

Tertiary-level Students' Public Speaking Anxiety: A Case Study of English Education Department Students in Indonesia

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Abstract

Speaking ability is influenced by several factors, one of which is a factor comes from the student, namely the factor self-anxiety. Anxious often appears before, during and after this process of public speaking takes place is a sense of discomfort experienced students. This usually has a bad effect and reduces concentration on the topic being discussed when the anxiety level is getting worse. The aims of this research are to find out the students' anxiety level, to find the factors that can cause students' anxiety in public speaking. The instruments of this research were a questionnaire about several problems in public speaking, especially during teaching practices, an interview and documentation. The researcher conducted the research on 6th semester students at the English Education Department, STAIN Mandailing Natal. This study shows the factors of anxiety that make students less proficient in English public speaking, namely; communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English in a public speaking class. The results of this study will contribute to the scope of language teaching in terms of student affective factors, especially self-anxiety factors during language learning.

Keywords: Students' Anxiety, English, Public Speaking

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1. Introduction

ELT aims to develop students for basics English language skill. Based on the interview with English Department students, speaking, especially public speaking, concluded to be the hardest by the students. Students' skill to speak in English accurately and fluently ensures their communicative competence in English. Speaking is one of the primary skills which is developed very naturally. But teaching speaking, no matter what language it might be, is not a very easy task. No doubt, mastering the art of speaking is the most important aspect of

learning a foreign language. As speaking is the most naturally accomplished of language feats, teaching speaking could be an opportunity, at the same time, it could be a threat. It gives us the chance to broaden the scope of and opportunity for speaking activities. On the other hand, teaching speaking demands us to teach and reinforce “correct” spoken language, rectifying habitual errors of speech.

As the goal of English Language education students, English language Education Department of STAIN Madina often carries out teaching practices to train students in the field later when they become English teachers. Several programs are implemented including teaching practices in micro teaching classes as well as direct practice in schools. This requires students to further retrain their public speaking skills, especially English as their target language as English teachers. This attracts the author to measure the level of student confidence in speaking English in public. Seeing all the things that students face in carrying out these practices, the problem of anxiety in speaking becomes the most visible thing.

Nunan in Irawati (2019) discusses the percentage of students who believe that learning a new language is challenging owing to two factors: reading and writing. Speaking takes place in real-time at that point and will also receive a fast reaction. Furthermore, just like in writing, what is spoken when speaking cannot be modified or edited. Their language has been successful when learners can confidently communicate with the target language. Nunan’s assertion supports Irawati (2019), which states that the success of language acquisition is determined by the learner's capacity to carry on dialogue in the target language. Therefore, students are expected to practice speaking more actively, both inside and outside of the classroom. The most crucial topic to explore, beside all these success components, social emotion is the most crucial topic to explore. Speaking a foreign language requires a social-emotional significant element. Two very different positive and negative emotions have an impact on how English is spoken. Negative emotions, such as worry, anger, hopelessness, and boredom, contrast with positive emotions, such as attentiveness, motivation, and personality. If the speaker speaks in a foreign language, the fear also increases. Some students have negative expectations about their ability to succeed in English, which causes them to put up less effort and avoid opportunities to practice their communication abilities.

For some people anxiety become scary thing, it affects their abilities to perform at all. In the case of student anxiety, it is seen that this can cause them to avoid courses that require them to communicate actively, or even majors in which verbal presentation is required, avoid talking in class, or decide on certain things because they will need it only occasionally speak in front of a group for an important task. Students who are very anxious about public speaking in class or in speaking practice sessions they may reduce their quality as professional teacher candidates.

Public speaking is simply a way of speaking in front of the general public who are very demanding of fluency in speaking, emotional control, choice of words, and tone of voice

(Dewi, 2013). Public speaking practice is important for someone, it is recognized by Verderber (in Verderber, 2011) that professionals are expected to continue to practice to improve their communication skills. Referring to Verderber's statement, a teacher in his daily teaching is required to have good public speaking skills. The ability to speak in public or public speaking is one of the keys to being able to convey information, ideas, ideas and knowledge. Having good and qualified public speaking skills will certainly make it easier for teachers to convey subject matter and ideas. In realizing an interactive, fun and enjoyable learning process, public speaking skills are important in realizing an interactive, fun and enjoyable learning process. Without a communication strategy with good public speaking techniques, learning can be boring. Both face-to-face learning and online learning.

