
Investigating EFL Students' Anxiety During Classroom English Presentation: A Mixed-Methods Study

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Abstract

Classroom presentation is an essential aspect of EFL students' speaking skills, as it involves actively conveying and expressing ideas in front of an audience. However, this activity often causes anxiety that can hinder students' performance. Therefore, this study aims to investigate the various factors that might contribute to the anxiety experienced by EFL students during classroom presentations, as well as identify coping strategies that can help them address their anxiety and enhance their speaking skills. This study involved 33 students from one private senior high school in Eastern Jakarta as the participants. A mixed methods were used by combining quantitative and qualitative approaches to obtain a more in-depth understanding of students' anxiety and the efforts that can be carried out to reduce its impact on speaking performance. The results showed that most students experienced medium level of learning anxiety, while their speaking ability was quite good. However, the relationship between anxiety and presentation skills in English did not show a strong enough correlation. Qualitatively, anxiety affects cognitive impairment, fluency and cohesiveness in speaking, as well as students' confidence level. In addition, the result of this study also highlighted some effective strategies that can be implemented to effectively manage anxiety, such as applying breathing techniques, practicing regularly, and speaking at a slow tempo. Based on these results, the study contributes pedagogically by recommending that students engage in thorough preparation before presentations to enhance both their confidence and fluency in English speaking. This research emphasizes the importance of addressing anxiety to improve students' speaking skills in EFL classrooms.



Keywords: Classroom presentations, EFL students, foreign language anxiety, speaking ability

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1. Introduction

English has become a crucial international language in the era of globalization (Isadaud et al., 2022; Siregar, 2023). In the context of English as a foreign language (EFL) education, students are expected to master four main language skills: listening, speaking, reading, and writing (Anggarista & Wahyudin, 2022; Ruman, 2021). Among these skills, speaking is often considered the most challenging aspect due to the demands of higher linguistic abilities and self-confidence (Ericsson et al., 2023; Mart & Khajavi, 2019).

To improve EFL students' speaking skills, many educational institutions have implemented classroom presentation as one of the most effective teaching methods (Benraghda et al., 2022). Presentations not only allow students to practice speaking in front of an audience but also help them develop critical thinking skills and organize ideas systematically (Kashinathan & Aziz, 2021). However, many EFL students experience high levels of anxiety when it comes to speaking in front of their classmates and teachers (Perkasa et al., 2022).

This anxiety is known as Foreign Language Anxiety (FLA), which is a specific anxiety that arises when one has to learn and use a foreign language in a situation that is considered stressful (Ahmad et al., 2019). FLA can affect students' speaking ability and their overall performance in language learning. FLA often emerges as a psychological reaction to situations that require the use of a foreign language in social or academic interactions (Ritonga et al., 2022). FLA can appear in different forms, depending on the characteristics of the individual and the situation at hand. One of the most common forms is the fear of being negatively evaluated by the audience, be it classmates, teachers or other people listening (Wardhani, 2019). This fear is often compounded by embarrassment when making mistakes in pronunciation, grammar or word choice, which can make students feel incompetent (Lestari et al., 2024). This uncertainty is further exacerbated by concerns that they may not be able to convey their message clearly and precisely, which can ultimately reduce their confidence in speaking. For many students, classroom presentation situations exacerbate this anxiety, as they have to face two main challenges: speaking in a foreign language that they have not yet fully mastered, and doing so in front of an audience who may judge and evaluate their abilities (Grieve et al., 2021). The combination of the pressure to communicate in an

unfamiliar language and the fear of social judgment often creates a stressful environment for students, which in turn can negatively affect their performance.

