three dimensions: communication apprehension, exam anxiety, and dread of poor evaluation. The English teaching and learning method is intended to help students understand and analyze English in order to pass the exam. In fact, Indonesian education gives few opportunities for pupils to apply what they have learned communicatively outside of classroom. As

a result, the English teaching and learning process places more emphasis on "learning about English" than "learning how to use English" (Nur et al., 2020). All of these definitions demonstrate that it is a feeling that is intimately tied to the psychological system of individuals who are experiencing feelings beyond what would ordinarily be.

From the previous definitions of anxiety, it can be concluded that anxiety is a feeling of tension, anxiety, nervousness and worry that can affect one's focus, confidence and performance, especially in academic situations such as speaking in front of the class. Foreign Language Anxiety in particular can hinder language learning as it creates fear of communication, exams, and negative judgment, resulting in students feeling less confident in actively using a foreign language.

b) Types of Anxiety

Recent research in the field of linguistics EFL has showed some types of anxiety. Some research suggests there are three types of anxiety: trait anxiety, state anxiety, situation-specific anxiety, and situation-specific anxiety (Horwitz, E., Horwitz, and Cope 1986).

1) Trait Anxiety

Trait anxiety is characterized by a persistent nervousness in any situations (Spielberger, 1983). In other definition by (Roginska, 2016) trait anxiety is the persistent feeling that characterizes a student who is apprehensive to perform in the classroom (or beyond the classroom context), regardless of the specific activity, topic, or goal of contact. This sort of anxiety is caused by a persistent lack of belief in one's ability (poor self-esteem), therefore a student lacks confidence in a wide range of subjects and activities. Trait anxiety refers to a person's tendency to experience anxiety in any environment or task.

Trait anxiety, according to (E. K. Horwitz & Young, 1991), is the tendency to react anxiously even in situations that are not threatening, in other words, trait anxiety is a person's tendency to experience anxiety in any circumstances.

2) State Anxiety

According to (Ghufron, M. N., & Risnawita, 2010) state anxiety is a temporary emotional reaction that occurs in certain situations that are perceived as threatening, such as taking a test, undergoing surgery,

etc. This state is determined by subjective feelings. (MacIntyre & Gardner, 1991) have a similarly opinion that "state anxiety is the temporary anxiety triggered by a specific situation, such as anxiety when there is an important test." It demonstrates that anxiety only applies in certain circumstances. For example, worry over reading texts, fear of mathematics, and other transient anxieties.

(Spielberger, 1983) defines anxiety as "the emotional reaction or pattern of response that occurs in an individual who perceives a particular situation as personally dangerous or threatening, irrespective of the presence or absence of objective danger." A person who has experienced anxiety is more prone to feel stressed, anxious, or incapable of handling any situation.

3) Situation Specific Anxiety

According to (Spielberger, 1983), "situation-specific anxiety is defined as an individual tendency to be anxious in a particular time and situation". Situational anxiety refers to apprehension that is peculiar to a given situation or occurrence. Situation-specific Anxiety is an extension of the concept of state

anxiety. This anxiety is described as anxiety accompanied by concerns that 20 regularly worsen over time in specific scenarios. For example, speaking in public or taking a test (MacIntyre & Gardner, 1991). As a result, sufferers often tend to be more afraid and choose to leave or avoid the class.

Based on the explanation above, there are three types of anxiety, namely trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety refers to a person's natural tendency to feel anxious in any situation due to a lack of self-confidence. while state anxiety is a temporary emotional response triggered by certain situations, such as exams or public speaking. lastly situation-specific anxiety occurs in certain situations, the cause is the same as state anxiety, but repeatedly experiencing it even individuals usually try to avoid it.

c) Level of Anxiety

According to (Videbeck, 2017) anxiety has four levels: mild, moderate, severe, panic.

1. Mild Anxiety

Mild anxiety is the feeling that something is unusual and requires extra attention. Sensory stimulation improves and aids a person's ability to concentrate and learn, solve issues, think, act, feel, and protect themselves. Mild anxiety frequently encourages people to adjust their behavior or engage in goal-directed activities. It can, for example, assist pupils in concentrating on their exam preparation. Mild anxiety benefits the client and does not require immediate intervention. People with modest anxiety can learn and solve issues, and they are ready for new information. Teaching can be useful for clients with minor anxiety.

2. Moderate Anxiety

Moderate anxiety is the disturbing feeling that something is definitely wrong, the person becomes nervous or agitated. In moderate anxiety, the person can still process information, solve problems, and learn new things with assistance from others. He or she has difficulty concentrating independently, but can be redirected to the topic. For example, the nurse might be giving preoperative instructions to a client who is anxious about the upcoming surgical procedure. As the nurse is teaching, the client's attention wanders, but the

nurse can regain the client's attention and direct him or her back to the task at hand. In moderate anxiety, the nurse must ensure that the client understands what the nurse is saying. The client's attention can wander, and he or she may have difficulties focusing over time. Speaking in short, clear, and easy-to-understand words is useful, the nurse must pause to confirm that the client is still receiving information correctly. If a client deviates from the topic, the nurse may need to redirect them back on track.

3. Severe Anxiety

People with severe anxiety have difficulty thinking and reasoning. Muscles contract and vital signs rise. People who suffer from severe anxiety exhibit behaviors or sensations such as wanting to be free all the time, being highly anxious, restless, confused, making bad eye contact, withdrawing, denying, needing more space, shivering, etc. The person paces, feels restless, impatient, and angry, or engages in other comparable emotional-psychomotor coping mechanisms to relieve tension. When anxiety becomes severe, the client is unable to pay attention or

retain information. To help reduce anxiety is to take deep and regular breaths.

4. Panic

In panic, the emotional-psychomotor domain takes precedence, with concomitant fight, flight, or freeze reactions. The adrenaline rush dramatically boosts vital signs. Pupils widen to let in more light, and the only cognitive process is the person's defense. During panic attacks, the person's safety is the top worry. He or she is unable to recognize impending damage and may lack the ability to think rationally. Even if the person is unable to understand what is being said, talk to them in a reassuring manner. Going to a small, quiet, and non-stimulating place can assist relieve anxiety. reassure the person that this is anxiety, that it will pass, and that he or she is in a secure environment. Should remain with the person until the panic subsides. Panic-level anxiety is not sustained permanently, but can last between 5 and 30 minutes.

According to the description above, anxiety has four levels, mild, moderate, severe and panic. Mild anxiety helps a person stay focused, such as when a student is concentrating on exam preparation. Moderate

anxiety causes nervousness and difficulty concentrating, but with guidance, one can still study and complete tasks. Severe anxiety makes it difficult to think clearly, leading to restlessness, confusion and physical discomfort. In panic-level anxiety, one may have difficulty thinking rationally, and needs a calm environment to recover.

2. Speaking Anxiety

a) Definition of Speaking Anxiety

Speaking anxiety is a condition in which a person has fear and worry when discussing something. Students with speaking anxiety will experience difficulty speaking. This speaking anxiety causes students to have low self-confidence when speaking in front of others. As a result, they have difficulty understanding the teacher's explanation. Speaking anxiety is caused by previous negative experiences and/or a perceived lack of control over 25 external situations, some depressed people believe that anything they try to accomplish in the future will be fruitless (Aivi Mufdhia Nabila Faridah, 2023). Based on this definition, it can be concluded that students feel fearful and sad thoughts when speaking in front of the class because they have previous negative experiences,

finally students feel unsuccessful in delivering the material, this can be a component that affects student anxiety.

Many languages learners struggle with performance. Many pupils are terrified and frightened when they have to speak in front of their classmates. (Sutarsyah, 2017) state that speaking English was the most important issue that students faced. He also added they found it extremely difficult to answer or talk in English, while being able to understand when someone spoke it. The main reason of speaking anxiety is students' lack of confidence in their own abilities, which makes them feel nervous, humiliated, and scared when they have to demonstrate their speaking abilities. Students choose to remain mute in class as a result. (MacIntyre & Gardner, 1991) defines that speaking anxiety is an uncomfortable and unsettled emotional reaction that accompanies the learning and use of a second language. It shows that anxious students prefer not to speak in class or answer questions on their own or participate in verbal activities. (Basic, 2011) adds that speaking anxiety leads to low self-esteem, which makes students remain silent in every situation, even if they are able to express themselves and

have important information to share. This means that students who have previously failed due to speaking anxiety are more likely to remain silent rather than risk another failure.

In addition to avoiding speaking in class, nervous students frequently refrain from giving voluntary answers and taking part in oral activities. Students that are nervous about speaking will typically act quietly in class. Since they don't talk or participate too much during class, the teacher is less likely to notice them because they are covered by more engaged students. Students with anxiousness frequently exhibit this symptom. Because they fear making mistakes when speaking, being made fun of, and receiving unfavorable feedback from their teacher or friends, they often avoid participating in class activities and are reluctant to demonstrate their skills (Sadiq, 2017). It is true, boldness and the capacity to speak are required in language acquisition. It is vital to test and enhance students' English skills. However, many students experience speaking fear and avoid all sorts of oral performance.

According to the above description, speaking anxiety is a bad emotion that causes pupils to become passive in the classroom when they are learning or utilizing a foreign language. It includes unease, nervousness, worry, and fear of failing.

b) Factors Contributing to Speaking Anxiety

According to (El Bahri, 2009) causes of speaking anxiety come from internal and external factors.

1) Internal Factors

Internal causes include students' psycho-physical diseases or disabilities, which might be affective (emotional instability and attitudes), cognitive (poor intellectual/intelligence kids), or psychomotor (disruption of students' senses). (Budayanti et al., 2023) state that internal causes include fear of making mistakes, shyness, lack of confidence, and lack of motivation.

2) External Factors

External causes, which encompass all circumstances and surroundings around pupils (school, community, and family). According to (Budayanti et al., 2023) external causes include language, pronunciation,

a lack of vocabulary, a lack of grammar, a peer factor, and the necessary tools for learning to speak.

(Horwitz et.al 1986) states that there are three factors that cause speaking anxiety, they are communication apprehension, test anxiety, and fear of negative evaluation.

1. Communication Apprehension

Communication apprehension is a sort of shyness characterized by dread or concern when communicating with others. Communication apprehension manifests as difficulty communicating in dyads or groups (oral communication anxiety), performing in public ("stage fright"), or listening to or learning a spoken message (receiver anxiety). Several factors influence communication apprehension, shyness, lack of confidence, self-perception, previous experiences, cultural background, and the communication setting. This is followed by variables such as a student's lack of comprehension of pronunciation, vocabulary, and grammar. High levels of communication apprehension can cause avoidance tendencies and impede efficient communication. This is because students do not feel confident in their abilities. Finally, students focus more

on their shortcomings, which makes them unwilling to try for fear of making mistakes.

2. Test Anxiety

Test anxiety is a sort of performance anxiety caused by a fear of failing. Students that are test anxiety frequently place unreasonably high expectations on themselves and believe that they have failed if they don't perform flawlessly. This might happen while students are giving oral exams, making them feel uncomfortable. They may have prepared themselves as thoroughly as possible, yet due to nervousness and other causes, they make blunders in their exams. It is not rare for students to experience forgetfulness as a result of nervousness during the test, causing them to lose recollection and offer the incorrect response, even if they know the correct answer. Test anxiety can generate anxiety in pupils who are unfamiliar with English pronunciation, grammar, and vocabulary. They are scared that they will be unable to answer a question or talk due of this limitation.

3. Fear of Negative Evaluation

Fear of negative evaluation, defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others will

evaluate oneself negatively". Fear of negative evaluation is larger in scope because it can occur in any social, evaluative scenario, such as an interview for a job or speaking in a foreign language class. Fear of negative evaluation can increase the fear of making mistakes, appearing inept, or being embarrassed in front of others when it comes to communication and performance. This causes students to avoid speaking or hide their ability, fearing the evaluations that others may give them. This is because if students make mistakes while speaking English, they will receive unfavorable assessments from their friends, and they are terrified of negative evaluations, which may lead students' confidence to drop, therefore students are hesitant to try speaking English again. In essence, the explanation highlights that the fear of negative evaluation can cause students to be afraid to speak English because they are worried that if they make mistakes they will be judged and receive unpleasant words. This can also lower students' confidence and make students hesitant to speak English again.

According to the explanation above, there are three major causes of speaking anxiety. These include communication apprehension, test anxiety, and fear of

negative evaluation. Additionally, both internal and external factors can impact speaking anxiety.

c) Strategies to Overcome Anxiety

According to (Kondo, 2004) mentioned that there are five ways for dealing with public speaking fear. Preparation, relaxation, positive thinking, peer seeking, and resignation are defined as follows:

1. Preparation

Preparation refers to measures to mitigate the coming threat by enhancing learning and study skills (for example, studying hard and obtaining solid summaries of lecture notes). The use of these tactics is predicted to promote students' subjectively judged mastery of the subject matter, hence reducing anxiety in the language classroom.

2. Relaxation

Relaxation includes strategies designed to alleviate physical symptoms of anxiety. Common examples include actions like "taking deep breaths" or "making an effort to stay calm."

3. Positive Thinking

Positive thinking serves as a way to ease or reduce the impact of problematic thought patterns that cause students to feel anxious. For example, it involves imagining oneself performing well or trying to view the tension in a more enjoyable or positive way. These strategies are designed to shift the student's focus away from the stressful situation and direct it toward positive and pleasant thoughts, providing a sense of relief for the student experiencing anxiety.

4. Peer Seeking

Peer seeking refers to students looking for others who are also struggling with understanding the lesson or managing anxiety. By connecting with peers who are going through similar experiences, students can feel comforted and manage their emotions better, as they realize they are not alone in their struggles. This process is known as social comparison, where students compare their feelings with those of others.

5. Resignation

Resignation is defined by pupils' unwillingness to do anything to alleviate their language anxiety (for example, giving up, napping in class). Students who cite

examples of resignation appear to be attempting to minimize the impact of anxiety by refusing to confront the issue.