One of the expected achievements of the English Education study program is developing student communication skills, namely students' communicative competence in speaking English in all types of communication, so attention is focused on students' anxiety regarding speaking English as a second/foreign language, especially in presentations where speaking widely used and very useful for giving explanations or delivering presentations with good pedagogical implications as the goal as a prospective English teacher to deliver subject material in the classroom.

In addition, a plethora of previous studies has been conducted about the students' anxiety in public speaking. Irawati (2019), in her analysis about the students' anxiety in speaking English of 10th grade 10th-grade students in SMK Pawiyatan Daha 1 Kediri. The researcher found many signs of anxiety because the teacher always delivering the material using full English. Most of them did not understand well about the teachers' explanations. In speaking activities, some factors that made students feel anxious when speaking in English were lack of preparation, afraid of making mistakes, afraid of being laughed by friends, nervous when standing in front of people, afraid of wrong pronunciations and choosing the words in English.

In other research, Harahap and Rozimela (2022) in their study about the level of Students' anxiety in Speech at Universitas Muslim Nusantara Al- Washliyah Medan. They found that the fear of students in speaking was divided into five different levels; very anxious, anxious, moderately, anxious, relaxed, and very relaxed. In addition, the research described that the low self-confidence factor accepted the highest average attended by fear of bad evaluation and communication apprehension element. The result, it is found that there was not any participant in the level of relaxed and very relaxed. This research concluded that most of the students were having speech anxiety at the anxious level

Rahman Hz (2022) examined the level of public speaking anxiety among students based on the differences in human intelligence machine division: STIFIn (Sensing, Thinking, Intuiting, Feeling, and Insting). Using Public Speaking Anxiety Scale (FLAS) questionnaires, the results show that students in the insting personality have a higher average of public

speaking anxiety. Students who are Sensing have an average anxiety level, whereas students who are Thinking have an anxiety level of 47.50. In comparison, Intuiting students have an average anxiety level of 48.66, while Feeling students have an average anxiety level of 50.17. However, the majority of students in any brain dominant type are in the moderate range.

Based on the background of the statement above and to continue the study of anxiety, the author is interested in conducting research on what factors influence students' anxiety when speaking in public especially speaking as a teacher candidate in front of the class and measuring students' anxiety level. During the researcher's observation, the students who actually teaching in front of the class frequently experienced nervousness when speaking, especially in the context of teaching. If this is the cases, when students will carry out direct practice at school, they would not be optimal. Therefore, by knowing the casual factors, researchers can try to provide solutions to these problems.

1.1. Literature Review

1.1.1. Public Speaking

Public speaking according to Lucas (2012), is a process of earning your opinions public, sharing them among others, and persuading others, as its name suggests. In the modern era, public speaking has helped a lot of women and men all over the world disseminate their thoughts and influence. To present public speaking, Lucas also stated that: "Public speaking is an essential kind of civic engagement. It is a means of expressing your opinions and making a difference in social concerns. It can and frequently does make a difference as a form of empowerment. Speaking in front of an audience gives you the chance to change something that is very important to you.

Hou (2008), stated that ESL learners' success in handling public speaking skills will reinvigorate them in learning spoken English, thinking logically and innovatively and improving context awareness and confidence. This in turn will enable learners to perform well in presentation activities, small group discussions, negotiating and answering questions in class, as well as demonstrating ideas. Moreover, it would enhance their employment opportunities and marketability as effective public speakers would be able to handle magnificently their interpersonal communication problems during their occupational life.

The dialogue theory of public speaking acknowledges that public speaking is a discourse between the speaker and the audience, according to Schmitz in Agraini (2014). In order to effectively engage in this discussion, the speaker must comprehend how the perspectives of the speaker and the audience affect meaning. This dialogue requires the speaker to understand that meaning depends on the speaker's and hearer's vantage points and that context affects how they must design and deliver their messages.

