
An Analysis Of Speaking Anxiety In Efl Students Presentation At Twelve Grade Of Smk Al-Furqon Bondowoso In 2020/2021 Academic Year

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Abstract: Speaking as performance refers to public speaking such as, presentation, speeches, news casters, host and presenter which is giving an information to the audience. There are four theory base of communicative language teaching, Language s a system for the expression of meaning, The primary function of language is for interaction and communication, The structure of language reflects its functional and communicative uses, The primary units of language are not merely its grammatical and structural features. The researcher try to find out about speaking anxiety and the factor causing speaking anxiety in Students Presentation at twelve grades of SMK Al-Furqon Bondowoso in the 2020//2021 academic year. In this research A qualitative study is intended for collecting information about the status of an existing indication. Limited vocabulary included external factor because the loading factor with a strong external factor that its score 67% and the number of limited vocabulary was the second higher after embarrassment. It means that limited vocabulary was the second highest score on external factor that influenced student anxiety to speaking English. Motivation included internal factor because the loading factor with a strong internal factor than its score was 71% and the number of motivation was higher than all of internal factors. Based on the results of the analysis, there are two factors influencing students' anxiety in speaking English that internal and external factors.

Keywords: speaking; presentation; anxiety

INTRODUCTION

Speaking anxiety is one of people problems seems like nervous thing to speak English. Sometimes people want to express their opinion, but they do not know how to say and expressing the idea. Because they have no much time to practice in their schools. In this case, sometimes the students are distress because in their habit they do not use English language in their daily life in school and interact between students and teachers.

Additionally, speaking anxiety give significant effect on students' speaking performance especially in presentation.

In conclusions we know, English are languages that are difficult to learn and understand. Even if, our government has tried the best way, the results cannot be predicted yet. But, in this case there are four skills should be mastered by learners. Hopefully, English language. Especially speaking which is assumed it's difficult and hard to be mastered. Nowadays students have a big chance to learn it, by the government effort it is not about day dream of all people have this chance.

In this research the researcher formulates the problems of the research as follows ; how are the student's anxiety of speaking presentation at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 academic year and what factors are causing anxiety on student's presentation at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 academic year?

Based on the research problem, focus of the research are this research focuses on finding how are speaking anxieties in student's presentation that solved by students and describing the factors causing anxiety on student's presentation at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 academic year.

In this research, speaking is the one of difficult skill that hard to be mastered. Students are seldom using English language in their daily communication. That's way students have hampered to do the proper presentation.

METHOD

In this research entitled "In a study entitled "An analysis of Speaking anxiety in EFL Students Presentation", the researcher will use qualitative research. A qualitative study is intended for collecting information about the status of an existing indication, the statement of the phenomenon as it is at the time of the study, Suharsimi Manajemen Penelitian, (Yogyakarta: Rineka Cipta, 1990), p. 309. Qualitative research consists of a wide variety of genres, elements, and styles, and this introductory chapter reinforces many possible approaches to naturalistic inquiry. In general, investigative methods are eclectic, heuristic, and holistic, rather than determines from, algorithmic, and linear. Emphasis is also focused on the researcher as a human instrument, who develops not only rigorous skills but also an understanding of empathy and personal creativity in the investigation and documentation of social life.

Qualitative data provides and shows the quality of the object of the research being carried out. Qualitative data is data that cannot be analyzed in the form of numbers or numerals. According to Arikunto (2002), data is all facts and figures that can be used as material for compiling information, while information is the result of processing data that is used for a purpose. The data obtained by the researcher are in the form of questionnaire answers and video documents from students' presentation assignments.

The researchers get the data sources from twelfth grade students of SMK Al-Furqon Bondowoso. First, by offline the questionnaire stage, the data obtained is in the form of answers from a questionnaire given by the researcher to the students. And the second data is the researchers will get documentation from the results of student presentation assignments that have been previously given to students by the researcher in video form.

At the technique of data collecting stage, the researcher obtains data through questionnaires and documentation. Questionnaires are given by researcher to respondent through questions which is will be answer by students through checklist questions. Documentation obtains from students' task of making online video presentation which the research would eventually analyze.

In collecting data, instrument is the way the researcher to obtain the data through questions that have been made by the researcher. Riduwan, (Bandung: Alfabeta, 2009), p.25 Instrument of this research are questionnaire and documentation which is in video form or assignment. According to Setiyadi (2006, p. 246) triangulation is the combination of two method or more in collecting the data is quite complex, the use of single method in collecting the qualitative data is often considered not enough. So, the researcher will use two kinds of data to support the problem of this research. It consists of questionnaires and documentation. The description of those instruments is as follows:

Questionnaire is a list of questions provided to others who are willing to respond (the respondents) as requested by the researchers. (Riduwan, 2009, p.25). In this case, the researcher uses the attached questionnaire which is a questionnaire present in such a way that the respondent is asked to choose one of the answers according to his characteristics by giving a sign answer, and the questioners will be conducted through Questionnaire sheets.