According to the above, there are five ways to overcome public speaking anxiety, preparation, relaxation, positive thinking, seeking peers and resignation. Preparation helps reduce anxiety by studying the material, while relaxation focuses on calming physical symptoms such as breathing. Positive thinking shifts the focus to encouraging thoughts, and seeking out peers facing similar difficulties provides comfort. Meanwhile, resignation occurs when students choose to avoid the problem rather than address their anxiety.

3. Presentation

a) Definition of Presentation

According to (Haratikka & Sony, 2023) presentation is a form of communication that involves speaking in order to convey a message in an engaging and clear manner. They adds that psychologically, presenting is a way to systematically manage communication. The presentation will proceed smoothly if the presenter has thoroughly grasped the subject and understands what

should be conveyed during the presentation process, allowing the audience to benefit from the presentation. It ensures that the presenter fully understands the content, avoids making statements they do not comprehend, and remains confident throughout the presentation. Instead of feeling scared, the presenter should focus on delivering the material with clarity and assurance, making the presentation more effective and engaging.

According to oxfordlearnersdictionaries.com presentation is the act of showing something to someone or talk in which a new product, idea, or piece of work is shown. Presentation is not a novel technique in language education practice today. Classroom presentations are one of the activities in language acquisition. Classroom presentation encourages students to participate in the process of teaching and learning English as a foreign language, particularly while speaking. It is an activity when students present their work in front of the class, either individually or in groups (Wardoyo, 2018). Presentations are commonly used in college and university courses as a method to enhance students' understanding of the subject matter. A well-structured presentation typically includes three key sections: an introduction, the main

content (covering methods and results), and a conclusion that involves discussion (Živković, 2014).

From the definitions about presentation before, we can conclude that presentation is a form of oral communication that aims to convey messages clearly and interestingly. In the context of language learning, presentations help improve speaking skills and student participation. A good presentation requires a deep understanding of the material and usually consists of three main parts: introduction, body and conclusion.

The presentation is a talk with some segments and also has some main features. The main features of presentation performance are:

1. A focus on both message and audience
2. Predictable organization and sequencing
3. Importance of both form and accuracy
4. Language is more like written language
5. Often monologic

Based on the above, presentations have a predictable order, emphasize form and precision, and are often structurally similar to written language. In addition,

presentations are usually monologues, meaning they are delivered by a single speaker with little interaction.

(Muhammad Noer, 2012) state that there are three structure of presentation which are opening, content, and closing.

1) Opening

The opening is the first part of a presentation, and its main purpose is to capture the audience attention and generate interest in the topic. A good opening should make the audience want to listen. This can be done in various ways, such as greeting the audience or asking thought-provoking questions. A strong opening sets the tone for the presentation and helps build a connection with the audience.

2) Content

Content or substance is the core of the presentation that contains the main points. This section must be organized and well-structured to ensure clarity and effectiveness. The presenter must decide which information is most relevant and present it in a logical order. Providing examples,

explanations, or supporting evidence to reinforce the message. Using visual aids, such as slides or charts, can help enhance the audience understanding.

3) Closing

The closing is the final part of the presentation and should leave a lasting impression on the audience. This section summarizes the main points discussed and reinforces the main message. A good closing can include a strong conclusion, a call to action, or a memorable statement. It is important to end the presentation confidently and clearly, ensuring that the audience remembers the main points.

In conclusion, a well-structured presentation consists of an engaging opening, informative content, and a strong closing. A good presentation is not just about delivering information, but also about maintaining the audience's interest and making the message clear and impactful.

b) Elements of Presentation

Presentation is a form of communication. Communication has constituent components, and so

does presentation (Muhammad Noer, 2012). The three interrelated components of a presentation are:

1) Presenter

Presenter is the person who delivers the message. This person is responsible for conveying information clearly to the audience.

2) Media

Media are tools or materials used to support presentations. such as ppt, projectors, videos, and others that help make information easier to understand and interesting.

3) Audience

Audience is the person receiving the message. They play a crucial role in the success of a presentation, as their understanding, engagement and feedback determine how well the message is delivered.

At its core, a successful presentation requires a balance between the presenter, the media, and the audience. The presenter should be well-prepared, the media should support the message effectively, and the audience should be engaged in the communication process.

c) Type of Presentation

According to (Santosa et al., 2005) there are four types of presentations:

1) Persuasive

This type of presentation convinces the audience that the presenter knows and understands what is being presented, interests the audience, tries to get the audience to accept what is being presented, and tries to gain the trust of the audience.

2) Explanatory

This type of presentation gives participants a broad overview, identifies or explains key issues, enhances understanding, and clarifies vague points.

3) Instructional

This type of instructional presentation is usually delivered to teach something to the audience. This presentation requires more involvement from the audience. Preferably, the presentation material is simpler and straightforward. With the aim, the audience can

immediately understand without having to think much.

4) Report

The report type of presentation aims to provide information. The nature of this presentation is specific (detailed), directly leads to the problem or main point, and the most important thing is the truth of the facts presented.

Based on the above, there are four types of presentations, persuasive, which aims to convince and gain the audience's trust, explanatory, which provides an overview and clarifies key points, instructional, which focuses on teaching with simple and clear material, and report, which conveys detailed and factual information directly related to the main topic.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, setting of the research, participants, method of collection data, trustworthiness, instrument, and method of analyzing data.

3.1. Research Design

In this study, the researcher used a qualitative descriptive method. Because the researcher analyzes the condition of a phenomena related to behavior, action, and attitudes. (Lexy J. Moleong, 2017) states that qualitative descriptive research aims to comprehend social issues through participant experiences. The researcher chose this method because it allows for an in-depth understanding of students' emotions, behaviors, and perceptions regarding the anxiety they experience and also to explore and analyze students' subjective experiences of speaking anxiety during English class presentations. By using this approach, the researcher aimed to gain a comprehensive understanding of the factors that contribute to speaking anxiety and how students cope with this challenge.

The data were obtained from respondents' perception through interviews and questionnaires. The questionnaire consisted of closed-ended questions, which allowed the researcher to collect structured responses regarding factors contributing to anxiety and interviews to identify effective coping strategies. Using a closed format ensured that responses were consistent and easier to categorize. Meanwhile, interviews were conducted in the field by directly involving several second-semester students in English Education Department. The interviews were conducted to gain deeper insights into their personal experiences with speaking anxiety and helped explore the students' perspectives, emotions, and real classroom experiences.

3.2. Setting of the Research

This research was conducted with second semester students of English Education at UIN Walisongo Semarang. The participants of this research were all members of 2D class of English Education at Walisongo State Islamic University in Academic Year 2024/2025. The researcher divided it into two parts such as interview there were 4 students and for the questionnaire there were

31 students. This research started in March and will continue until April 2025.

3.3. Participants of the Research

In this study, the researcher took participants from students of 2D of English Education at UIN Walisongo Semarang in Academic Year 2024/2025. There were 5 classes on second semester in English Education, 2A, 2B, 2C, 2D, and 2E, but the researcher only took one class as a research participant, namely class 2D which consist of 31 students. Only one class (2D) was chosen due to accessibility and ease of coordination. Initially, the researcher offered participation to all five second-semester classes (2A, 2B, 2C, 2D, and 2E), but only the students in class 2D voluntarily agreed to participate and help achieve the research objectives. In qualitative research, accessibility and feasibility play an important role in ensuring effective and optimal data collection, ensuring that interviews and questionnaires are conducted smoothly, and this depends on participant engagement. Choosing a class with willing participants ensures a smoother data collection process and allows researchers to obtain more comprehensive and reliable responses.

The sample used in this study is convenience sampling, where participants are selected based on their availability, ease of accessibility, and their voluntary participation to assist the researcher in achieving the research objectives, with a total population sampling approach involving the entire class being sampled. The researcher chose second semester students because they are still in the early stages of their academic journey and may experience higher levels of speaking anxiety as they are still adjusting to the demands of university-level English learning. In addition, the researcher only selected one class because to allow for a more focused and in-depth exploration of students' perceptions related to speaking anxiety, without having to deal with the complexities of managing multiple groups, this is in line with the qualitative descriptive approach used in this research.

3.4. Method of Collecting Data

In this study, the researcher used questionnaire and interview as the techniques of collecting data.

3.4.1. Questionnaire

This study, the researcher uses a questionnaire to support her data. The researcher employed a

questionnaire to collect information about the research participant's thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions. The questionnaire in this study aims to identify the factors contributing to students' speaking anxiety. It includes inquiries intended to elicit information on students' experiences with speaking anxiety, understand of the difficulties they encounter. The researcher will use a closed questionnaire to collect structured and consistent responses to find out factors of students' anxiety.

The questionnaire adapted the items of FLCAS (Foreign Language Classroom Anxiety Scale) by (Horwitz 1986) for factors causing speaking anxiety. The score of the questionnaires by Likert scale that was categorized into strongly agree (SA), agree (A), Neither (N), disagree (D), and strongly disagree (SD). The questionnaire consisted of fifteen statements to be answered by students. The questionnaire was made through google form and then given through a link sent via WA. Firstly, the analysis starts by calculating the percentage of each item. It was known how many percentages of the students who chose "strongly agree, agree, neither, disagree and strongly disagree". After

that, the data obtained were described. From all the result, it can draw the conclusion.

3.4.2. Interview

In this research, the researcher interviewed the students to obtain in-depth information about their experiences with speaking anxiety. The researcher conducted semi-structured interviews to explore students' thoughts more deeply while still maintaining a clear focus on the research objectives. The interview was conducted by researchers to obtain data on speaking problems experienced by students in the second semester of English Education in Walisongo State Islamic University in Academic Year 2024/2025.

The research has used the interview to get the data strategies to reduce their anxiety to speaking class. During the interviews, students were given the freedom to share their opinions and experiences openly, allowing the researcher to explore their perspectives more deeply. Researchers will interview 4 students from class 2D to answer interview questions about how strategies to reduce their anxiety. The interview will last about 15-20 minutes. All interviews were conducted in Indonesian and recorded with the subject's permission.

After conducting the interviews, the data will be analyzed and interpreted to gain a more in-depth understanding of students' speaking anxiety. The data were comprehensively transcribed, ensuring that all student responses were accurately recorded. Then, transcribe were translated into english and participants' comments and opinions were documented in detail. Each response will be examined to identify patterns and key themes related to students' anxiety during English class presentations. The analysis will focus on the strategies students use to speaking anxiety. Finally, after all the data has been analyzed and interpreted, a conclusion is drawn to describe the speaking anxiety experienced by second semester students of of English Education at UIN Walisongo Semarang during class presentations.

3.5. Research Instrument

To collect data in this study, the researcher used two main instruments: questionnaires and interviews. These instruments were designed to gather comprehensive information about students' speaking anxiety during English class presentations, focusing on

the factors that contribute to anxiety and the strategies students use to cope with it.

3.5.1. Questionnaire Guideline

The purpose of this questionnaire is to gather information about the factors that cause students' speaking anxiety during English class presentations. The findings from this questionnaire will help provide insights into students' experiences regarding the factors of speaking anxiety they encounter during English class presentations. The questionnaire was adapted from the items of FLCAS (Foreign Language Classroom Anxiety Scale) by Horwitz et al., (1986) for factors causing speaking anxiety. It consists of structured questions aimed at identifying anxiety-inducing factors.

The questionnaire consists of fifteen statements. Statements from the questionnaire by (Horwitz 1986) are in the following table.

Table 3.5.1

**Lattice of Instrument of Factors Contributing to
Speaking Anxiety**

Aspects	Indicators	Items of data
Factors causing speaking anxiety by (Horwitz 1986)	Communication	1, 2, 3, 4, 5
	Apprehension	
	Test Anxiety	6, 7, 8, 9, 10
	Fear Negative Evaluation	11, 12, 13, 14, 15

3.5.2. Interview Guideline

The interviews in this study are designed to provide in-depth insights into students' experiences with speaking anxiety during English class presentations, as well as to investigate the coping strategies individuals employ to manage their fear. The researcher hopes to gain a better understanding of the perceptions, obstacles, and effectiveness of various anxiety-reduction treatments by directly engaging participants. Interviews were conducted in a semi-structured format, which allowed for pre-prepared questions and open-ended discussions. This approach allowed students to express their thoughts and

experiences freely, providing deeper insights into their coping strategies. As the interviews were conducted in Indonesian, the researcher created transcripts and then translated them into English for further analysis. In this interview, the researcher will ask students with several questions that lead to the subject to be studied.

Table 3.5. 2

Lattice of Instrument of Strategies to Manage Speaking Anxiety

Aspects	Indicators	Question
Strategies to manage speaking anxiety by (Kondo, 2004)	Preparation	1. Before speaking English in class, do you do any preparation such as preparing materials, practicing, or taking notes? If yes, how does this help reduce

		your anxiety?
	Relaxation	2. Do you use relaxation techniques, such as deep breathing or muscle stretching, to overcome your anxiety in speaking English?
	Positive Thinking	3. Before speaking English, do you try to think positively, like convincing yourself that you can do well? What do you usually say to yourself? If

		yes, does this help reduce your anxiety?
	Peer seeking	4. Do you feel less anxious if you know that there are other friends who also experience anxiety when speaking English?
	Resignation	5. When you feel very anxious, do you ever choose to avoid speaking English, for example, choosing not to speak at all or giving short answers.

3.6. Data Validity

1. Validity of Data Got Using Questionnaire

In this study, researchers will use method triangulation to ensure data validity. Method triangulation is applied by comparing data obtained from various methods, to examine the same phenomenon (Lexy J. Moleong, 2017). The researcher applied method triangulation by combining questionnaires and interviews to examine students' speaking anxiety during English class presentations.

The researcher collected data through questionnaires to identify factors contributing to speaking anxiety. Subsequently, interviews are conducted to confirm and cross-check the data obtained from the questionnaires. By comparing the findings from both methods, the researcher ensures that the data is more accurate and reliable.

According to (Lexy J. Moleong, 2017), states that triangulation of methods helps strengthen the credibility of research by verifying data through various sources. In this study, for example, if the questionnaire results show that the fear of negative evaluation is the dominant factor in students' speaking anxiety, then the interview results

should support this by providing personal experiences and explanations of how students overcome this problem. This approach ensures more valid data collected and a more comprehensive understanding of students' speaking anxiety in English class presentations.