Public speaking is an activity which always relates to someone who works at fields related to education, such as educator, instructor, motivator, consultant, lecturer, or guide of a tourist

attraction. Therefore, it is important for professional owners to have the competence to speak in public, in order to support the smooth his job. Talk to one or two people which is easy, but speaking in front of many people need special tips to do it. When speaking in front of many people, then the material presented must be structured properly and systematically. The main thing is that someone can speak fluently and succeed in front of an audience. In addition, it is necessary intelligence of thinking and dexterity of reasoning so that can provide precise arguments and convincing the audience.

1.1.2. Public Speaking in Teaching Context

In understanding the function of the teacher as the speakers in academic contexts relate several theories of teaching methods and styles in teaching theory with the model of delivering messages from the speaker to the audience in public speaking theory.

Teaching methods and teaching styles can be distinguished, according to Jarvis' explanation in Swestin (2014). The terms "teaching approaches" and "teaching styles" both imply that teaching is more of an art than a science that can be studied. Jarvis claimed that while it is crucial for a teacher to study and practice their methods, the actual learning process is more influenced by the teacher's teaching style. As Jarvis pointed out in Swestin for the following explanation (2014), adopting this strategy in the context of teaching affects how the instructor conducts their communication function to students as the audience. The way a teacher teaches public speaking to a student begins with the understanding that when the function of speaking in front of students as a public speaking is very different from the process interpersonal communication or communication process group.

Hasling (2006) mentioned the specific characteristics that are only owned by the public speaking when compared to communication on another level lies in four factors, namely structure, purpose, posture, and motivation in communicating. A teacher needs to plan in form a systematic structure of what will be he told his students.

In public speaking practice, a teacher needs to create a framework that organizes content what he will say. He has to plan the content and the order in which he will speak in the classroom. The teacher also has to prepare how to open his presentation, how to convey the essence of the material and how and what to do will be submitted to conclude the whole the content he has delivered. When communicating with students, it is very important for teacher to try to focus on one central theme and not provoked to talk off topic because it will be a distraction that can cause students not to focus.

This is where the teacher's creativity in improvising can be achieved This is done in mastering class conditions when explaining lessons to students. In addition to attitude, material preparation, another important thing is that a teacher's perception of himself is an important factor in determining his character as a public speaker. In the context of teaching,

if a teacher has confidence in himself that he can become a good public speaker, then this will be reflected in the way he speaks and appears in public.

1.1.3. Anxiety

In the literature, there are variety of definitions of anxiety provided by specialists. Anthony first noted that general anxiety has been defined as a "psychological response with subjectively observed characteristics of fear or closely comparable reaction" in Amalia (2018:48). According to Hilgard & Atkinson, who were mentioned by Sabah (2018: 14), anxiety is a negative emotion that is sometimes felt to varied degrees and is denoted by words like "worry," "concern," and "fear." Anxiety is a type of worry, stress, and "fear" of an ambiguous, hazy, or diffuse threat to someone. In Kusumaningputri (2018:357) Horwitz explained that anxiety is a state of tension, fear, discomfort, and worry caused on by the action of the sympathetic nervous system. On the other hand, Psychologists used the phrase "specific anxiety reaction" to differentiate between persons who are nervous generally in a variety of settings and those who are apprehensive exclusively in specific situations, according to Horwitz, Horwitz, and Cope, mentioned in Sabah (2018: 15).

1.1.4. Speaking Anxiety

Fadilah (2010) elaborated in her study that speaking anxiety is frequently influenced by poor evaluations, judges who are so fearful that they won't try anything they don't master perfectly, judges who remember things that make them feel terrified and feel terrified until the fear becomes much bigger than themselves, and judges who finally stop believing that everything is bad. Communication anxiety in students may have an effect on their desire to learn and participate in the class. Anxiety or anxiousness related to interpersonal communication is defined as speaking anxiety.

Horwitz, who was cited by Kusumaningputri (2018), discussed the benefits of studying English for all who experience extreme anxiety. The idea of foreign language anxiety (FLA), which Horwitz, Horwitz, and Cope initially proposed in 1986, is based on the theories and debates of the most often referred FLA specialists. Foreign language anxiety is a particular complex of self-perceptions, beliefs, attitudes, and actions connected to classroom language learning because of the unique character of the language learning process.