The researchers will use video presentations, transcripts of questions and answers. Researcher will use video presentations as a technique in data retrieval, because in the students' video will be assigned to speak English

with the theme of the students' daily life. Then from the video researcher will understand how the students' speaking skills.

In this chapter the researcher adopts the framework developed by Miles and Huberman (1994) to describe the main phases of data analysis: data reduction, data presentation, drawing conclusions and verifications

The first phase is Data Reduction, Miles and Huberman (1994) state that. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data contained in field notes. Data reduction often forces choices about which aspects of the data collected should be emphasized, minimized,

or completely ruled out for the purpose of the project at hand to avoid miss understand from the reader. Data reduction also serves the purpose of presenting large amounts of data that have been assimilated and categorized for reader consumption.

The researcher obtains the data from the students will select and simplify the data, so the readers are be able to understand the data to be presented.

The second phase is Data Display, According Miles and Huberman's (1994), Data display go a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing. On the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

The researcher will display the reduced data in a way that can be better understood and avoid misconceptions. At this stage of data presentation, the researcher will be given a theme to a higher level of theme than the data that has not previously been reduced.

For the third phase is Conclusion Drawing and Verification. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' - that is, their validity" (Miles and Huberman, 1994, p. 11). Validity means something different in this context than in quantitative evaluation, where it is a technical term that refers quite specifically to whether a given construct measures what it purports to measure..

RESEARCH DISCUSSION

The data gained from questionnaire consist ten checklist question made by google form. The researcher divide score into 4 point from Strongly Agree (10) into strongly disagree (2.5). The researcher explained the result of the analysis of external and internal factors that cause students' anxiety in speaking English. Follows the table and figure below:

a. I rarely have conversations in English

No	Category	Frequency	Precentage
1	Strongly Agree	15	53
2	Agree	10	36
3	Disagree	3	11
4	Strongly Disagree	0	0
	Total	28	1000

b. I understand if someone asks you to speak in English

No	Category	Frequency	Percentage
1	Strongly Agree	17	61
2	Agree	8	28
3	Disagree	3	11
4	Strongly Disagree	0	0
	Total	28	100

Based on the table above there were 53 % students of 28 students who strongly agreed that students do not speak English in their daily life, and 36 % of 28 students who agree and 11 % of 28 students disagreed that students rarely have conversation. To sum up, students rarely have conversation in English in their daily life so that it is hard for the students to have conversation in English.

c. I'm not nervous about answering someone's conversation in English

No	Category	Frequency	Percentage
1	Strongly Agree	12	43
2	Agree	13	46
3	Disagree	3	11
4	Strongly Disagree	0	0
Total		28	100

Based on the table above there were 43% students of 28 students who strongly agreed that students are nervous about asking or answering someone in English, and 46 % of 28 students who agreed, and 11 % of 28 students disagreed that students disagreed. To sum up, students there are 46% agreed that students are nervous when the speaking in English.

d. I'm afraid when making mistakes when speaking in English

No	Category	Frequency	Percentage
1	Strongly Agree	11	39
2	Agree	14	50
3	Disagree	2	7
4	Strongly Disagree	1	4
Total		28	100

Based on the table above there were 39% students of 28 students who strongly agreed that students are afraid making mistakes when speaking in English, and 50 % of 28 students who agreed, and 11 % of 28 students disagreed that students are not afraid in making mistakes. To sum up, students there are 50% agreed that students are still afraid when making mistakes when speaking in English so that they cannot learn by making mistakes.

e. Suddenly I forget some vocabularies when Im nervous

No	Category	Frequency	Percentage
1	Strongly Agree	3	11
2	Agree	19	67

No	Category	Frequency	Percentage
3	Disagree	3	11
4	Strongly Disagree	3	11
Total		28	100

Based on the table above there were 11% students of 28 students who strongly agreed that students forget some vocabularies when speaking in English, and 67 % of 28 students who agreed, and 11 % of 28 students disagreed that students will forget some word when they speak English. To sum up, students there are 67% agreed that students will forget some vocabularies in the middle of conversation.

f. I rarely do the presentation in front of the class

No	Category	Frequency	Percentage
1	Strongly Agree	12	43
2	Agree	13	46
3	Disagree	2	7
4	Strongly Disagree	1	4
Total		28	100

Based on the table above there were 43% students of 28 students who strongly agreed that students rarely having presentation in class, and 46 % of 28 students who agreed, and 7% of 28 students disagreed that students rarely having presentation in front of people. To sum up, there are 46% agreed that students rarely having a presentation in class so that students also have a lack of practice in speaking English.

g. I am afraid of making mistake when doing presentation in front of class

No	Category	Frequency	Percentage
1	Strongly Agree	7	25
2	Agree	16	57
3	Disagree	2	7
4	Strongly Disagree	3	11
Total		28	100