Previous research showed that anxiety significantly affects EFL students' performance, especially during public speaking. Chen (2024) found that anxiety often hinders students' fluency and confidence when presenting in English. Fadlan (2020) identified fear of mistakes and unexpected questions as major anxiety triggers, with students worrying about criticism from the audience. Aathifah et al. (2023) noted that fear of negative judgment from teachers and peers, along with unfamiliarity with the material, contribute to speaking anxiety, particularly when students lack sufficient language skills. Haratikka & Sony (2023) categorized anxiety into internal factors like self-doubt and lack of material mastery, and external factors like fear of criticism from the teacher and lack of teamwork during presentations. Qin & Poopatwiboon (2023) explored coping strategies, highlighting that advance preparation and social support, such as seeking help or practicing, are effective in reducing anxiety. Liu (2023) emphasized the importance of considering students' learning styles and creating a supportive classroom environment to reduce anxiety. Teachers should encourage confidence-building strategies and provide more time to think, while students should engage in active preparation.

Various previous studies have addressed FLA in general, including its causal factors and its impact on speaking ability. However, most of these studies have focused on anxiety in general speaking situations or regular classroom interactions, rather than specifically in the context of classroom oral presentations. In fact, presentation situations have different pressures due to academic demands, teacher expectations, and judgment from the audience. In addition, there is limited research that directly examines the relationship between anxiety levels and EFL students' speaking performance at the high school level, especially in urban areas such as Eastern Jakarta. Therefore, this study aims to fill this gap by examining in depth the factors that trigger presentation anxiety and the strategies students use to overcome them.

1.1. Research questions

This study aims to investigate the factors that specifically trigger anxiety in EFL students during classroom presentations, as well as its impact on their overall learning performance. The research question addressed to this study as follows: The research question addressed to this study as follows:

- (1) To what extent are the frequencies of anxiety and speaking skill during classroom English presentation?
- (2) Is there a correlation between EFL students' anxiety and their speaking scores?
- (3) How does anxiety qualitatively impact the performance of EFL students during classroom English presentations?

- (4) With qualitative analyses, what coping strategies do EFL students use to manage anxiety during classroom English presentations?

1.2. Theoretical framework

1.2.1. Anxiety in English teaching

Anxiety is a common emotional state experienced by many individuals in a variety of situations, and is a natural reaction to feelings of uncertainty, fear or threat. Many psychologists provide different definitions and views on anxiety. Spielberger (1972) defined anxiety as tension and worry in response to threatening situations, while, James (2010) associates it with fear of the future and uncertainty. Anxiety can range from mild worry to debilitating fear, often accompanied by physical symptoms such as increased heart rate and muscle tension. On the other hand, Hezel et al. (2019) highlighted that while anxiety is a normal response to stress, it can become excessive and develop into anxiety disorders, such as generalized anxiety or social phobia, which can significantly disrupt daily life.

In the context of language learning, Horwitz et al. (1986) introduced the concept of Foreign Language Anxiety (FLA), a specific type of anxiety that arises when students fear making mistakes in a foreign language. This form of anxiety is often associated with the fear of being judged by others, especially teachers or classmates, which can cause distress and distress.

FLA can significantly hinder language learning progress, as students who experience this anxiety may avoid speaking situations altogether. The fear of making mistakes and insecurity about their language skills can lead to self-doubt, which in turn hinders their ability to practice and develop. As a result, FLA can create a barrier to effective communication and negatively impact students' language development.

1.2.2. Types of anxiety in the context of language learning

Anxiety in the context of language learning is a common problem faced by many students (Hu et al., 2024). These types of anxiety can affect students' ability to learn and participate in learning activities, as well as negatively impact their motivation and confidence (Le & Le, 2022). Understanding these types of anxiety is critical for teachers to devise effective strategies that address students' specific needs. The three major types of anxiety are Communicative Anxiety (CA), Test Anxiety (TA), and Linguistic Anxiety (LA) and their impact on language learning.

Communicative Anxiety (CA) is often the most prevalent form of anxiety in language learning (Naser Oteir & Nijr Al-Otaibi, 2019). CA is typically triggered by the fear of speaking in the target language due to concerns about making grammatical errors, improper pronunciation, or struggling to express ideas clearly (Damayanti & Listyani, 2020). This can cause students to feel uncomfortable speaking in front of the class or even avoid speaking altogether, which can hinder the development of their speaking skills (Tarbani et al., 2024).