As defined by Horwitz et al in Sabah (2018: 15) on the other hand, researchers found that the type of anxiety that affects foreign language learners is a distinct type known as "foreign language anxiety". A personality attribute referring to a person's proclivity to react nervously when confronted with a situation when speaking in a second language explained by Gardner et al. in Sabah (2018). Researchers have noted transitional anxiety and nesting tendencies as kinds of anxiety. They discovered cases of anxiety related to students relocating from one nation to another to study languages or transferring from an institution to another or from a class to a class. It is challenging to adjust to a new setting because of this anxiety. Naturally,

this makes it difficult for kids to concentrate. Additionally, academic activities like taking examinations, practicing English, and collaborating in groups have all been associated to anxiety. Horwitz, Horwitz, and Cope also identified a few signs and symptoms of anxiety in students. Some of these signs include quivering, perspiration, difficulty focusing, forgetfulness, and dread. Students regularly act in avoidance-related ways, such as leaving class early, avoiding eye contact, and putting off assignments.

Horwitz, Horwitz, and Cope (1986) investigated the relationship between anxiety and language in their research. Horwitz et al. (2011:127) introduced the "Foreign Language Classroom Anxiety Scale (FLCAS)" anxiety scale to measure foreign language classroom anxiety. Three primary factors for language anxiety were discovered by Horwitz et al. (1986), particularly in relation to the various Second - language tasks that students engage in the classroom:

1. Communication apprehension

Communication Apprehension (CA) Student's personality traits such as shyness, quietness, and reticence are considered frequently precipitate CA. The feeling of shyness is different from one individual to another individual, and from situation to situation.

2. Test anxiety

Test Anxiety Another source of anxiety is related to a test. Test is also relevant to the discussion of foreign language anxiety. Test anxiety, as explained by Horwitz et al. (2011), refers to a type of performance anxiety stemming from a fear of failure. In learning a foreign language, a learner may experience test anxiety that prevent his or her performance.

3. Fear of negative evaluation.

Horwitz et al. (2011) explained that fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test taking situations, but it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class

Yaikhong and Usaha (2012) developed an EFL Public Speaking Class Anxiety Scale (PSCAS) in the Thai context, and the factor analysis result indicated that the PSCAS also included aspects of communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English in a public speaking class.

1.1.5. Some factors of Anxiety

Semiun in Wahyuni (2014: 54) elaborates that there are 4 factors that influence anxiety in public speaking, namely:

- a. Aspect of mood. People with anxiety disorders are on high alert and in a panic, feeling as though some mysterious figure is about to punish them or bring about calamity. Anger and despair are other facets of mood.

- b. Cognitive aspect Aspects of anxiety disorders display and concern about disasters that are predicted by the person, for example, the person is scared to be in a crowd, spends a lot of time worrying about unfavorable things that might happen, and then he prepares how he should prevent those things.
- c. The somatic aspect of anxiety can be categorized into two. The first category is Sweating, a dry mouth, shortness of breath, a quick heartbeat, high blood pressure, a throbbing headache, and a tight feeling throughout the body. Second, additional indications including persistently high blood pressure, migraines, and bowel abnormalities (including digestive problems and abdominal pain) may manifest if worry continues.
- d. Motoric aspect. People who are anxious frequently experience restlessness, nervousness, meaningless motor beats, and are greatly startled by unexpected sounds. It is an effort to defend oneself from everything that feels frightening. This motoric part is extremely cognitive, a description of somatic design in the individual.

1.2. Research Objective

This research was undertaken at English Language Education Department of STAIN Madina. The subject of the research was the 6th semester students of the English Education Department. 15 students from the teaching practices group in Micro Teaching Class were involved in this research. The participants came from different English proficiency levels, such as high, middle, and low proficiency levels of English. This research started from taking descriptive qualitative data that was exploratory and aimed to describe the situation or phenomenon status by using the case study method of descriptive research. Technique Data collection used documentation; it was recording the teaching practice video, observation, questionnaire, and interview. Analysing the data is necessary in order to respond to the research questions. It discusses the students' reported level of anxiety when speaking English, the causes of their fear, and methods for overcoming it.