Based on the table above there were 27 % students of 28 students who strongly agreed that students afraid having presentation in class, and 57 % of 28 students who agreed, and 2% of 28 students disagreed that students afraid doing presentation in front of people. To sum up, there are 46% agreed that students rarely doing a presentation in class so that students also have a lack of preparation to speaking English.

h. I am nervous when doing presentation in front of class

No	Category	Frequency	Percentage
1	Strongly Agree	13	46
2	Agree	11	40
3	Disagree	4	14
4	Strongly Disagree	0	0
Total		28	100

Based on the table above there were 46% students of 28 students who strongly agreed that students nervous when doing presentation in class, and 40% of 28 students who agreed, and 14% of 28 students disagreed that students nervous when presentation in front of people. To sum up, there are 46% agreed that students rarely having a presentation in class so that students also often nervous when doing presentation in speaking English.

i. The teacher has to motivate you when you have a conversation in English

No	Category	Frequency	Percentage
1	Strongly Agree	8	29
2	Agree	19	68
3	Disagree	0	0
4	Strongly Disagree	1	3
Total		28	100

Based on the table above there were 8% students of 28 students who strongly agreed that students rarely having presentation in class, and 68 % of 28 students who agreed, and 3% of 28 students strongly disagreed that students has to motivate presentation in front of people. To sum up, the teachers has to motivate students when they are doing conversation in English.

j. The teacher's motivation cannot help you when having an English conversation.

no	Category	Frequency	Percentage
1	Strongly Agree	6	22
2	Agree	20	71
3	Disagree	2	7
4	Strongly Disagree	0	0
Total		28	100

Based on the table above there were 22% of 28 students who strongly agreed that motivation helping students to speak English, and 71% of 28 students who agreed, and 7% of 28 students disagreed motivation help them to speak English. To sum up, there are 71% agreed that teacher's motivation play important role in having conversation in English.

The results of the data obtained through a questionnaire. In this questionnaire instrument, the maximal score is 80 points, the level of student anxiety can be seen from the scores they get. Students highest score is 74 points and the lowest is 50 points. The average score obtained by students is 65 points or 81 percent. In conclusion, students at SMK Al-Furqon still have a high level of anxiety.

First, the researcher can assess that the respondents has lack of preparation, students feel afraid when the audience and teacher asking question about the topic of presentation and it could make the students feel anxious during presentation

Second, the researcher found that students have low self-confidence when the students speak in front of class and thinking that other students is smarter.

Third, the researcher found that the students has limited vocabularies and pronunciation, in this situation students will always feel anxious every time they speak in front of many people.

Based on the data findings, the researcher found that most of the students felt afraid to speak English, furthermore they fear if they make making mistake, felt shy when they want to speak English, felt nervous and less confident. Embarrassment is one part of factors influencing the students' anxiety that focused on from external factors. Kessler, (2010, p. 361) in learning second/foreign language, embarrassment because one of highest factors contributing students' anxiety. The expect above explained that learning speaking a second/foreign language entails possibility of embarrassment. Thus embarrassment factors need to be alarmed in learning language. Secondly, lack of practice is one part of factors influencing the students' anxiety that focused on from external factors. In the questionnaire, there was one item of the limited vocabulary. Loading factors that given meaning as expected and each factor can ready be interpreted clearly, lack of practice and lack of vocabulary included external factor because the loading factor with a strong external factor that its score 46% and the number of lack of practice was the moderate factor and the third highest score on external factor that influenced students' anxiety to speaking English. The last is limited vocabulary is loading factors that given meaning as expected and each factor can ready be interpreted clearly. Limited vocabulary included external factor because the loading factor with a strong external factor that its score 67% and the number of limited vocabulary was the second higher after embarrassment. It means that limited vocabulary was the second highest score on external factor that influenced students anxiety to speaking English. According to tanveer(2007, p. 50). However limited vocabulary night hindered the process of learning a language. Thus limited vocabulary should be noted as one of factors contributing anxiety.

To conclude, speaking anxiety is worry to speak up, heart breathed fast when come forward faced students other. It was supported by Huberty (2009, p. 12) characteristic of speaking anxiety. Based on the finding in the research above. It can be concluded that factor and causes of students' speaking anxiety were fear, worry, heart breathed, over self prediction toward, irrational faith, over sensitivity toward threat, sensitivity of anxiety, wrong attribution body signal, and low self efficacy in speaking especially in English foreign language (EFL).

CONCLUSION

Based on the results of the analysis, there are two factors influencing students' anxiety in speaking English that internal and external factors. Based on the results factor analysis though a final version questionnaire. All factor influencing students' anxiety in speaking English, motivation factor that has the highest score from all of factors in speaking English classroom. This means that motivation from the teacher helps students in facing anxiety in speaking English. And from all of factors influencing students' anxiety in speaking English factor fear of making mistake has the lowest score from all of factors in speaking English classroom, it score was 40%. it means that fear of making mistake was the less and the low factors then all factors that influenced students' anxiety in speaking English especially in class.

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