This anxiety is often linked to students' fear of judgment and their perception of failing to meet social expectations in communication (Archbell & Coplan, 2022). However, it is also important to consider the role of classroom dynamics in CA. The lack of a supportive environment or safe spaces for linguistic experimentation can exacerbate this anxiety (Downing et al., 2020).

Test Anxiety (TA) is a form of anxiety related to exams or tests in language learning. Many students feel anxious about exams, especially if they feel unprepared or fear failure (Aydin et al., 2020). This anxiety usually arises when students feel that the results of the test will affect their grades or the assessment of their ability to master the language. Fear of exams can affect concentration and reduce their ability to think clearly. Test anxiety does not only occur in big exams such as midterm or final exams, but also in daily tests or small tests that are often held in language learning (Soares & Woods, 2020). When students feel stressed or worried about the outcome of the exam, it can cause them to focus more on the worry than on the actual understanding of the material.

Linguistic Anxiety (LA) relates to feelings of anxiety about language ability itself (Alnahidh & Altalhab, 2020). Students who experience this anxiety worry about using correct grammar, proper pronunciation, or using appropriate vocabulary (Giray et al., 2022). They may feel anxious if they cannot express themselves in the right way or if they make mistakes in communication (Giray et al., 2022). This anxiety often occurs in speaking or writing activities, where students feel very focused on linguistic correctness and feel afraid of making mistakes that will cause them embarrassment (Ariani et al., 2020). Linguistic anxiety can make students feel inhibited in language learning, as they become too focused on their mistakes and not on the learning process itself (Tran, 2022).

Overall, anxiety in language learning can take many forms and can have a major impact on students' ability to learn. Teachers need to recognize this anxiety and provide approaches that can help students feel more comfortable and confident. By creating supportive learning environment, reducing test pressure and providing positive feedback, anxiety can be reduced and students will find it easier to develop their language skills.

1.2.3. Classroom presentation in English

Classroom presentations are a key teaching method designed to enhance student understanding through direct interaction with the material. Riadil (2020) argued that classroom presentations are an effective way to help students improve their speaking skills by providing opportunities to practice communication in front of an audience. This process not only boosts self-confidence and speaking fluency but also allows teachers to offer constructive feedback, which is essential for correcting pronunciation, grammar, and organization of ideas. Furthermore, these presentations enable students to express their opinions and ideas in a structured way, fostering the development of critical thinking and

verbal expression in an academic context. Wisniewski et al. (2020) supported this by emphasizing that an effective presentation should encourage student engagement, facilitate discussion, and provide immediate feedback, which deepens understanding and allows for real-time corrections.

Meanwhile, Richards & Rodgers (2001) argued that classroom presentations must be adaptable to the diverse needs of students. Instead of merely delivering information, effective presentations should include opportunities for clarification and in-depth discussions that enable students to build a deeper understanding. This flexibility allows teachers to tailor their teaching methods to accommodate individual learning styles and ensures more effective learning outcomes. A flexible approach also fosters an inclusive learning environment, where all students can participate meaningfully and develop according to their abilities.

In conclusion, classroom presentations play a crucial role in the learning process by not only delivering content but also fostering active engagement, critical thinking, and a deeper understanding of the material. When designed effectively, these presentations encourage students to participate more actively, helping them develop valuable skills that are applicable both in academic settings and in the professional world.

2. Method

2.1. Research method

This type of research is a mixed-methods design, which combines quantitative and qualitative data to answer complex questions more effectively, use numerical data to identify patterns and relationships, and gain deep insights through contextual and experiential perspectives (Creswell, 2007). The quantitative data in this study used a questionnaire and speaking test. According to Watson (2015), quantitative research involves the systematic investigation of social phenomena using statistical or numerical data. In supporting the quantitative data, the qualitative data uses semi-structured interviews to collect rich and in-depth data regarding students' experiences and perceptions. Semi-structured interviews provide an opportunity for students to share personal insights on challenges faced, strategies to overcome anxiety, as well as their emotional responses during the learning process.