2. Method

A case study, one of descriptive design in qualitative research was employed in this research. In this study, a case study, a type of descriptive design used in qualitative research, was used. It is employed to describe current and historical phenomena. It describes a fact that was discovered through investigation. Additionally, descriptive qualitative research can be used to identify and categorize the components and traits of the topic. It was chosen because this study aims to provide an insight into the case of language anxiety in English Department students. According to Lambert (2012), the purpose of qualitative descriptive studies, like any other qualitative research design, is to provide a complete summary of specific events experienced by people or groups of people in everyday life. a good research design that is experienced by people. In order to explore the phenomenon of speaking anxiety in public speaking and in this case in teaching practice, this research used a descriptive methodology

as its conclusion. The qualitative descriptive approach was used to gather the data for this investigation. When a simple explanation of a phenomenon is required, qualitative descriptive research is a useful research strategy because it produces a descriptive description of events in everyday language as they are experienced by individuals. This method was applied to investigate on how students' nervousness was described. The analysis is given by interpreting the closed-ended questionnaire findings, which are displayed in tables as simple quantification and percentages. The researcher then conducted brief interviews with the students to support this study, which were also covered in the findings and explanations. During the initial process with the students, the writer explained the nature of the study and that all interviews would be conducted in Bahasa, to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview. Each interview spent for about ten minutes and was recorded with participants' permission. The interview was focusing on foreign language anxiety. The following questions were asked:

1. How do you feel during English classes?
2. What bothers you the most about English classes?
3. Why do you feel so anxious in your English classes?
4. What do you do if you are confused about saying English sentences?
5. Do you translate the sentences or idea in your mind first before you say it?
6. How do you think about the people in your classroom will react if you make a mistake?
7. Do you think English is a difficult language to learn?
8. Does your mother tongue influence you to speak English?
9. Have your lectures played in your feelings, either good or bad, about your English classes?
10. Do you have any strategy about how English classes might be less stressful?

2.1. Data Sources

The data of this study obtained from Closed- Ended Questionnaire and simple interview that has been prepared by researcher with reference to aspects of public speaking anxiety. It was administered to seek the possible factors that make them feel anxious. The interview was administered to 15 participants. The answer was analysed based on some experts' theory and compared with several study results.

2.2. Data Collection

The research used two instruments to collect data from the respondents: the PSCAS questionnaire adopted from Yaikhong and Usaha (2012), it was based on the studies on the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire proposed by Horwitz et al. using factor analysis to refine foreign language classroom anxiety and a semi-structured interview of students' experience learning English that was customised to meet the needs of

this study to determine the possible causes of their anxiety in an EFL classroom. For the information, the respondents of this study are the students of the researcher, during micro teaching lectures, researcher always found signs of nervousness happening to them. Therefore, to improve their speaking skills with confidence, they need to know what factors cause their fluency when speaking in public. Thus, the researcher conducted an analysis with this study. Data collection techniques used a questionnaire and simple interview. The questionnaire is technique of gathering data that involved asking the respondent to answer a written series of questions. The questionnaire made use of a public speaking student anxiety level questionnaire that had been created by researchers with relation to several components of public anxiety. To begin, 15 students from the 6th semester of the English Language Education Department were given the PSCAS questionnaire. Second, the administered questionnaires were collected, and the data from the PSCAS questionnaire was manually examined to categorize the anxiety levels of the students. The results of the questionnaire analysis were presented as a percentage to show how respondents' anxiety levels differed.

2.2. Data Analysis

In order to answer the research questions, data analysis is needed. It covers the anxiety level perceived by the students in speaking English, their sources of anxiety in speaking English as well as their strategies to overcome it. Firstly, the researcher arranges the data then calculate the data. The data was calculated manually with the range of score, each score from students' results categorized into some levels of anxiety started from "Very Anxious = High Anxiety", "Mildly Anxious= Medium Anxiety", "Relaxed= Low Anxiety" based on public speaking class anxiety scale. The Likert's scoring scale table to measure students' anxiety level using PSCAS adopted from FLCAS and Oetting's Scale.