2. Validity of Data Got Using Interview

To ensure the validity of the data obtained through interviews, the researcher applies the member checking strategy. Member checking is a technique in qualitative research where the results of interviews are returned to participants for confirmation of their accuracy, ensuring that the researcher's interpretation aligns with the participants' actual intentions (Lincoln & Guba, 1985).

In this research, after the interview is completed, the data is recorded and transcribed into text form. Next, the transcript is returned to the participants for review, so they can check the accuracy of the content, provide corrections if there are any errors, or add information that they feel is unclear. If there are corrections or additions from the participants, the researcher will revise the transcript to ensure that the data used truly reflects the participants' experiences and perceptions. After the

verification process is complete, the confirmed data is used in the research analysis. (Birt et al., 2016) state that member checking is important to enhance data credibility because it reduces the risk of misinterpretation by researchers and ensures that the interview results truly reflect the experiences of the research subjects. This technique also helps improve the transparency of the research and strengthens the validity of the obtained results.

3.7. Method of Analyzing Data

Qualitative data analysis usually uses integrated technique of analysis from Miles et al., (2014). It consists three concurrent flows of activity: data condensation, data display, and conclusion drawing / verification.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written- up field notes or transcriptions. In the data condensation step, the researcher organized and simplified the information obtained from the questionnaires and interviews. The questionnaire data, which focused on identifying factors, consisted of closed questions

derived from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al., (1986), with responses classified into five categories: strongly agree, agree, neither, disagree, and strongly disagree. Each response was then calculated as a percentage to see which elements had the most influence on students' speaking anxiety. The researcher used bar charts to visually show the most common factors of anxiety among the students.

Meanwhile, the interview data, which aimed to understanding students' strategies for managing speaking anxiety, was analyzed using transcription and theme analysis. The researcher transcribed and translated all recorded interviews verbatim from Indonesian to English. The transcribed data were then organized into themes that corresponded to Kondo's (2004) five coping strategies: preparation, relaxation, positive thinking, peer seeking, and resignation. During this procedure, the researcher noticed repeating patterns in the students' responses and classified their tactics into various themes.

2. Data Display

The data display step presents the information that has been processed in a structured and easy to understand manner. The researcher used graphs and tables to display the questionnaire data, showing the distribution of students' responses to the speaking anxiety factors. This graphical representation helps in identifying which factors, such as communication apprehension, test anxiety, or fear of negative evaluation, are more prominent among students.

In addition, the researcher created a thematic table to categorize the students' strategy techniques, providing a comparative summary of the strategies stated by the participants. To support these findings, the researcher included parts of the interview transcripts that revealed the students' real-life experiences in managing their anxiety. By combining the results of the questionnaire with the insights of the interviews, the researcher ensured a complete and evidence-based knowledge of the students' experiences with speaking anxiety.

3. Conclusion Drawing / Verification

During the conclusion drawing and verification stage, the researcher combined the findings from the questionnaire and interview data to make an overarching conclusion. To enhance the credibility of the research, methodological triangulation was used, by comparing the dominating anxiety variables reported in the questionnaires with the coping strategies revealed in the interviews. If the questionnaire findings indicated that fear of negative evaluation was the most influential cause of anxiety, the researcher confirmed this by examining the interview responses.

In addition, member checking was conducted by returning key findings to the participants so that they could verify and validate the accuracy of the interpreted data. This procedure verified that the researcher's analysis was consistent with the original experiences and perspectives of the participants. Finally, by combining quantitative data (percentages and graphs) with qualitative insights (interview transcripts and thematic coding), the researcher was able to provide a comprehensive and well-supported

study on students' speaking anxiety during presentations in English classes.

CHAPTER IV

FINDING & DISCUSSION

The findings of the research and the discussion in this chapter deal with the answers to the problem formulations mentioned in the first chapter. The researcher collected the data through interview and questionnaire. The researcher conducted the research at class D 2nd semester of English Education at UIN Walisongo Semarang in Academic Year 2024/2025. In this study there are two objectives 1) To identify and analyze the factors that contribute to speaking anxiety among students in English class presentations, and 2) To investigate the strategies students use to manage their speaking anxiety during English class presentations and assess their perceived effectiveness.

4.1. Research Findings

The research findings are discussed in relation to the data collected by the researcher using questionnaires and interviews. The researcher conducted interviews and questionnaires to students in class 2D of the English Education Study Program, Faculty of Education and Teacher Training UIN Walisongo Semarang. The questionnaire questions asked about the factors that cause speaking anxiety

during presentations in English classes. In addition, the researcher conducted interviews with four students from the same class to find out how they overcame their speaking anxiety. Based on the results of questionnaires and interviews with research subjects, researchers obtained data and information about the factors that cause student anxiety and strategies to overcome anxiety in speaking English on second semester students of English education in class D of UIN Walisongo Semarang.

4.1.1. Factors Contributing Student's Anxiety in Student's View

In this section, the researcher presents some of the findings relating to the factors that cause students' anxiety in speaking English. The questionnaire consisted of 15 statements categorized into three main aspects based on Horwitz et al., (1986) theory: communication apprehension, test anxiety, and fear of negative evaluation. A total of 31 second-semester students from class 2D answered the questionnaire, and their answers were measured using a Likert scale ranging from “strongly agree” to “strongly disagree.” Questions number one to five focused on communication apprehension, questions number 6 to 10 addressed students' test-taking anxiety, and the last

question, questions number 11 to 15, addressed fear of negative evaluation. From the results of the questionnaire, the researcher found the following findings:

4.1.1.1. Communication Apprehension

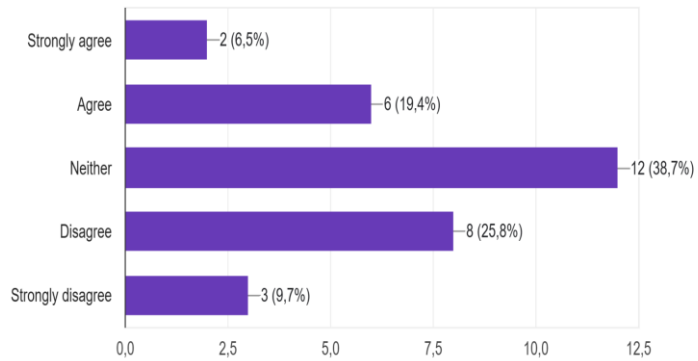
Communication apprehension refers to feelings of shyness that lead to anxiety and panic when communicating with people. They are embarrassed to talk to their teachers and friends because they believe someone will frighten them if they make a mistake.

4.1.1.1.1. Students' Feelings in Communication Apprehension Factor When Presentation in English Class

Students' feelings in the Communication Apprehension factor were explored through five indicators, namely feelings of uncertainty, fear of misunderstanding the teacher, discomfort with correction, confidence in speaking, and nervousness when failing to understand every word. These aspects are presented in the graphs below to illustrate how students responded to each item during English class presentations.

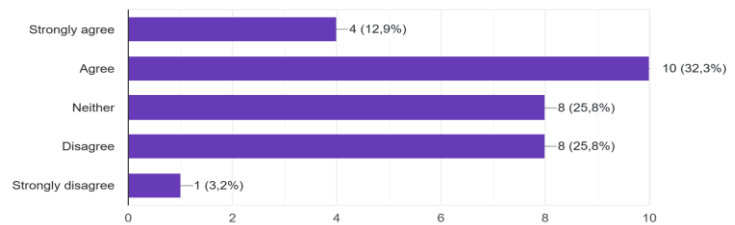
1. I never feel quite sure of myself when I am speaking in my foreign language class.

31 jawaban



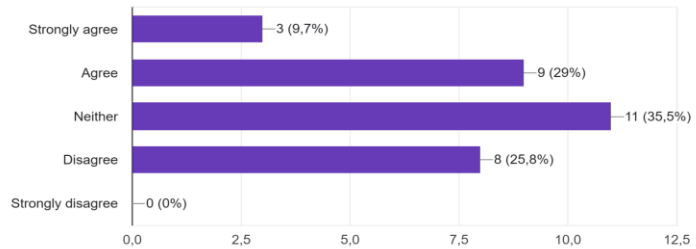
2. It frightens me when I don't understand what the teacher is saying in the foreign language.

31 jawaban



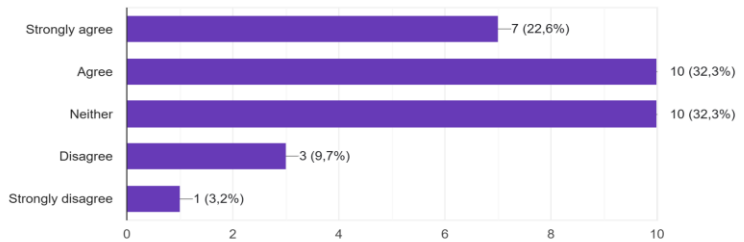
3. I get upset when I don't understand what the teacher is correcting

31 jawaban



4. I feel confident when I speak in foreign language class.

31 jawaban



5. I get nervous when I don't understand every word the language teacher says

31 jawaban

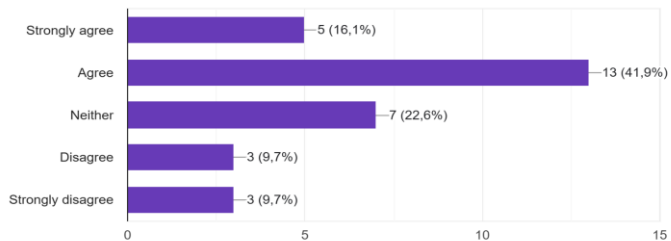


Figure 4.1.1.1. 1 Students' Feelings

First diagram, it can be seen that 38.7% of the students chose “neither”, which indicates that many students are unsure of their confidence when speaking in English. Meanwhile, 19.4% agree and 6.5% strongly agree, which indicates that 25.9% of students overall lack confidence in English speaking situations. In contrast, 25.8% disagree and 9.7% strongly disagree, indicating that 35.5% of students felt more confident when speaking in English in class.

The data above shows that although most students feel confident, a significant number of students still experience uncertainty or low confidence during speaking tasks. The large percentage of “neither” answers suggests that many students may be in a transitional stage where they are neither fully confident nor fully anxiety. This implies the importance of classroom activities that gradually build students' confidence in speaking, such as practicing speaking with small group discussions, or collaborating with peers to foster a more supportive environment.

Second diagram shows that 32.3% of students agree and 12.9% strongly agree with this statement, which means a total of 45.2% of students experience fear or nervousness

when they do not understand what the teacher is saying. Meanwhile, 25.8% answered “neither”, indicating a hesitant or neutral level. Interestingly, 25.8% disagree and only 3.2% strongly disagree.

According to the data presented above, about half of the students experience anxiety when they cannot understand what the teacher is saying. This highlights the important role of teacher clarity, appropriate speaking speed, and the use of supportive gestures, visuals, or paraphrasing to help students stay engaged and reduce anxiety in understanding the lesson. If these fears are not effectively addressed, it can lead to students withdrawing by preferring not to listen or speak.

Third diagram shows that 35.5% of the students answered “neither”, which shows that many of them feel confused or unsure whether they feel emotionally upset when they do not understand the correction from the teacher. In addition, 29% answered agree and 9.7% answered strongly agree, which means 38.7% of them really feel upset or confused when they don't understand what the teacher corrects. A total of 25.8% of students disagree, which means they did not feel annoyed, and none (0%)

strongly disagree, which means no one felt very comfortable with this situation.

According to the data shown above, many students experience emotional distress when almost all students are at least a little upset by this circumstance, although they do not express it. Teachers should provide corrections in a way that is clear and student-friendly, such as using illustrations, re-explaining in different words, or providing more customized comments. The aim is for the correction to come across to the student as part of the learning process rather than causing anxiety or confusion.

Fourth diagram above shows that most students responded positively, with 32.3% agree and 22.6% strongly agree, resulting in a total of 54.9% agree with the statement. This shows that most students feel confident when speaking in English class. However, 32.3% answered "neither." This indicates that they are still hesitant, perhaps lacking confidence in their abilities, or are in the process of developing self-confidence. Only 9.7% disagree and 3.2% strongly disagree, which suggests that the proportion of students who truly feel insecure is very small.

The data above shows that many students feel confident when speaking English in class, but most are neutral or hesitant. This shows that, although some students feel confident, that confidence still needs to be developed in other students. Therefore, teachers must continue to provide positive reinforcement and appropriate approaches so that students' self-confidence can grow evenly.

Then the last diagram above shows that 41.9% of students agree and 16.1% strongly agree, indicating that more than half of the students feel nervous when they do not understand everything the teacher says. Meanwhile, 22.6% said "neither," because they are not sure whether they are nervous or not. Meanwhile, 9.7% disagree, and 9.7% strongly disagree. This shows that the students do not feel anxious in this situation because they understand what the teacher is saying.

The data above shows that a lack of full understanding can increase anxiety levels in students. This highlights the importance for teachers to provide support and explain the material in a more flexible and friendly manner.

In conclusion, the most significant element contributing to students' speaking anxiety in the communication apprehension factor is their fear that they will not understand everything the teacher says. This implies that many students still believe that full comprehension is necessary for effective communication. Such unreasonable expectations weigh on students and cause anxiety, especially in foreign language classes where students are still learning to listen and communicate. If not addressed, these concerns can inhibit their engagement, limit their motivation to speak, ask questions, or simply pay attention, thus hindering their overall language learning development. Therefore, teachers should reassure students that not knowing every word is normal in language acquisition, and that providing ongoing reassurance and rewarding learning practices can help students gain confidence in their speaking and listening skills.