2.2. Research participants

The participants of this study are 33 students from one class in the 10th grade, attending an English subject in one private senior high school in Eastern Jakarta, Indonesia. The selection of one class out of a total of four 10th grade classes was done based on several strategic considerations. First, this class was chosen as it has a level of academic ability diversity that reflects the composition of students at the 10th grade level in general. Secondly, based on the feedback from the English teacher, this class has more enthusiasm for English learning than the other classes. Third, this class was also chosen because it has a more flexible learning schedule and does not conflict with other activities. In addition, the number of students in

this class is quite proportional allowing researchers to collect sufficient data. By selecting this class, the research is expected to generate relevant and in-depth data related to EFL students' anxiety during English presentations in class.

2.3. Research instruments

This study uses three main instruments, namely a speaking test, a questionnaire, and semi-structured interviews. The speaking test was conducted first to measure students' presentation skills after participating in a series of activities. The speaking assessment rubric used is adapted from the speaking assessment rubric developed by Hughes (2002), in his book "Testing for Language Teachers". The rubric includes assessment of aspects such as speaking fluency, pronunciation, sentence structure, and vocabulary. The data collected from the speaking test provided an overview of the students' presentation skills after the lesson.

Furthermore, the questionnaire was used to measure students' anxiety level during the preparation and execution of the presentation. This questionnaire instrument is adapted from the Foreign Language Classroom Anxiety Scale developed by Horwitz et al. (1986), which includes 17 statements designed to explore students' feelings, strategies, and experiences in facing the challenges of classroom presentations. Each statement has five response options, ranging from strongly disagree to strongly agree.

To complement the data, semi-structured interviews were also conducted. This interview instrument is adapted from Tian (2019), which measures speaking anxiety in the context of foreign language learning. The interview explored students' experiences regarding their anxiety during English presentations, the strategies they used to overcome anxiety, and how this anxiety affected their motivation and confidence. Nine participants were selected using purposive sampling technique after the questionnaire completion process. The selection of interview participants was based on the level of anxiety measured through the questionnaire, as well as their involvement in the presentation process. The nine participants consisted of four male and five female students with the following criteria: three students with the highest anxiety, three students with moderate anxiety, and three students with the lowest anxiety. Through these interviews, participants were asked to share their personal experiences, including challenges faced, strategies used to overcome anxiety, and the impact of the presentation activity on their motivation and confidence.

Regarding ethical concerns, a letter issued by the Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia Number 01/FKIP/KM/2025 on January 17, 2025 approved the research instruments.

2.4. Data analysis procedure

As a mixed-methods design, the quantitative data obtained from a questionnaire and speaking test result were analysed using descriptive and inferential analyses. According to Field (2013), descriptive analysis is used to describe the general characteristics of the data, such as

the distribution of students' anxiety and speaking skill levels, as well as to present basic information in the form of numbers or simple statistics. Inferential analysis is used to examine the relationship between anxiety and students' speaking skills using Pearson's correlation coefficient, as well as to determine if there is a significant difference between students' anxiety levels before and after the presentation with a paired-samples t-test.

Meanwhile, for qualitative analysis, data obtained from interviews were analysed using thematic analysis developed by Braun & Clarke (2006). They explained that thematic analysis involves identifying, analysing, and reporting themes that emerge from the data. This process includes several stages, such as data transcription, repeated reading, coding, and grouping the codes into major themes that describe students' experiences and perceptions of their anxiety during English presentations. With this mixed method approach, the research is expected to provide an in-depth understanding of students' English presentation anxiety and how it affects their speaking skills.

3. Finding and Discussion

3.1. Finding

The research data was collected through a questionnaire to measure students' anxiety when presenting in English as well as a presentation test in English to measure speaking skills as the research instrument. The data results were then analysed using descriptive analysis. The following are the results of the descriptive analysis:

Table 1. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Anxiety	33	37.00	71.00	58.9394	7.83398
Speaking Test	33	47.00	100.00	75.2121	14.00392
Valid N (listwise)	33				

The sample in this study, as shown in Table 1, consisted of 33 students. The students filled out a questionnaire as an instrument in assessing the level of learning anxiety, as well as taking an English test used to measure their speaking skills. Based on the results of the analysis, it was found that the mean score of learning anxiety, which acts as the independent variable, reached 58.94, while the mean score of speaking skills, which is the dependent variable, amounted to 75.21. The students' learning anxiety scores were in the range of 37 to 71, while the speaking skills had a minimum score of 47 and a maximum of 100.