3. Findings And Discussion

3.1 Findings

A factor analysis was used to choose factors that indicated a level of anxiety about public speaking. In actual reality, a PSCAS only contained elements with favorably noticeable loadings discovered through a factor analysis. In other words, the speaking component was molded around four aspects, with factor 1 (communication anxiety in public speaking) acting as the main construct and the other factors as subcomponents. Factor 1 was connected to (a) fear of negative evaluation, which was shown by emotions of inferiority toward others, which was shown by feelings of inferiority toward others (S-6), (b) nervousness while waiting to speak English, (c) bodily reaction to speak English (S-13, S-16). Factor 2 was reflective of comfort in speaking English provided information about the speaking component of the public speaking course (S-4, S-8, S-10, S-12. Factor 4 showed signs of anticipated anxiety in speaking English (S-2, S-3, S-5, and S-15), which revealed communication apprehension in public speaking. The worry of performing poorly when speaking English was a sign that

factor 3 which dealt with test anxiety—was present (S-1, S-7, S-17). The construct of public speaking anxiety thus contained components of communication anxiety, test anxiety, and comfort with using English. After selecting items based on the results of analysis of preliminary PSCAS using the Principal Axis Factoring method of extraction, the final version of a PSCAS by Yaikhong & Usaha (2012: 27) resulted in 17 items.

In this section, the researcher presents and discusses the findings that are guided by the research purpose to investigate the students' experiences in EFL classrooms with public speaking anxiety as well as what the students think are indeed the main causes of their nervousness when speaking English in public. Students were the objects in this instance as they practiced teaching.

In order to answer the research problem that was formulated in the research objective, the findings from students' questionnaire are presented in Table 1, Table 2, Table 3, and Table 4 as follows:

Table 1. Students' Public Speaking Anxiety Scale

No.	Statements	Opinion				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I never feel quite sure of myself while I am speaking English.	20%	53%	13,3%	13,3%	-
2.	I start to panic when I have to speak English without a preparation in advance.	33,3%	47%	7%	7%	-
3.	In a speaking class, I can get so nervous, I forget things I know.	33,3%	40%	20%	7%	-
4.	I feel confident while I am speaking English.	-	27%	20%	47%	7%

Note: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

Table 1 in statement number 1 explains that most of students (A= 53%), they agree that they never feel quite sure of themselves while they are speaking English. It shown that their anxieties affect their confidences. Moreover, there are also the number of students who stated strongly agree of the statement (SA= 20%), in other number some students stated neutral or undecided of the statement (13,3%). But the students with high

level in speaking choose not to agree with the existing statement (D= 13,3%). They are always in a good confidence while they are speaking English.

Students rated to panic when they were asked to speak English without a preparation in advanced, it shown from the statement number 2 (A= 47%). It seems like same with the previous statement, when the students are not confident in themselves it affects many this in their appearance. In other hand, some students with low level in speaking abilities, they perceived that without a preparation in advanced they strongly agree (SA= 33,3%) that they will panic to speak English. The rest respondents stated disagree in (D= 7%) and neutral or undecided in (U=7%). It proved that they have less anxiety it comes to speaking English spontaneously.

In the statement number 3, most students dominantly perceived that they can get so nervous (A= 40%) when they forget something they are saying while speaking English. It will make their performance in speaking worse. There are (33,3%= SA) the number of students considered strongly agree shown their high-level anxiety in speaking English. On other hand, the are 3 students stated undecided (U=20%), and only 1 student (D=7%) which in the level of low anxiety. It means, they have no problem with their anxiety level. They have low stress level in speaking English.

Most of students are feeling unconfident while they are speaking English. It shown from the table in statement number 4 with the percentage of respondents (A= 47%). And reality, the student with low level confident they stated strongly disagree being confident while they speak English (SA=7%). Although some respondents rated that they feel confident, other times they feel less confident by choosing undecided (U=27%). Interestingly, 4 respondents stated their confidence while they are speaking English it shown in the table by (A=27%).