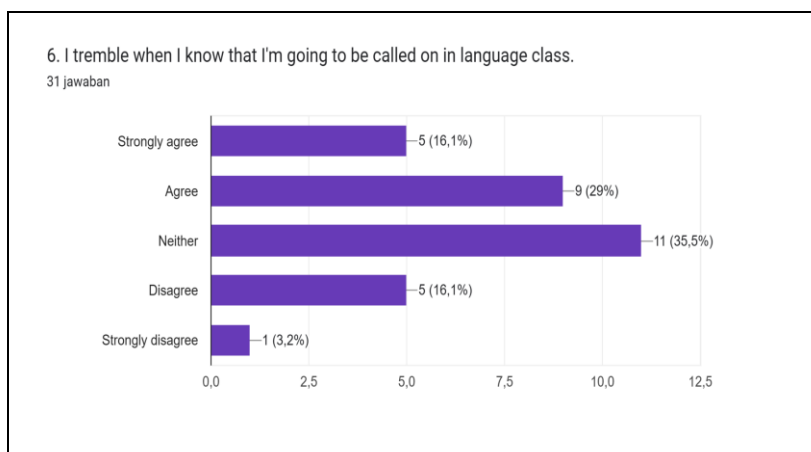
4.1.1.2. Test Anxiety

Test anxiety is a factor that causes anxiety because students are afraid of facing oral tests. Actually, students know the correct answer, but anxiety makes them answer wrong or only answer briefly. The table below shows

students' responses about test anxiety as a factor contributing anxiety.

4.1.1.2.1. Students' Physiological Responses in Test Anxiety Factor When Preforming in Class

Students' physiological responses in the Test Anxiety factor were explored through two indicators, trembling when called upon to speak in class, and feeling more nervous in language classes compared to other subjects. These responses are presented in the graphs below to show how students physically react during English class presentations.



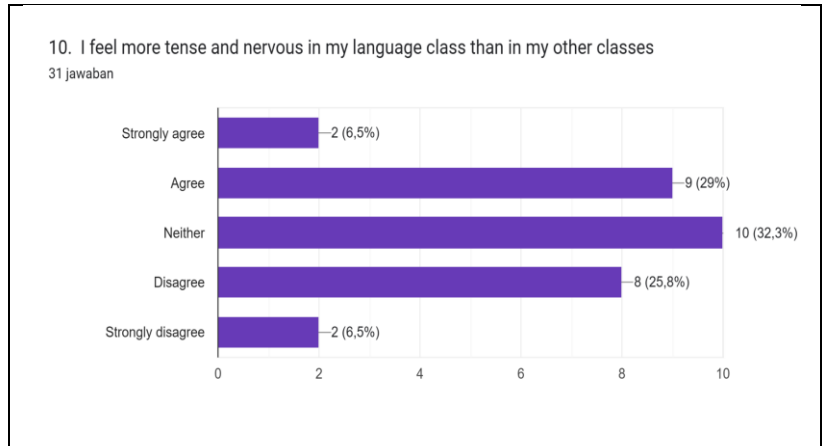


Figure 4.1.1.2. 1 Students' Physiological Responses

In this section, the first diagram for the sixth statement of the data shows that 35.5% of students answered “neither,” indicating that they were unsure of their physical reactions, such as trembling, when they knew they would be called on in language class. However, 29% agree and 16.1% strongly agree with the statement, which implies that (45.1%) of students show physical symptoms of trembling when asked to speak in front of the class. Only a small proportion of students disagree (16.1%) or strongly disagree (3.2%) with the statement.

This finding implies that a significant number of students experience physiological symptoms such as trembling or tension when faced with the possibility of

being asked to speak English in class. From a pedagogical point of view, this finding suggests that spontaneous speaking activities, although good for language practice, should be used with caution. Teachers are advised to use supportive strategies to reduce anxiety, such as providing sufficient preparation time and allowing students to volunteer. Thus, the classroom environment becomes more inclusive and sensitive to students' emotional needs, so that they can participate more actively and comfortably when asked to speak in class.

Then the second diagram in the form of the tenth statement shows that, 29% of students agreed and 6.5% strongly agreed, indicating that around 35.5% of students feel more nervous in their language classes than in other subjects. Meanwhile, 32.3% of students chose “none,” indicating that they were neutral or felt their anxiety levels were similar across subjects. On the other hand, 25.8% disagreed and 6.5% strongly disagreed, which means that about 41.3% of students did not feel a big difference in their anxiety between their language class and other classes.

This data shows that although not all students experience a strong difference, a significant number feel

that language classes cause more tension compared to other subjects. Language learning often requires thinking, speaking and the risk of making mistakes in front of others directly, which increases emotional stress. So, it can be concluded that language classes are perceived by many students as more emotionally demanding than other subjects. This highlights the importance for teachers to create a classroom atmosphere where students feel safe to make mistakes and practice speaking without fear of judgment.

4.1.1.2.2. Students' Cognitive Reactions in Test Anxiety Factor When Performing in Class

Students' cognitive reactions in the Test Anxiety factor are explored through three indicators that reflect students' mental responses during English class presentations. These indicators include fear of failure, confusion during test preparation, and fear of being left behind due to the fast-paced nature of the lesson. The responses to these aspects are presented in the graphs below.

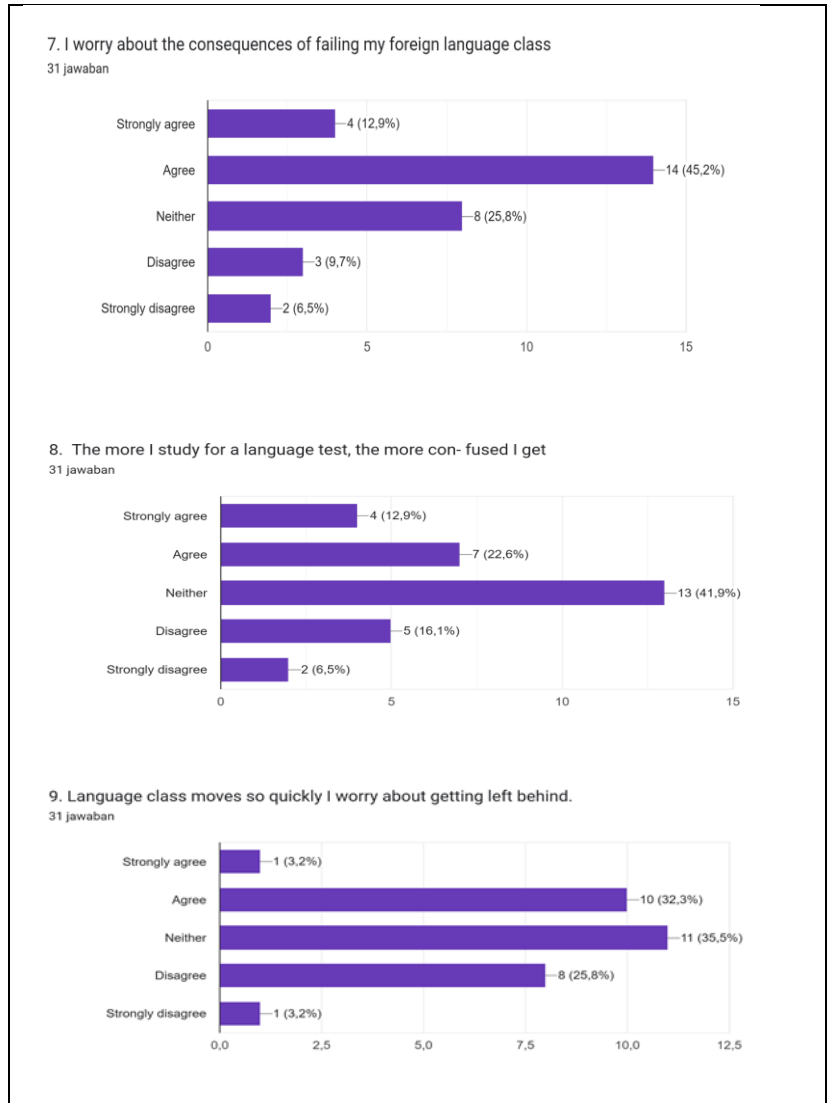


Figure 4.1.1.2. 2 Students' Cognitive Reactions

in this section, the first diagram in the form of the seventh statement, the data shows that 45.2% of students

agree and 12.9% strongly agree, indicating that 58.1% of students felt worried about the consequences that would occur if they failed the language class. While 9.7% disagree and 6.5% strongly disagreed. This shows that only a fraction of 16.2% disagreed or strongly disagreed, further confirming that this fear is widely felt among students. Meanwhile, 25.8% chose “neither”, which may indicate uncertainty or a tendency to hide discomfort rather than admitting it openly.

The data above suggests that students may avoid participating in speaking activities not because of a lack of ability, but because of their fear of failure, fear of negative outcomes, such as poor grades or not passing the subject. Such anxiety increases when students perceive foreign language classes as a high-risk environment. Therefore, to reduce this anxiety, teachers should provide students with an understanding that mistakes are part of the learning journey and not a sign of failure. This perspective might help alleviate students' anxiety and support a more emotionally safe classroom environment.

Based on the second diagram in the form of the eighth statement, the data shows that 12.9% of students

strongly agree and 22.6% agree, which means that 35.5% of students experience increased confusion as they prepare for language exams. Meanwhile, the highest percentage, 41.9%, chose “neither”, which indicates that many students are unsure whether studying helps or worsens their understanding. On the other hand, 16.1% disagree and 6.5% strongly disagree, meaning that a small percentage of students felt confident that studying could improve their understanding.

According to the data, many students feel stressed or overwhelmed when preparing for language tests. Sometimes, intense study sessions actually lead to more confusion than confidence, perhaps because students feel information overload. In short, students with test anxiety experience not only emotional distress but also cognitive impairment, which makes them feel more confused than better prepared. To overcome this, teachers should assist students in developing more effective and manageable study practices, such as focusing on important themes, practicing gradually over time, and utilizing active learning techniques. By doing so, teachers can help students feel more confident and less confused as they prepare for language tests.

According to the last diagram in the form of the ninth statement, the data shows that 32.3% of students agree and 3.2% strongly agree that they worry about falling behind because language classes go too fast. Meanwhile, 35.5% chose “neither,” indicating uncertainty or a neutral position regarding this feeling. On the other hand, 25.8% disagree and 3.2% strongly disagree, indicating that some students did not feel this pressure.

This data suggests that a significant number of students experience anxiety when they feel they cannot keep up with the pace of the class. When students fear falling behind, they may have difficulty processing language input, which may increase their fear of making mistakes and being negatively evaluated. Anxiety is not only about speaking but also about the wider process of learning in a foreign language environment. Students who perceive the class as going too fast may feel overwhelmed, resulting in reduced comprehension, increased worry, and avoidance behavior during speaking activities. Therefore, it is important for teachers to be sensitive to students by creating a classroom environment that allows students to ask for clarification without feeling embarrassed in order to

reduce this form of anxiety and increase their confidence in actively participating.

Based on the results of the questionnaire, the statement “I am worried about the consequences of failing in my foreign language class” is the type of test anxiety most commonly felt by students. According to the flowchart above, 45.2% of students agreed and 12.9% strongly agreed with this answer, which implies that 58.1% of respondents were worried about the potential of failing their language classes. This conclusion is particularly important in the context of this study, which sought to investigate students' experiences with speaking anxiety during presentations in English classes. The fear of academic failure was clearly identified as a significant underlying element that exacerbates students' anxiety, especially when asked to perform speaking activities. Students' thoughts that mistake or poor performance in speaking could adversely affect their final grades increased their feelings of distress, resulting in increased anxiety, hesitation and even avoidance of speaking opportunities.

In relation to the overall research objectives, these findings emphasize that test anxiety does not only center on

the fear of public speaking, but also on students' academic self-esteem and concerns about evaluation. Students not only worry about speaking incorrectly, but also about the possible academic consequences. Therefore, it is crucial for English teachers to provide an emotionally supportive learning atmosphere, where mistakes are considered normal as part of the learning process and effort and development are valued over perfect performance. Reducing the fear of failure can greatly reduce speaking anxiety and increase active engagement, improving students' confidence and competence in English oral communication.

4.1.1.3. Fear of Negative Evaluation

Fear of negative evaluation is the feeling of fear of negative evaluation from others. Students are afraid if their English gets a bad evaluation from friends or teacher. This will make them afraid to show their ability and make their confidence decrease. The table below, shows students' responses about fear of negative evaluation as contributing to their anxiety in speaking.

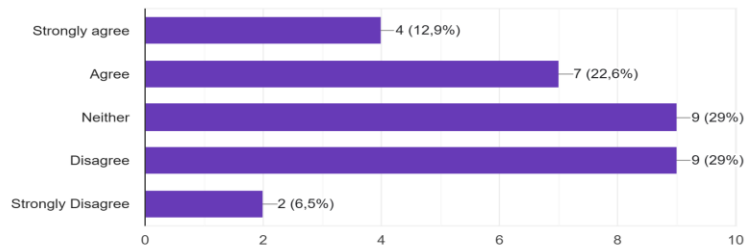
4.1.1.3.1. Students' Cognitive Reactions in Fear of Negative Evaluation Factor When Doing Presentations

Students' cognitive reactions in the Fear of Negative Evaluation factor are explored through three

indicators. These indicators include, worry about being corrected by the teacher, feeling that other students speak better English, and students' fear of being laughed at when speaking English. The indicators are presented in the graphs below.