3.1.1. The frequency of anxiety during classroom English presentations

Based on Table 2, the results of the analysis show that out of 33 students who became the research sample, 1 student (3.0%) had a weak level of anxiety, 23 students (69.7%) had a medium level of anxiety, which was the largest category in this study, and 9 students (27.3%)

had a strong level of anxiety. From this data, it can be concluded that most students were experiencing medium levels of learning anxiety, while only a few students have low or very high anxiety. The cumulative percent shows that after including the medium anxiety category, 72.7% of students have weak to moderate anxiety, while if strong anxiety is included, then 100% of students have been included in the analysis. These results suggest that the most of the students experienced a medium level of learning anxiety, which may have an impact on their performance in English presentations.

Table 2. Frequency of anxiety

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	1	3.0	3.0	3.0
Medium	23	69.7	69.7	72.7
Strong	9	27.3	27.3	100.0
Total	33	100.0	100.0	

3.1.2. The frequency of speaking skill during classroom English presentations

From Table 3, the results of the analysis demonstrate that out of 33 students who became the research sample, 8 students (24.2%) have speaking skills in the weak category, 14 students (42.4%) are in the medium category which is the most category in this study, and 11 students (33.3%) have speaking skills in the strong category. From this data, it can be concluded that most students have speaking skills in the moderate category, while only a small percentage are in the weak category. The Cumulative Percent shows that after including the medium speaking skill category, 66.7% of students have speaking skills at the weak to medium level, while if including strong speaking skills, then 100% of students have been included in the analysis. These results illustrate that the majority of students have fairly good speaking skills, although there are still some students who need to improve their speaking skills to reach a higher level.

Table 3. Frequency of speaking skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weak	8	24.2	24.2	24.2
Medium	14	42.4	42.4	66.7
Strong	11	33.3	33.3	100.0
Total	33	100.0	100.0	

3.1.3. The correlation between EFL students' anxiety and their speaking scores

According to Table 4, it can be seen that the Pearson correlation coefficient between anxiety and presentation in English is -0.077. This shows that there is a negative relationship between the two variables, though at a very weak level. This negative result indicates that if students' anxiety increases, then their English presentation skills tend to decrease, and conversely, if students' anxiety is low, their presentation skills tend to be better. However, the value of Sig. (2-tailed) = 0.669 implies that this relationship is not statistically significant. Thus, it can be concluded that there is not a strong enough relationship between anxiety and English presentation skills in this study.

Table 4. Correlation analysis

		Anxiety	English Presentation
Anxiety	Pearson Correlation	1	-.077
	Sig. (2-tailed)		.669
	N	33	33
English Presentation	Pearson Correlation	-.077	1
	Sig. (2-tailed)	.669	
	N	33	33

Regarding EFL Students' Anxiety during Classroom English Presentations, the researchers had the opportunity to investigate EFL students' anxiety when presenting using English in class. A qualitative approach was used to answer the third and fourth research questions. Based on the speaking test results, the researcher involved nine students at 10th Grade as the subjects of this study. The researcher interviewed the students to find out the level of anxiety they experienced during presentations in English, the factors that caused the anxiety, as well as how the anxiety affected their speaking test results. In addition, the interviews also aimed to explore the strategies they used to overcome anxiety and improve their speaking skills during classroom presentations.

3.1.4. The Impact of anxiety on performance during classroom English presentation

Anxiety is considered one of the most influential factors on student performance during presentations. Many students had difficulty in delivering the material smoothly due to the anxiety they felt. Some students reported that they lost focus while speaking, while others felt so nervous that they forgot parts of the material they had prepared beforehand. When the researcher interviewed the students, they confirmed this. They stated,

When I'm anxious, it really affects my ability to present. Anxiety can cause me to blank out, and then all the material I've studied just flies out of my head. (Student 1)

Sometimes I forget words or lose focus, which makes my presentation not go smoothly. (Student 2)

Anxiety does affect the way I deliver the material. I feel like I speak too fast or look unsure. Sometimes, because I was too focused on my anxiety, I forgot some parts of the material that I had prepared. (Student 4)

The interview results highlight the significant impact of anxiety on students' ability to deliver English presentations effectively. Anxiety can lead to cognitive disruptions, such as blanking out or forgetting key information, even when students have thoroughly prepared. Additionally, it affects fluency and coherence, causing students to lose focus, forget words, or struggle with pacing, often speaking too fast or appearing unsure. These challenges indicate that anxiety not only influences content recall but also delivery, ultimately hindering students' confidence and overall presentation performance in the classroom.

3.1.5. Strategies to overcome anxiety in classroom English presentations

Anxiety can have various impacts on student performance in presentations. Anxiety can lead to loss of focus, forgetting prepared material, and decreased confidence when speaking in front of the class. For some students, anxiety also affects their speech tempo and expressions during presentations. To overcome anxiety, students apply various strategies during the presentation. In general, they try to calm themselves with breathing techniques, speak at a slower tempo, and practice before the presentation to increase confidence. These strategies aim to create a calmer environment and help control feelings of anxiety before and during the presentation. As expressed by some students in the interviews:

I usually try to regulate my breathing and speak slowly. Sometimes, I tell myself, 'Just speak, it's okay,' to prevent the anxiety from taking over. (Student 3)

Usually, I try to control my breathing and think positively before I start. I also practice beforehand to get more comfortable with the material and feel more confident about what I'm saying. (Student 5)

Usually, I try not to think too much about the audience and focus on the material I'm presenting. I also always practice beforehand, so I feel more familiar with what I'm going to present. If I start to feel a little anxious, I take a deep breath and refocus. (Student 8)

The above statements show that students have various ways to cope with their anxiety during presentations. Breathing techniques, regular practice, and focus management are the main strategies applied to increase confidence and fluency in speaking in front of the class.

In addition to the strategies above, preparation also plays an important role in helping students manage presentation anxiety. Students who have done thorough preparation tend to feel more confident and able to face challenges during presentations. Good preparation

allows them to be more in control of the presentation and reduce the fear of mistakes or difficult questions. Some students revealed that thorough preparation helped them feel more prepared and calmer when speaking in front of the class. Although anxiety did not completely disappear, they felt more confident because they had a better understanding of the material presented. Student 4, student 6, and student 9 stated that good preparation helped them feel more confident and less anxious when speaking in front of an audience.

Yes, thorough preparation makes me feel more confident. I feel like if I'm prepared, I can handle questions or difficulties that come up during the presentation. Although the anxiety doesn't disappear entirely, good preparation helps me feel more in control and confident in delivering the material clearly. (Student 4)

Yes, good preparation helps me feel more ready. It makes me feel like I can control the presentation better and be more confident, even though I'm still a bit nervous. (Student 6)

Yes, I definitely feel more confident. When I'm well-prepared, I know exactly what to say. That makes me feel calmer and not afraid of facing the audience. (Student 9)

From these interviews, it is evident that preparation plays an important role in boosting students' confidence and helping them overcome anxiety when speaking in front of the class.

3.2. Discussion

This study aims to investigate the level of anxiety experienced by EFL students when conducting presentations using English in the classroom. In addition, the study also examines how foreign language anxiety affects students' speaking performance in academic presentations. The results indicated a negative correlation between anxiety levels and students' presentation performance. This finding is in line with previous research conducted by Oflaz (2019), which showed that foreign language anxiety has a negative impact on students' speaking skills as well as academic performance. Similarly, another study by Amaliah (2019), revealed that there was no significant relationship between students' anxiety levels and their English proficiency. However, the results of this study contradict the findings from other studies conducted by Kasim & Sukarno (2024), by Nety & Purnomo (2023) and by Syahbani & Apoko (2023), which showed a statistically significant relationship between anxiety and speaking ability. The findings indicate that students' anxiety level in the learning process is closely related to their speaking ability. Moreover, the correlation between speaking anxiety and students' speaking ability is in the high category, which confirms that the higher the level of anxiety, the lower the students' speaking performance in academic presentations.