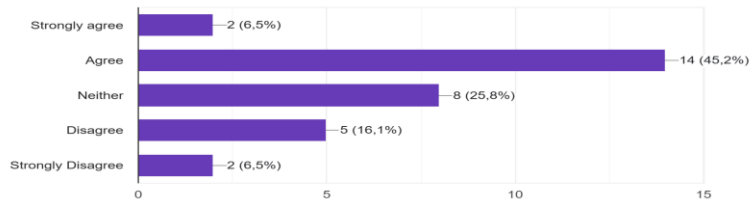
11. I am afraid that my language teacher is ready to correct every mistake I make

31 jawaban



12. I always feel that the other students speak the foreign language better than I do

31 jawaban



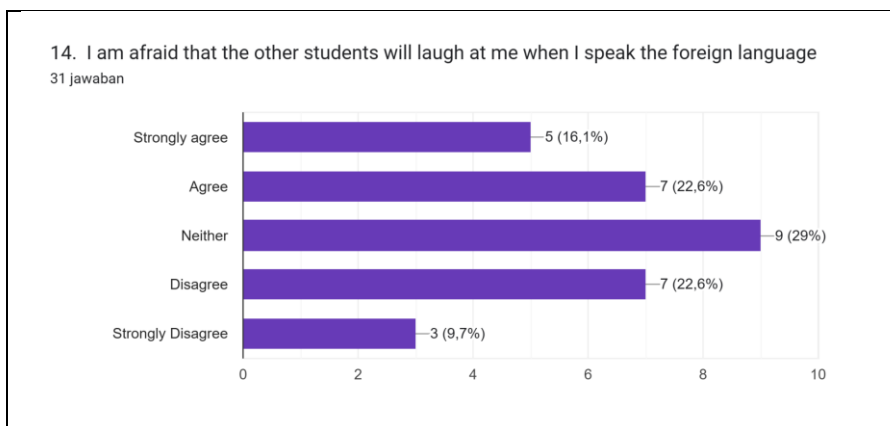


Figure 4.1.1.3. 1 Students' Cognitive Reactions

The first diagram in this section, in the form of the eleventh statement, the data shows that 12.9% of students strongly agree and 22.6% agree that they are worried that teachers will correct every mistake they make, totaling 35.5% who have this concern. Meanwhile, 29% answered “neither” indicating that many students were unsure of their feelings, while another 29% disagree, and only 6.5% strongly disagree. This suggests that, although not a majority, a significant proportion of students remain uncomfortable with the possibility of constant correction.

The interpretation of this finding implies that the way teachers provide corrections can affect students' speaking anxiety. Students who fear being corrected continuously may feel pressured and become hesitant to

participate actively in class. The fear of being corrected in front of others may cause students to become more withdrawn, uncomfortable, and hesitant to speak in class. Therefore, these findings emphasize the importance of providing corrections in a careful and helpful manner. Instead of instilling fear in students, teachers should provide criticism that motivates them to improve. Positive reinforcement, personalized correction, and emphasizing progress instead of mistakes can make children feel safer and motivated to speak up without fear of judgment.

The second diagram in statement "I always feel that the other students speak the foreign language better than I do" indicates students' self-perceptions in comparison to their peers. The graphic above shows that 45.2% of students agree and 6.5% strongly agree with this statement. This suggests that more than half of students believe their classmates are better at speaking the foreign language. Meanwhile, 25.8% answered "neither," indicating uncertainty about their own speaking abilities in comparison to others. On the other hand, 16.1% disagreed, with 6.5% strongly disagreeing, demonstrating that fewer pupils feel confident in their speaking ability than their peers.

The findings presented above indicate that students in the language classroom frequently experience emotions of inferiority or lack of confidence. When pupils believe that others are better than them, it lowers their self-esteem and makes them more nervous about speaking. In this case, the fear of making mistakes is compounded by the notion that they are not as good as their classmates, causing pressure and anxiety. This research demonstrates that students' anxiety is driven not only by their actual performance, but also by their views of and comparisons to others. If these emotions are not appropriately managed, they can deter students from actively participating in class. As a result, teachers should foster a classroom environment in which each student's growth is appreciated individually, and students are encouraged to focus on their own development rather than comparing themselves to others. Creating a more friendly and non-competitive environment can help students overcome their fear of negative feedback and improve their speaking confidence.

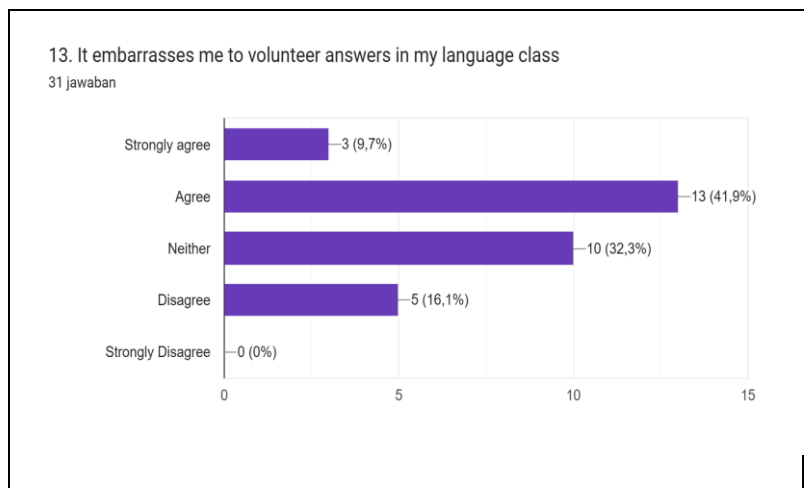
The last diagram in statement “I am afraid that the other students will laugh at me when I speak the foreign language” reveals students’ fear of being negatively evaluated by their peers during speaking activities. From

the diagram above, it can be seen that 16.1% of students strongly agree and 22.6% agree with this statement, meaning that 38.7% of students feel worried about being laughed at when they speak English. Meanwhile, 29% selected "neither," showing that some students are unsure or neutral about their fear. On the other hand, 22.6% disagree and 9.7% strongly disagree, indicating that approximately one-third of students do not share this worry.

According to the data, many pupils experience speaking anxiety due to a fear of being mocked. This emotion may deter kids from offering responses, actively participating, or practicing speaking abilities in front of others. The fear that people would laugh at them adds stress and self-consciousness to speaking responsibilities. This perspective implies that students' nervousness is caused not only by their own lack of competence, but also by social constraints in the classroom. Therefore, it is critical for teachers to foster a classroom environment that actively promotes student respect, encouragement, and support. Reducing peer criticism and stressing good peer interaction might help children overcome their fear and feel more comfortable speaking up without fear of being laughed at.

4.1.1.3.2. Students' Feelings in Fear of Negative Evaluation Factor When Doing Presentation

Students' feelings in the Fear of Negative Evaluation factor were explored through two indicators, namely their embarrassment when volunteering answers and their nervousness when asked questions they had not prepared in advance. The students' responses are presented in the graphs.



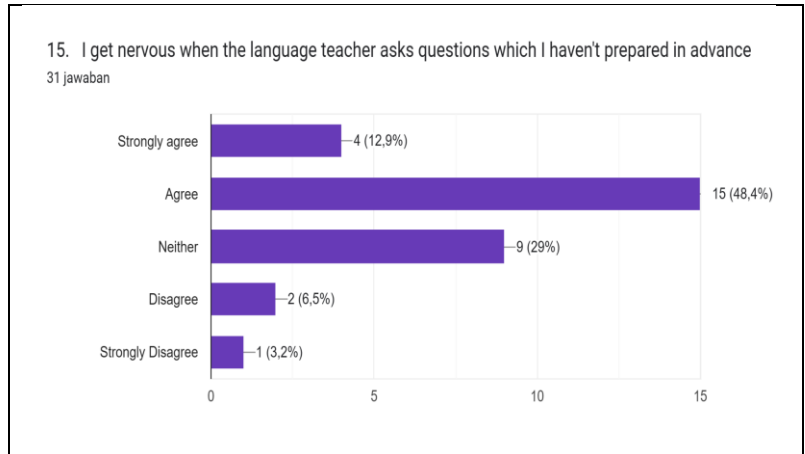


Figure 4.1.1.3. 2 Students' Feelings

First diagram with the statements "It embarrasses me to volunteer answers in my language class" reflects how students feel when they are asked to speak voluntarily in their language class. According to the findings, 41.9% of students agree, and 9.7% strongly agree, which means that 51.6% of students feel embarrassed when giving voluntary responses. Meanwhile, 32.3% chose "neither," indicating that most students feel neutral about this sentiment. Meanwhile, 16.1% disagree, with 9.7% strongly disagree, indicating that only a small portion of students feel comfortable volunteering in class.

The data analysis indicates that humiliation when speaking voluntarily is a key source of concern for many pupils. This feeling is frequently associated with a dread of being judged by others, such as classmates or teachers. This research implies that many students remain mute not because they don't know the answer, but because they are frightened of making mistakes and being embarrassed. To alleviate this type of anxiety, teachers can create a classroom environment that fosters participation without judgment, emphasizes that making errors is a normal part of learning, and rewards students for their efforts rather than focusing solely on accurate answers. A positive environment might help students feel more at ease volunteering and expressing themselves in the target language.

Then, the second diagram with the statement "I get nervous when the language teacher asks questions that I haven't prepared in advance" provides valuable information about students' speaking anxiety. The graphic above shows that 48.4% of students agree and 12.9% strongly agree with the statement, implying that 61.3% of students are nervous when asked unexpected questions. Meanwhile, 29% of students answered

"neither," indicating that they are unsure or neutral about their feelings in this case. Only 6.5% disagree, and 3.2% strongly disagree, demonstrating that few pupils are confident in answering unprepared questions.

These findings indicate that most students suffer anxiety when asked to answer spontaneously in class without having time to prepare. The anxiety students experience is most likely caused by a fear of making mistakes, being judged harshly, or failing to convey their thoughts correctly. Based on these findings, teachers should be aware that spontaneous speaking assignments can cause significant anxiety. Teachers can progressively introduce impromptu speaking chances, give students short preparation times when possible, and remind them that making errors is a natural part of the learning process. Creating a friendly and tolerant classroom climate can considerably lessen the anxiety associated with unexpected speaking obligations.

Among the five statements in the Fear of Negative Evaluation category, the most strongly felt by students is "I get nervous when the language teacher asks questions that I haven't prepared in advance." According

to the data, 61.3% of students (48.4% agree, 12.9% strongly agree) reported feeling frightened when confronted with unexpected questions from their language teacher. This % is the greatest among the statements in the same category.

The results stated above show that students experience the most fear when they are asked unexpected questions without prior preparation. More than half of the respondents (61.3%) said they get nervous in such situations. This suggests that students are stressed not because the question is difficult, but because they are under pressure to produce a spontaneous answer in English without enough time to organize their thoughts. The interpretation of this finding demonstrates that students' fear of negative evaluation is strongly linked to their need for preparation. When students are unprepared, they may be afraid of making mistakes, appearing incompetent in front of their peers and teachers, or receiving criticism for a poor response. This dread causes increased speaking anxiety and decreases their motivation to actively participate in speaking events.

This result highlights the importance for teachers to recognize the emotional impact of spontaneous speaking tasks. Teachers are encouraged to provide strategies that ease the transition into spontaneous speech, such as giving students short preparation time, modeling possible responses, or normalizing errors as a natural part of the learning process. Creating a classroom atmosphere that is supportive, non-judgmental, and tolerant of mistakes is key to helping students reduce their speaking anxiety and build greater confidence over time.

Based on the questionnaire analysis, it can be concluded that the three factors, communication apprehension, test anxiety, and fear of negative evaluation, contribute to the emergence of speaking anxiety in students in the context of presentation in English class. Among the three, fear of negative evaluation is the most dominant factor with an average percentage of agreement of 47.76%, followed by communication apprehension at 44.54%, and test anxiety at 41.94%. The high percentage in the fear of negative evaluation category shows that most students feel anxious when speaking for fear of being judged

negatively by teachers and peers. This was clearly reflected in item 15, which obtained the highest percentage of 61.3%, where students felt nervous when asked questions that they had not prepared for. This finding shows that social pressure and fear of evaluation are the main triggers of students' speaking anxiety in presentation activities in English classes.

4.1.2. Students' Strategies to Overcome their speaking Anxiety in English class presentation

In this section, the researcher focused on the students' strategies to overcome students' anxiety in speaking English. (Kondo, 2004) stated that there are five strategies to overcome students' anxiety in speaking English. There are preparation, relaxation, positive thinking, peer shaking, and resignation.

4.1.2.1. Preparation

Kondo (2004), stated that preparation is the way to overcome anxiety. Preparation refers to preparing for a hard situation. If we want to perform something, we must first prepare ourselves so that our performance will be adequate, rather than without preparing at all. The table below show the students' agreement about preparation be the way to overcome anxiety.

Table 4.1.2. 1 Preparation Strategy to Overcome Speaking Anxiety

S	Prepared	Didn't Prepare	Statement Preparation	Statement Reduce Anxiety	Code
S1	√		"I usually understand the material, take notes, and then explain it in my own words."	"I think it reduced my anxiety a bit, because by preparing in advance I became braver."	Q1,S1
S2	√		"I make notes for the explanation and usually practice one day before the presentation."	"It helps reduce my anxiety because I've already prepared beforehand."	Q1,S2
S3	√		"I study before presentatio	"By preparing, it slightly	Q1,S3

			n and prepare notes with important points to explain.”	reduced my nervousness.”	
S4	√		“I prepare a week or even a month in advance. I write down key points and practice.”	“I also practice to reduce my anxiety.”	Q1,S4

The table above shows that the results of the first question indicate that 4 out of 4 students did preparation before the presentation and it can overcome their anxiety in speaking English. Preparation is one of the actions that students take before speaking. It is done to support fluency in speaking and is considered as one of the ways to reduce anxiety.

From the data above, it can be concluded that preparation plays an important role in helping students manage their anxiety when speaking in English class presentations. The 4 interview participants agreed that engaging in various forms of preparation such as, studying the material in advance, taking notes, writing down key points, and practicing delivery, helped them feel more confident and less nervous before speaking. Although the degree of anxiety reduction varied between them, each student reported a noticeable positive impact. The responses also showed that preparation is not only a cognitive strategy but also an emotional support mechanism. Preparation allowed students to feel more in control, improved their readiness, and increased their desire to speak despite feeling nervous. The consistency of responses suggests that preparation is a personally meaningful strategy used by students to reduce anxiety in speaking tasks/

4.1.2.2. Relaxation

Relaxation is one way for students to become calmer when asked to speaking english. It is one of the five strategies stated by Kondo (2004). Relaxation makes students better to start their performance in

speaking, because it can reduce nervousness. The following is students' agreement regarding relaxation as one of the strategies to overcome anxiety.