The correlation analysis in this study showed that the relationship between anxiety and students' presentation skills in English was in the very weak category, with a Pearson correlation coefficient of -0.077. In addition, the significance value of 0.669 indicated that

this relationship was not strong enough to be considered statistically significant. This finding contradicts the results of previous research conducted by Dana & Aminatun (2022) and by Husna (2021), which stated that foreign language anxiety has an influence on students' speaking skills in the classroom. Thus, although theoretically foreign language anxiety may affect students' speaking performance, the results of this study did not find any statistically significant effect.

In an effort to overcome anxiety, students apply various strategies, such as deep breathing techniques to calm themselves before speaking, speaking at a slower tempo to reduce the possibility of stuttering, and doing exercises before presentations to be more prepared and confident. The results of a study by Rizkiya & Pratolo (2023) and Martiningsih et al. (2024), also show similar findings, where there are several strategies that can be applied by students to overcome anxiety when speaking in English. One of the strategies identified was relaxation. The study stated that when students felt calm when speaking in English, their confidence level increased compared to when they spoke in an anxious state.

The results of this study indicate that adequate preparation plays a crucial factor in enhancing students' confidence when delivering presentations. Students who carefully organize their materials and practice regularly tend to be calmer and able to deliver the material in a clearer and more structured manner. Conversely, inadequate preparation often leads to higher levels of anxiety, making it more difficult for students to deliver their presentations smoothly. This finding is in line with research conducted by Mardiningrum & Ramadhani (2022), which stated that students apply various strategies to overcome anxiety, one of those is by making more optimal preparations. Similar results were also found in another study conducted by Hidayati et al. (2023), which revealed that lack of preparation can cause students to experience increased anxiety, worry, and nervousness, and reduce level of confidence when faced with questions from teachers or audiences related to the material presented.

Although this study provides insight into English presentation anxiety, there are some limitations that need to be noted. The sample was limited to a group of students from one school, so the results cannot be generalized to a wider population. Therefore, for future research, it is recommended that the scope of the study be expanded by involving more participants from various institutions in order to obtain more representative results. In addition, future research can explore interventions that are more effective in reducing speaking anxiety, such as the use of technology or simulation-based learning methods. Thus, the results of this study can provide more comprehensive recommendations in helping students overcome anxiety when speaking in English.

4. Conclusion

In conclusion, this study explored students' foreign language anxiety (FLA) during their English oral presentation performance, addressing four research questions. The findings revealed that although many students experienced moderate levels of anxiety, their speaking skills were generally strong. Anxiety did not appear to significantly hinder their ability to speak although it was a factor that influenced their performance. The correlation analysis between anxiety and speaking scores revealed a weak, statistically insignificant relationship. This suggests that while anxiety may play a role in students' performance, other factors also contribute to their speaking abilities. Qualitative findings indicated that anxiety impacted students' fluency, confidence, and cognitive processes during presentations. Factors such as fear of making mistakes and concerns about judgment from teachers and peers were significant contributors to their anxiety. Students used a variety of coping strategies to manage their anxiety, including self-distraction, seeking help from peers or teachers, preparing in advance, and using positive thinking techniques to alleviate nervousness. However, the study's limitations include its small sample size and focus on one high school in Eastern Jakarta, which may limit the generalizability of the findings. Future research should explore additional factors influencing speaking anxiety and examine the effectiveness of interventions in diverse educational settings.

This study highlights the importance of addressing FLA in the classroom. Pedagogically, it is recommended that educational institutions provide more support, such as public speaking training, interactive learning tools, and a more supportive environment to help reduce anxiety. Teachers can encourage more practice and foster a non-judgmental space to help students build confidence.

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