Table 4.1.2. 2 Relaxation Strategy to Overcome Speaking Anxiety

S	Relaxed	Didn't Relax	Statement Relaxation	Statement Reduce Anxiety	Code
S1	√		"I usually take a deep breath to calm myself before speaking."	"Although I still feel nervous, at least it helps me feel relieved."	Q2,S1
S2	√		"I take a deep breath to make myself feel calmer."	"I do breathing to be more relaxed."	Q2,S2
S3	√		"Usually, I make jokes first so it's not too	"It helps me to be more relaxed and not too	Q2,S3

			serious.”	nervous.”	
S4	√		“I try to take deep breaths and talk with my friends to reduce nervousness.”	“It helps me calm down.”	Q2,S4

The table above shows that the results of the second question indicated that all students applied relaxation, as a way to overcome their anxiety in speaking English.

Based on the data findings above, it can be concluded that all participants recognized relaxation as an effective strategy to reduce speaking anxiety in English classes. Responses from the interviews show that students use various relaxation techniques, such as deep breathing, stretching, joking, or talking casually with friends before speaking. These strategies help them calm their nerves and regain focus before engaging in the speaking task.

Although some students admitted that the anxiety did not completely disappear, they acknowledged that relaxation made them feel more emotionally prepared and less tense when facing speaking activities. This suggests that even simple forms of self-regulation can have a meaningful impact on students' ability to manage anxiety. Therefore, incorporating relaxation techniques, either through teacher-led warm-ups or self-initiated practice, can be a practical and supportive approach to help students feel more confident and comfortable speaking in English.

4.1.2.3. Positive Thinking

According to Kondo (2004), positive thinking can help you overcome anxiety. It is combined with relaxation, we can relax first by thinking favourably. Because what we imagine is what will happen. As a result, we must maintain a good attitude in order to attract positive experiences. The table below demonstrates students' agreement that positive thinking is one of the ways to overcome anxiety.

Table 4.1.2. 3 Positive Thinking Strategy to Overcome Speaking Anxiety

S	Applied Positive Thinking	Didn't Apply	Statement Positive Thinking	Statement Reduce Anxiety	Code
S1	√		"I say bismillah and tell myself I can do it."	"It helps a little, but I still feel nervous because I'm not used to it yet."	Q3,S1
S2	√		"I convince myself by saying 'everything will be okay.'"	"It helps reduce my anxiety."	Q3,S2
S3	√		"I tell myself that I can do it, and those	"It makes me more confident."	Q3,S3

			mistakes are part of learning.”		
S4	√		“Sometimes I tell myself things like ‘I’m better than others’ and imagine I’m alone in that room.”	“With those affirmations, I feel calmer and stronger.”	Q3,S4

The table above shows that the results of the third question indicate that positive thinking is one way to overcome anxiety problems in speaking English. This is shown by the arguments of 4 students who stated that they think positively to overcome their anxiety problems.

The interview responses clearly indicate that positive thinking is a commonly used and effective strategy for managing speaking anxiety among students. All four participants confirmed that they

actively use encouraging thoughts or self-affirmations before speaking in English, such as “I can definitely do it”, “everything will be fine”, or even other phrases. all respondents agreed that positive thinking helped reduce anxiety, even if only partially. One student noted that although nervousness did not disappear completely, positive thinking still played a role in building courage. Other students emphasized that viewing mistakes as part of the learning process helped them stay motivated and not fear failure.

These findings indicate that positive thinking might be an easily available and self-regulated emotional support mechanism, particularly during stressful situations like English class presentations. This emphasizes the significance of teaching both language skills and emotion regulation strategies. Encourage pupils to create their own affirmations and mindset aids to increase their ability to communicate confidently and reduce anxiety while learning a foreign language.

4.1.2.4. Peer seeking

According to Kondo (2004), peer seeking is a strategy for reducing speaking anxiety that involves seeking assistance from peers. In the context of English learning, this method is implemented by students sharing their concerns, studying together, or seeking assistance from friends prior to or during class presentations. This method is beneficial because it allows students to feel less alone, receive support, and provide feedback to each other. When students feel encouraged by their peers, their nervousness reduces and they gain confidence in speaking.

Table 4.1.2. 4 Peer Seeking Strategy to Overcome Speaking Anxiety

S	Applied Peer seeking	Didn't Apply	Statement Peer seeking	Statement Reduce Anxiety	Code
S1	√		"I feel like I'm not alone when I know my friends are also	"Yes, it makes me feel a little calm that I'm not	Q4,S1

			nervous.”	alone.”	
S2		√	“I don’t look at my friends. I focus on myself.”	“I don’t feel any difference.”	Q4,S2
S3	√		“Knowing that others feel the same helps me stay calm.”	“It helps me feel calmer.”	Q4,S3
S4		√	“Everyone’s anxiety is different, so I don’t think much about it.”	“I feel normal even though other people feel the same way.”	Q4,S4

The table above shows that the results of the fourth question indicated that 2 students applied peer-seeking, because knowing that their friends felt the same way could help reduce their anxiety. This suggests that support from peers can play a role in making students feel less alone and more understood, which in turn helps to alleviate the fear of speaking up. On the other hand, 2 students answered “no”, indicating that they did not always feel less anxious even though others were experiencing the same problem.

Data from the interviews showed that peer support can have a positive impact on reducing speaking anxiety for some students, with 2 out of 4 students stating that knowing others experience the same anxiety helps them feel less alone and more emotionally supported, which suggests that a sense of shared experience or empathy can ease anxiety and encourage participation in speaking activities. However, the other 2 participants stated that knowing others felt the same way did not necessarily reduce their own anxiety. For these students, anxiety was perceived as a personal and internal challenge, regardless of the experiences of others. They preferred to focus on themselves. This

suggests that peer support helps some students feel better, but not everyone. Every student has a different way of dealing with anxiety. Some students feel calmer when they know they are not alone, while others do not feel comfortable with it.

4.1.2.5. Resignation

The final strategy is resignation. It is supported by Kondo (2004), resignation is a strategy to overcome anxiety. It is an extreme approach since students decide to give up in the face of anxiety. The table below that shows the students' agreement about resignation as the one strategy to overcome anxiety.

Table 4.1.2. 5 Resignation Strategy to Overcome Speaking Anxiety

S	Resigned	Didn't Resign	Statement Resignation	Code
S1		√	"I didn't avoid it, but I gave short answers."	Q5,S1
S2		√	"Never resignation, I answer as best I can, even if I wasn't sure."	Q5,S2

S3		√	“I never resignation, but just answer whatever I can.”	Q5,S3
S4		√	“I prefer to answer shortly and say what I understand.”	Q5,S4

The table above shows the results of the fifth question which shows that all students answered “no” to resign because they are aware of the importance of learning English. This shows that, despite experiencing discomfort or nervousness, students remain motivated to engage in the learning process and realize the importance of acquiring English speaking skills.

The data findings show that do not of the students chose to resign or withdraw completely from speaking activities in English classes, even when experiencing anxiety. This suggests that although anxiety is present, it does not lead to total avoidance behavior. Instead, the students used coping mechanisms that allowed them to remain engaged in the learning process, such as giving short responses rather than refusing to speak at all. the

students showed persistence, which indicates that internal motivation and a sense of responsibility played an important role and from their answers reflected a resilient mindset and a clear recognition of the importance of learning English, particularly speaking skills, for their academic and future goals.

4.2. Discussions

This part presents the discussion of the research findings which focused on two main objectives: the factors that contribute to students' speaking anxiety and the strategies they use to overcome it during English class presentations. The data were collected from second-semester English Education students of UIN Walisongo Semarang, Academic Year 2024/2025. The findings were obtained through a speaking anxiety questionnaire and a set of semi-structured interviews. To ensure the credibility of the research, methodological triangulation and member checking were applied. The discussion that follows interprets the results in light of relevant theories and previous studies. To ensure the credibility of the data, methodological triangulation was conducted by comparing the questionnaire results with the interview results. In addition, member

checking was used to validate the accuracy of the interview data.

4.2.1. Factors Contributing to Students' Speaking Anxiety

Based on Horwitz et al., (1986), students' anxiety in speaking English stems from three main categories: communication apprehension, test anxiety, and fear of negative evaluation. The questionnaire results showed that all three elements were present in the participants, however the most dominating component was fear of negative evaluation (47.76%), followed by communication apprehension (44.54%), and test anxiety (41.94%).

4.2.1.1. Communication Apprehension

Communication apprehension is a form of anxiety that arises when students feel nervous or uncomfortable when having to engage in speaking activities using a foreign language, because students feel a lack of confidence or fluency. Based on the results of this study, this factor is closely related to students' limited mastery of vocabulary, grammar, and listening comprehension. When students lack linguistic resources, they struggle to compose sentences spontaneously or are unable to fully understand the teacher's instructions, leading to confusion, hesitation, and even fear. This is reflected in the questionnaire data, where

58% of students stated that they felt nervous when they did not understand every word the teacher said (Item 5), and 54.9% felt uncomfortable when they did not understand the teacher's correction (Item 4).

These findings suggest that students feel vulnerable when they do not understand the learning content, especially in spontaneous speaking situations such as when suddenly called upon or asked to answer without preparation. In such contexts, students are more likely to be silent, hesitate, or feel pressured. These symptoms support the statement of Horwitz et al., (1986) which states that communication apprehension can stem from the inability to understand or respond appropriately. This situation becomes worse when they consider every misunderstanding as a personal failure. This finding is also supported by Utari et al., (2024), who stated that lack of confidence and difficulty understanding oral input lead to withdrawal and silent behavior in the classroom. This means that teachers should use a more empathic approach, ensuring that adequate clarity and support is provided during learning. Otherwise, the student may continue to experience increased anxiety and decreased oral participation.

4.2.1.2. Test Anxiety

Test anxiety refers to the nervousness or fear that students experience in situations that involve evaluation or assessment. Based on the questionnaire results, this type of anxiety is common among students. Specifically, 58.1% of students stated that they were worried about the consequences of failing their English class (Item 7). This finding suggests that students associate speaking tasks with pressure to perform well and is generally caused by the fear of making mistakes in front of teachers or classmates in a formal context that involves direct assessment of their abilities. This is in line with the definition of Horwitz et al., (1986), who describe test anxiety as anxiety arising from the fear of poor academic performance or inability to meet expectations.

Although the interview questions did not directly ask students to explain why they were concerned, the strategi they reported using to prepare implicitly mirrored test anxiety. Most students stated that they meticulously studied their materials, practiced speaking, or created summaries prior to in-class presentations. According to Kondo (2004), planning is one of the most effective coping strategies for reducing test-related anxiety since it increases

one's sense of preparedness. This findings is supported by Alharbi (2021), who said that EFL learners suffer significant levels of anxiety when taking oral exams due to the worry of not performing well.

4.2.1.3. Fear of Negative Evaluation

Among the three factors identified, Fear of negative evaluation emerged as the most dominant factor contributing to students' speaking anxiety, with an average agreement percentage of 47.76%. This indicates that students are very anxious about being judged or criticized when speaking English in front of others. This is evident in students' responses to Item 15, where 61.3% of students stated that they felt nervous when asked questions they had not prepared for, and Item 13, where 51.6% admitted to feeling embarrassed to volunteer answers in class. In addition, 51.7% of students agreed with Item 12, which stated that they believed other students spoke English better than them. This response shows that students' anxiety is not only rooted in their language ability, but rather the fear of how others such as peers or teachers judge their speaking performance. This finding supports Horwitz et al., (1986) theory, which argues that fear of negative evaluation is one of the main causes of foreign language anxiety, where

learners experience worry when they believe that they are being observed or critically assessed by others during speaking tasks.

The fear of negative evaluation may cause students to avoid speaking, reduce their participation, or limit their responses, even when they understand the material. This is consistent with the findings of Humaera & Pramustiara, (2022), who observed that students often refrain from speaking tasks to avoid potential embarrassment in front of others. In this context, fear of negative evaluation can act as a psychological barrier that suppresses participation, regardless of how well students have prepared or how much they understand. Moreover, this factor is closely related to other forms of anxiety, namely communication fear and test anxiety. students who lack confidence in their language skills due to difficulties with vocabulary, grammar, or pronunciation are more likely to worry about being negatively evaluated. the three factors do not operate in isolation, but interact and reinforce each other, creating a cycle of anxiety that significantly affects students' willingness and readiness to speak in English class presentations.

4.2.2. Students' Strategies to Overcome Anxiety

To manage their anxiety during English class presentations, students apply several coping strategies. According to Kondo (2004) there are five strategies to overcome with anxiety, namely preparation, relaxation, positive thinking, peer seeking, and resignation. These strategies reflect ways students attempt to manage the psychological pressure they experience when speaking in public.

4.2.2.1. Preparation

From the interview data obtained, the four students stated that they used preparation as a way to overcome their speaking anxiety. Based on Kondo (2004) theory, preparation is one of the most common and effective strategies used by students to reduce anxiety before speaking. The participants revealed that they prepared themselves by taking notes, summarizing the material, and practicing speaking in advance. In fact, one student mentioned that they started preparation as early as a week or a month before the presentation. This preparation helped them feel more confident and reduced their fear of making mistakes. This is in line with the idea that preparation not only improves language skills such as pronunciation and

grammar, but also strengthens mental readiness by reducing uncertainty and increasing confidence during public speaking situations. This finding is also supported by research conducted by (Haratikka & Sony, 2023), who found that preparation plays an important role in helping students manage their anxiety in speaking activities. According to their research, students who prepare the material well tend to experience lower levels of nervousness and perform better in speaking tasks.

4.2.2.2. Relaxation

From the interview data obtained, one of the strategies used by the students to overcome speaking anxiety is relaxation. According to Kondo (2004), relaxation is a strategy used to calm down before facing a stressful or challenging situation. It includes physical or mental methods that help regulate emotions and reduce nervousness. The students practiced relaxation by taking deep breaths, joking around, or having casual conversations with friends before delivering their presentations. Although this strategy did not completely eliminate their anxiety, it helped to reduce tension and made the students feel calmer. One student mentioned that taking a moment to breathe helped manage emotions and made them more concentrated

during the presentation. These findings support the view that emotion regulation through simple relaxation techniques can positively affect performance and reduce anxiety symptoms in speaking tasks. This is also in line with the findings of Fatimah Hidayahni Amin & Nur Masthurah (2023), who revealed that relaxation techniques are one of the most common coping strategies used by university students in managing their speaking anxiety in EFL classes.

4.2.2.3. Positive Thinking

From the interview results, students also apply a positive thinking to reduce their anxiety when speaking. According to Kondo (2004), positive thinking is one of the strategies to overcome anxiety by developing an optimistic mindset when facing challenging situations. Positive thinking helps students regulate their emotional responses and increase their confidence when speaking in English. In this study, the students stated that they often used self-encouraging words such as “everything will be fine” or “I can do it” before delivering the presentation. These affirmations helped them reduce their fear of failure and maintain a positive outlook. One student stated that although they still felt anxious, positive thinking gave them

the mental strength to continue speaking in front of the class. This supports the idea that a positive thinking can play an important role in regulating emotional responses and increasing confidence when speaking in public. The results of this study are consistent with the research of Fatimah Hidayahni Amin & Nur Masthurah (2023), who found that positive thinking is one of the most common tactics used by English language learners to overcome fear of speaking in front of the class. Their research emphasized how positive affirmations and self-motivation encourage students to reduce tension in language performance and stay focused on communication rather than possible mistakes.

4.2.2.4. Peer Seeking

The interview results also show that students use peer seeking as a way to reduce their anxiety before speaking. According to Kondo (2004), peer seeking refers to a strategy in which students interact with classmates who experience similar feelings of anxiety. This strategy helps reduce feelings of isolation and provides emotional relief through shared experiences. 2 out of 4 participants stated that knowing that their friends were also feeling nervous made them feel more relaxed and less alone, knowing that others felt the same way. One of the students mentioned

that talking to friends before the presentation helped reduce their tension. However, the other two students stated that they preferred not to rely on peers, and chose to manage their anxiety internally without comparing themselves to others. This strategy highlights the importance of a supportive social environment, where students feel safer and more accepted, thus reducing the fear of negative judgment. This is also in line with the concept that emotional support from peers can be a strong buffer to overcome speaking anxiety. Although this strategy may have no effect on some people. In addition, Fatimah Hidayahni Amin & Nur Masthurah (2023) confirmed that consultation with peers is a common coping mechanism adopted by EFL learners to overcome situational and conditional anxiety in speaking tasks. Their findings confirmed that interaction with peers, even informally, provides a valuable emotional buffer and boosts student confidence when preparing to speak English in front of others.

4.2.2.5. Resignation

Based on the interview data, none of the students fully chose resignation as a way of coping with anxiety. According to Kondo (2004), withdrawal is the most

extreme strategy, where students avoid or give up on speaking tasks due to excessive anxiety. However, students in this study did not completely withdraw from speaking activities. Instead, they tended to respond briefly or use simpler sentences when feeling anxious. This behavior indicates a passive form of engagement rather than total avoidance. It shows that although students experienced nervousness, they did not let it stop them from engaging in the speaking task. One student shared that when too nervous, they chose to say something short rather than remain silent. This shows persistence and awareness of the need to continue practicing English, even when under pressure. Therefore, this strategy reflects the students' resilience and growth mindset, rather than giving up completely or avoiding. This finding aligns with the study by Fatimah Hidayahni Amin & Nur Masthurah (2023), who found that students rarely engage in complete withdrawal, but rather modify their speaking behavior to cope with anxiety, such as simplifying responses or relying on memorization to reduce cognitive pressure.

From the explanation above, Kondo (2004) five strategies of Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation, were used in different ways

by the students to overcome speaking anxiety. All four participants said that they used preparation, such as note-taking, summarizing, and practicing, to feel more confident. Relaxation techniques such as deep breathing and relaxed speaking also helped to reduce nervousness. Most students also used positive thinking, such as saying positive affirmations to themselves, to stay motivated and calm. For peer seeking, two students felt relieved when they knew others had similar fears, although not all found this strategy helpful. Finally, none of them resignation, but some chose to give short answers when anxious, showing a form of resignation without giving up. Overall, students used more than one strategy based on what worked best for them. This shows their efforts to manage anxiety and improve their speaking ability. The coping strategies used can be a useful reference for educators in helping students overcome speaking anxiety in English classes.

In conclusion, this study confirms Horwitz et al., (1986) theory that speaking anxiety is caused by three main factors: communication apprehension, test anxiety, and fear of negative evaluation. Among these factors, fear of negative evaluation emerged as the most dominant factor, as evidenced by the questionnaire results and interview

responses. Most students feel anxious when speaking in English for fear of being judged by others, especially when unprepared. Communication apprehension was triggered by a lack of vocabulary, grammar, or comprehension of oral input, while test anxiety stemmed from the fear of failure in assessed speaking activities. This supports the idea that speaking anxiety is not solely rooted in language ability, but also in the psychological fear of social evaluation and comparison with peers.

The study also revealed that students apply several strategies to deal with their anxiety during English class presentations. These strategies, as proposed by Kondo (2004), include preparation, relaxation, positive thinking, peer seeking, and resignation. Among these strategies, preparation was the most widely used, followed by positive thinking and relaxation. Students prepared themselves by practicing, summarizing the material, and using self-motivation techniques to boost confidence. Some also sought support from peers or practiced relaxation to manage their emotional state. Interestingly, although none of the students completely withdrew, some showed passive engagement by providing brief responses instead of withdrawing completely. These findings suggest that

although speaking anxiety is a significant barrier, students are able to develop coping mechanisms to manage it and improve their presentation.

The results of this study are in line with research by Haratikka & Sony (2023) who found that fear of negative evaluation was the main source of students' speaking anxiety. In both studies, students feared being judged by classmates or teachers, especially when they were not fully prepared. This confirms that fear of negative evaluation remains a strong emotional barrier in English speaking situations across various learning contexts. However, Haratikka & Sony only focused on the type of anxiety, this study goes further by exploring how students actually respond to their anxiety using various strategies.

Secondly, this study also supports Alharbi (2021) findings, which highlighted that preparation and positive thinking are common ways students use to cope with speaking anxiety. Both studies found that students felt more confident when they prepared the material in advance and motivated themselves with positive thoughts. However, the main difference lies in the details of their application. In Alharbi study, the focus was on general preparation, while this study provides more specific examples such as taking

notes, practicing, and saying positive affirmations like “everything will be fine” to calm the mind. This adds context to how preparation and positive thinking work in actual classroom situations.

Third, the findings of this study are also in line with research conducted by Humaera & Pramustiara (2022) which revealed that students often feel nervous, afraid, and lack of vocabulary when asked to do impromptu speaking tasks. Similarly, in this study, students expressed anxiety due to fear of being unprepared or making mistakes when presenting in class. Both studies emphasized the emotional impact of speaking activities, especially when students felt pressured to perform without prior preparation. However, unlike Humaera & Pramustiara study which focused on impromptu speaking and used an open-ended questionnaire, this study adds depth by not only exploring the causes but also the specific strategies students use to manage their anxiety. These strategies include preparation, relaxation, positive thinking, seeking peers, and limited forms of resignation. Therefore, this study extends their findings by offering insights into the strategies students use to manage their speaking anxiety when presenting in English classes.

Lastly, this study also concurs with the findings of Saharani (2023), who concluded that negative thinking, especially fear of audience reaction is a major factor contributing to students' anxiety during speaking performances. This is in line with the findings of the current study, where fear of negative evaluation was identified as the most dominant source of anxiety. Both studies emphasize that students often worry about how they will be perceived by their classmates and teachers, and that this internal pressure can hinder their speaking performance. However, while Saharani study mainly identified the causes through a review of previous research, this study adds more practical insights by showing how students actively manage their anxiety. Strategies such as positive thinking (using positive affirmations) and preparation were applied by the participants to reduce the impact of their negative thoughts. Therefore, this study not only confirms previous claims but also extends them by providing first-hand student experiences and context-specific strategies used in classroom presentations.

In summary, this study has offered a comprehensive understanding of students' speaking anxiety and their coping strategies during English class presentations.

Through the integration of questionnaire data and interview responses, it was found that fear of negative evaluation emerged as the most significant factor of anxiety, which supports the framework of Horwitz et al., (1986). Such anxiety is often triggered by fear of judgment, lack of preparation, or negative self-perception. While the findings of this study largely support previous theories and research results, they also offer new insights into the variation of coping strategies among students. The detailed examples from the interviews in this study help to illustrate how theory is applied in real situations, adding to the in-depth understanding of speaking anxiety in the English class presentation.

CHAPTER V

CONCLUSION & SUGGESTION

5.1. CONCLUSION

Based on the data of the research result carried out in the second-semester students of the English Education Department at UIN Walisongo Semarang in the academic year of 2024/2025, the researcher was going to draw conclusions about “What are the factors contributing to students' speaking anxiety and what strategies are used by students to overcome their anxiety in English class presentations” as followed:

5.1.1. Factors Contributing to Students' Speaking Anxiety

The results of the study revealed that second semester English education students experienced speaking anxiety caused by three interconnected factors namely communication apprehension, test anxiety, and fear of negative evaluation, as defined by Horwitz et al., (1986). Fear of negative evaluation was the most dominant factor of the three. Students' high level of agreement with statements about fear of ridicule, fear of making mistakes in front of others, and reluctance to volunteer answers due to peer comparison. These results imply that students' willingness to speak up in class is significantly influenced by social

judgment. In addition, communicating apprehension was also a significant contributing factor. Many students reported that they felt anxious and insecure when asked to speak in English, especially when they could not understand the correction from the teacher or what the teacher said. Their poor listening comprehension, grammar and vocabulary limitations are closely related to this type of anxiety. These limitations cause hesitation, silence, and anxiety, especially when speaking spontaneously. In addition, test anxiety also affects students when they perceive speaking tasks as evaluative. Due to the pressure to perform well in front of the class and avoid mistakes, many students still feel anxious even though they do enough preparation. These three factors are closely interrelated. Students who struggle with linguistic competence (communication apprehension) are more likely to fear negative evaluation, especially when placed in evaluative situations such as classroom presentations (test anxiety).

Methodological triangulation using questionnaire data and thematic interpretation of interview results has validated these findings. By comparing the patterns in the questionnaire and the themes in the interview responses, the results of the study became more credible even though the interviews did

not specifically ask students to re-mention the factors, but the coping strategies they described reflected their internal reactions to anxiety.

5.1.2. Students' Strategies to Overcome Anxiety

In order to overcome peaking anxiety, the students applied various strategies categorized in Kondo (2004) framework: preparation, relaxation, positive thinking, peer seeking, and resignation. These strategies were identified from the analysis of the interviews and validated through member checking. Among these strategies, preparation was the most frequently used and considered the most effective. All four students emphasized the importance of preparing the material in advance, summarizing key points, and practicing before the presentation. These strategies helped students feel more confident and in control, thus reducing their anxiety. Relaxation was also applied by all students, which involved deep breathing, or engaging in light conversation with friends before the presentation. While this strategy did not completely eliminate their anxiety, it helped them feel more emotionally in control and less nervous. Positive thinking emerged as a common strategy used by the students to mentally prepare themselves and boost their confidence. Students reported that they used positive affirmations and

self-encouragement such as “I can do it” or “everything will be okay” to reduce fear and alleviate negative thoughts. Peer seeking was applied by some students who felt more comfortable knowing that they were not alone in experiencing anxiety. Recognition of this shared experience helped to reduce their fear and nervousness. However, this strategy was not used by all students, as some students were more self-focused, not relying on comparisons with others. Lastly, resignation saw no students doing this, they preferred to minimize participation such as giving short or minimal answers. Although this reflects a passive approach, this strategy serves as a coping strategy to deal with excessive anxiety. Students do not completely avoid speaking, but minimize speaking to reduce perceived risks. Although not all students applied all five strategies, the combination of preparation, relaxation, and positive thinking proved helping them cope with anxiety during class presentations. These findings support the theoretical model proposed by Kondo (2004), which reinforces the idea that college students are actively engaged in managing their anxiety through various behavioral and emotional efforts.

5.2. SUGGESTION

Based on the results of the research that has been conducted, the researcher makes several suggestions that are expected to make a positive contribution to various parties related to English language learning, especially in efforts to overcome speaking anxiety in class presentations.

1. For the Students

Students are encouraged to realize that speaking anxiety is a typical language learning experience that can be controlled with persistent effort. This research shows techniques such as planning, relaxation, and positive thinking can help reduce anxiety. Therefore, students should actively choose the strategies that are most effective for them and use them regularly. With more practice and encouragement, one's confidence and comfort level for speaking in English in front of an audience will increase over time.

2. For the Teacher

To help students manage their anxiety, teachers play an important role. teachers are advised to create a safe, encouraging, and growth-oriented environment in the classroom instead of a judgmental environment. Students will feel more comfortable in participating if they are given

sufficient time to prepare, receive useful criticism, and be aware of anxiety symptoms. teachers can also consider using techniques that can help students reduce anxiety, such as guided practice, pair work, or encouragement before presentations.

3. For the Next Researcher

This study provides a basis for further research on speaking anxiety, but future research could explore this topic with a wider range of participants from different academic levels or institutions. Additionally, researchers could examine how speaking anxiety changes over time or is influenced by other factors such as personality, cultural background, or classroom interactions. Combining interview data with classroom observations or teacher perspectives may also provide richer insights.

4. For the Researcher

After doing this research, the researcher may get useful knowledge of English proficiency, especially about the speaking anxiety in presentation.

5.3. LIMITATION

This study has several limitations, one important limitation lies in the relatively small number of participants, especially at the interview stage, which is one significant

limitation that may limit how broadly these findings can be applied to a larger group of students. In addition, this study only involved second-semester students from one university, which limits the scope and may not accurately represent students' experiences in various academic settings or stages. To increase the breadth, validity, and triangulation of the results, it is recommended that future research use a larger and more varied sample from several institutions and employ a variety of data collection techniques, such as teacher viewpoints or classroom observations.

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APPENDIX 1

QUESTIONNAIRE

RESPONDEN IDENTITY

Name

:.....

....
Class/Semester
:.....
.....

(Total respondent: 31 Students)

Instructions for Filling Out the Questionnaire:

1. The purpose of this questionnaire is to identify the factors contributing to speaking anxiety in English class presentation
2. The questionnaire consists of 15 statements, each accompanied by five response options:
 Strongly Agree (SA)
 Agree (A)
 Neither (N)
 Disagree (D)
 Strongly Disagree (SD)
3. Please read each statement carefully and select the option that best reflects your experience during English class presentation
4. The statements are categorized into the following factors:
 - Item 1-5 : Communication Apprehension
 - Item 6-10 : Test Anxiety
 - Item 11-15 : Fear of Negative Evaluation

5. Your responses will remain confidential and will be used solely for academic and research purpose.

	Category	SA	A	N	D	SD
Item	Statement					
CA	Students' Feeling	2	6	12	8	3
1.	I never feel quite sure of myself when I am speaking in my foreign language class.					
2.	It frightens me when I don't understand what the teacher is saying in the foreign language	4	10	8	8	1
3.	I get upset when I don't understand what the teacher is correcting	3	9	11	8	0
4.	I feel confident when I speak in foreign language class	7	10	10	3	1
5.	I get nervous when I don't understand every word the language teacher says	5	13	7	3	3
TA	Students' Physiological	5	9	11	5	1

6.	I tremble when I know that I'm going to be called on in language class					
10.	I feel more tense and nervous in my language class than in my other classes.	2	9	10	8	2
TA	Students' Cognitive					
7.	I worry about the consequences of failing my foreign language class	4	14	8	3	2
8.	The more I study for a language test, the more confused I get	4	7	13	5	2
9.	Language class moves so quickly I worry about getting left behind	1	10	11	8	1
FNE	Students' Cognitive					
11	I am afraid that my language teacher is ready to correct every mistake I make	4	7	9	9	2
12	I always feel that the other	2	14	8	5	2

	students speak the foreign language better than I do					
14	I am afraid that the other students will laugh at me when I speak the foreign language	5	7	9	7	3
FNE	Students' Feeling					
13	It embarrasses me to volunteer answers in my language class	3	13	10	5	0
15	I get nervous when the language teacher asks questions which I haven't prepared in advance	4	15	9	2	1

APPENDIX 2

INTERVIEW TRANSCRIPT

Name of informant

- S1 : Alyatul Rofi'ah
S2 : Prima Nova Fitriana
S3 : Amie Nurchasanah
S4 : Dia Ayu Setiawati

Confirmation question:

R : *“Tentunya kamu sudah mengisi kuisioner yang saya bagikan, yang berisi tentang faktor-faktor yang mempengaruhi anxiety ketika berbicara dikelas bahasa inggris, terutama pada saat melakukan presentasi. Saya akan menanyakan beberapa strategi yang mungkin kamu gunakan pada saat mengalami kecemasan berbicara dikelas bahasa inggris.”* (“Surely you have filled out the questionnaire that I distributed, which contains factors that contributing anxiety when speaking in English class, especially when making presentations. I'm going to ask you about some strategies that you might use when you experience speaking anxiety in English class.”)

PREPARATION

Q1 : *“Sebelum kamu melakukan presentasi dikelas, apakah kamu melakukan persiapan, seperti*

menyiapkan materi, melakukan latihan, atau mmmencatat apakah hal itu dapat mengurangi kecemasan kamu saat tampil depan kelas?”. (“Before you make a presentation in class, do you do any preparation, such as preparing materials, doing exercises, or taking notes? Does that reduce your anxiety when performing in front of the class?”)

S1 : *“Ya, saya biasanya memahami apa yang dimaksud dari materi tersebut, baru saya mencatat, kemudian saya menjelaskannya dengan bahasa saya sendiri. Menurut saya sedikit mengurangi, karena melakukan persiapan sebelumnya, saya jadi berusaha untuk tampil dengan berani”. (“I usually understand what the material means, then I take notes, then I explain it in my own language. I think it reduces it a bit, because I prepare beforehand, so I try to perform bravely”)*.

S2 : *“Ya, sebelum presentasi tentunya saya melakukan persiapan dengan membuat catatan untuk penjelasan yang akan disampaikan, dan saya biasanya melakukan latihan 1 hari sebelum presentasi. Iya cukup membantu mengurangi*

kecemasan saya, karena sudah melakukan persiapan sebelumnya". ("I usually understand what the material means, then I take notes, then I explain it in my own language. I think it reduces it a bit, because I prepare beforehand, so I try to perform bravely").

S3 : *"Iya, sebelum persentasi saya belajar dan mempersiapkan catatan seperti poin-poin penting yang akan disampaikan. Dengan melakukan persiapan itu bisa sedikit mengurangi rasa cemas saya"*. ("Yes, before the presentation I study and prepare notes such as important points that will be delivered. By doing that preparation, it can reduce my anxiety a little").

S4 : *"Iya, saya menyiapkan dari seminggu bahkan sebulan sebelum melakukan presenatasi. Saya biasanya mencatat inti-inti yang akan saya jelaskan, kemudian kalo ada kalimat yang tidak dipahami, saya berusaha mencatatnya kembali dengan bahasa saya sendiri. Saya juga melakukan latihan untuk mengurangi rasa deg degan saya"*. ("Yes, I prepare from a week or even a month before presenting. I usually write down the points that I will explain,

then if there are sentences that are not understood, I try to write them back in my own language. I also do exercises to reduce my nervousness”).

RELAXATION

Q2 : *“Apakah kamu melakukan relaksasi untuk mengatasi kecemasan dalam berbicara bahasa inggris, seperti tarik napas atau melakukan gerakan stretching?”. (“Do you to relaxation techniques, such as deep breathing or stretching, to overcome your anxiety in speaking English?”).*

S1 : *“Ya, saya biasanya tarik napas untuk menenangkan diri, baru kemudian maju kedepan, meskipun masih ada rasa gugup, tapi setidaknya sedikit melegakan”. (“Yes, I usually take a breath to calm myself down, and then come forward, although there is still a sense of nervousness, but at least it is a little relieving”).*

S2 : *“iya saya melakukan tarik napas agar lebih tenang”. (“Yes, I do deep breathing to calm down”).*

S3 : *“Iya, biasanya saya membuat tertawa dengan becanda dulu biar tidak terlalu serius. Hal ini membantu saya jadi lebih rileks dan tidak gugup”.*

(“Yes, I usually make myself laugh by joking around first so I don't take myself too seriously. This helps me to be more relaxed and less nervous”).

S4 : *“Iya betul, saya berusaha untuk tarik napas dan biasanya mengobrol dengan teman untuk mengurangi rasa cemas saya”*. (“Yes, I try to breathe and usually chat with friends to reduce my anxiety”).

POSITIVE THINKING

Q3 : *“Sebelum berbicara bahasa inggris, apakah kamu mencoba untuk berpikir positif, seperti menyakinkan diri sendiri bahwa saya bisa melakukannya dengan baik, atau apa kalimat positif yang biasanya anda katakan? Apakah hal ini dapat mengurangi kecemasan kamu?”*. (“Before speaking English, do you try to think positively, such as convincing yourself that I can do well, or what positive sentences do you usually say? Does this reduce your anxiety?”).

S1 : *“Iya tentu, saya biasanya mengucapkan bismillah dan kemudian mengatakan bahwa saya pasti bisa melakukannya dan berusaha memantapkan diri. Iya mba sedikit mengurangi, tapi karena belum terbiasa*

jadi merasa gugup itu tetap ada”. (“Yes, of course, I usually say bismillah and then say that I can definitely do it and try to stabilize myself. Yes, a little less, but because I'm not used to it so I still feel nervous”).

S2 : *“Iya saya biasanya menyakinkan diri dengan mengatakan “everything will be okey” dan menurut saya itu cukup membantu mengurangi rasa cemas*”. (“Yes, I usually reassure myself by saying “everything will be okay” and I think that helps reduce anxiety”).

S3 : *“Iya, biasanya saya menyakinkan diri sendiri bahwa saya bisa melakukan itu, masalah benar atau salah itu buat pembelajaran kedepannya. Iya itu membuat saya lebih percaya diri*.” (“Yes, I usually convince myself that I can do it, the problem of right or wrong is for future learnin. Yes, It makes me more confident”).

S4 : *“Iya betul, terkadang saya melakukan hal itu, biasanya saya berusaha membanggakan diri sendiri bahwa saya lebih dari yang lain dan saya juga berusaha mengalihkan pikiran dengan membayangkan bahwa diruangan itu tidak ada*

orang selain saya. Bagi saya, dengan mengatakan afirmasi itu, saya merasa jadi lebih tenang dan punya kekuatan". ("Yes, sometimes I do that, usually I try to pride myself that I am more than others and I also try to distract myself by imagining that there is no one else in the room but me. For me, by saying those affirmations, I feel calmer and more powerful").

PEER SEEKING

Q4 : *"Apakah kamu merasa kecemasan itu berkurang jika kamu tahu bahwa ada teman yang mengalami hal yang sama pada saat berbicara bahasa inggris?"*. ("Do you feel less anxious if you know that there are friends who experience the same thing when speaking English?").

S1 : *"Iya tentu, ketika saya tahu bahwa ada teman yang mengalami hal yang sama, saya jadi merasa tidak sendirian dan membuat saya merasa sedikit lebih tenang"*. ("Yes, of course, when I know that there are friends who are going through the same thing, I don't feel alone, makes me feel a little calmer").

S2 : *"Saya tidak merasa seperti itu, karena saya tidak melihat teman, lebih memilih untuk fokus pada diri*

saya sendiri saja. Bagi saya itu tidak berpengaruh, karena saya merasa sama saja". ("I don't feel like that, because I don't see my friends, preferring to focus on myself. For me it doesn't matter, because I feel it's still the same").

S3 : *"Iya, karena saya merasa bukan satu satunya yang mengalami hal ini, dan saya juga merasa sedikit tenang apabila mengetahui ada juga orang yang mengalami hal sama dengan saya*". ("Yes, because I feel like I'm not the only one experiencing this, and I also feel a little relieved to know that there are other people experiencing the same thing as me").

S4 : *"Tidak mba, karena menurut saya kecemasan orang berbeda-beda. Jadi saya merasa biasa saja apabila mengetahui ada teman yang mengalami hal yang sama*". ("No, because I think people's anxiety is different. So, I feel normal when I know that there are friends who experience the same thing").

RESIGNATION

Q5 : *"Ketika kamu merasa cemas, apakah kamu pernah memilih untuk menghindari berbicara bahasa inggris, atau tetap menjawab dengan jawaban singkat?"*. ("When you feel anxious, do you ever

choose to avoid speaking English, or stick with short answers?”).

S1 : *“Ketika saya ditanya guru saya tidak menghindarinya, tapi akan tetap menjawab dengan jawaban singkat”. (“When I am asked by the teacher, I don't avoid it, but will still answer with a short answer”).*

S2 : *“Saya biasanya akan tetap menjawab sebisa saya. Meskipun saya tidak tahu jawaban itu benar atau salah. Tapi sebisa mungkin saya akan menjawabnya”. (“I will usually answer as best I can. Even though I don't know if the answer is right or wrong. But I will answer as best I can”).*

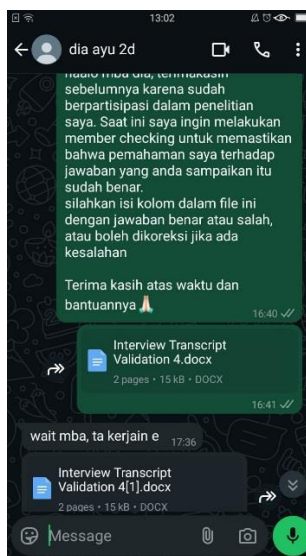
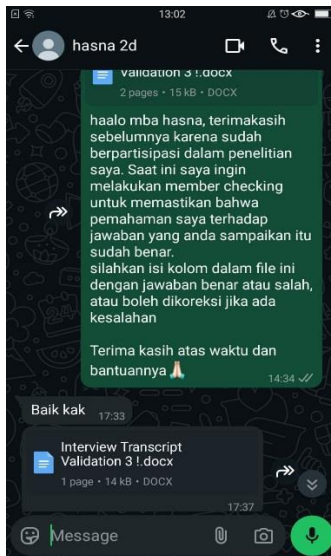
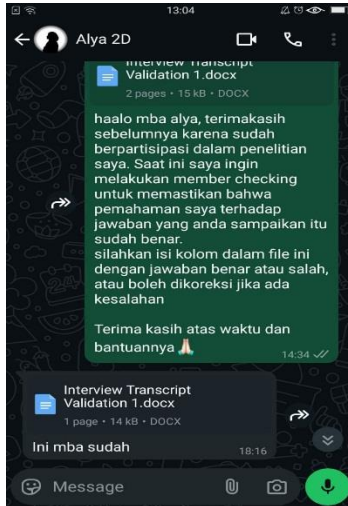
S3 : *“Saya biasanya akan tetap menjawab sebisa saya. Meskipun saya tidak tahu jawaban itu benar atau salah. Tapi sebisa mungkin saya akan menjawabnya”. (“I will usually answer as best I can. Even though I don't know if the answer is right or wrong. But I will answer as best I can”).*

S4 : *“Saya tidak pernah merasa pasrah, saya lebih suka menjawab dengan jawaban yang singkat dan apa yang saya ketahui”. (“I never feel resigned, I*

prefer to answer with short answers and what I know”).

APPENDIX 3

Member Checking Documentations via WhatsApp




APPENDIX 4

Research Documents



APPENDIX 5

RESEARCH DOCUMENT



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 20 Desember 2024

Nomor : 5744/Un.10.3/J4/DA.08.05/12/2024
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi


Kepada Yth.
Dr. Siti Tarwiyah SS., M.Hum
Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Misrinah
NIM : 2103046109
Judul : Students' Experiences of Speaking Anxiety in English Class Presentations:
The Description of Factors and Strategies

Dan menunjuk saudara Dr. Siti Tarwiyah SS., M.Hum sebagai pembimbing.
Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Ketua Jurusan Pendidikan Bahasa Inggris


Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

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