Table 2. Students' Public Speaking Anxiety Scale

No.	Statements	Opinion				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5.	I get nervous and confused when I am speaking English.	7%	40%	27%	27%	-
6.	I am afraid that other students will laugh at me while I am speaking English	20%	47%	27%	7%	
7.	I get nervous when my lecturer asks me to speak English which I	13,3%	40%	27%	20%	

	have prepared in advance.				
8.	I have no fear of speaking English.	20%	60%	13,3%	7%

Note: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

Table 2 in question number 5 elaborates that many students agree about the statement (A = 40%), it shows that many students were not yet confident when speaking English. In other percentages, some students even chose to strongly agree that they feel nervous in speaking English. However, the students who have high proficiency in speaking English with vocabulary mastery, many choose not to agree that they are nervous to speak English. Because they speak fluently without worrying about making mistakes in grammar and structure, they are always confident (A= 27%). The rest of the students choose not decide, because sometimes they felt nervous but on other occasions they did not.

Most of students in statement number 6 mentioned that they felt afraid when other students laugh at them while they are speaking English (A= 47%) and this situation affect their performances in speaking English. Surprisingly the students with low level speaking ability express their feelings by choosing to strongly agree with the statement (SA= 20%). In other side, some students stated that they disagree with the statement, they still confidence with their performance even some students laugh at them while they are speaking English (D= 7%). Although some other students also felt that they were in between both situations (U= 27%).

In statement number 7, the situation often affects students' performance in speaking. In real conditions, many students are afraid when suddenly asked to speak English it shown in the table that (A= 40%) as the result to describe students' feelings. Some students mentioned (SA= 13,3%), they are the students who have low level in speaking ability, they also stated that fear of negative evaluation is the main factor why they are always nervous when asked to speak without preparation especially in English. Interestingly, some students with a good confidence mentioned about (D= 20%) disagree about the statement, they always felt ready anytime to speak English without having to do any preparation. And there are (U=27%) with neutral opinion.

From the statement number 8, most of students perceived positive opinion (A= 60%), and the students with high level proficiency in speaking English stated strongly agree about the statement (SA= 20%). Based on the result above, explained that in fact many students were more afraid to speak English, only some anxiety factors might affect the stability. Although there are still some students who are afraid to speak English (D= 7%) and other students choose neutral because sometimes they face both conditions (U=13,3%).

Table 3. Students' Public Speaking Anxiety Scale

No.	Statements	Opinion				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9.	I can feel my heart pounding when I am going to be called on.	13,3%	47%	27%	13,3%	
10.	I feel relaxed while I am speaking English.	20%	47%	20%	13,3%	
11.	It embarrasses me to volunteer to go out first to speak English	20%	40%	27%	13,3%	
12.	I face the prospect of speaking English with confidence.	27%	60%	13,3%		

Note: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

From the table 3 in statement number 9, students shared their agreement about the opinion that they felt their heart pounding when they were going to be called on. It same with statement number 7 they felt nervous to speak English without preparation in advanced. They found some reactions on it, one of them is heart pounding it shown in the result of their choices (A= 47%). However, some students perceived in strongly agree in this condition (SA= 13,3%). In other hand, the number of students who stated that they disagree about the statement shows in (13,3%), and there are some students stated neutral or undecided of the statement (27%).

Based on the analysis, researcher found that most of students feel relaxed while they speak English. It proved from the result of the number of students agree with the statement number 10 with the percentage of it (A=47%). Even some students in (SA= 13,3%) shown their agreement with this condition. Moreover, students who rated neutral (13,3%) quite high and it they stand middle: between got this feeling or not.

Students' perception in statement number 11 shown that the students were not confident to be a volunteer or showing up being the first speaker in the class. Most of students gave the preference in (A=40%), and strongly agree (SA=20%), it conclude they are still feeling embarrassed to go out first to speak English. However, there are also the number of students who stated disagree about the statement (D=13,3), dominantly they are the students with the good ability in speaking English. And some students choose neutral, they may occasionally encounter these two conditions (U=27%).

Interestingly, most of students agreed to decide about the statement number 12. They face the prospect of speaking English with confidence (D=60%) and in fact, there are

some students strongly agree (SA=27%) with the statement. They think with confidence they will increasingly believe that they look better. Without worrying about the rules of linguistics such as grammar, structure and also their pronunciation are always the point that students are afraid of. A good appearance is based on good self-confidence as well. In spite of, there are some students rated neutral with this statement (13,3%).

Table 4. Students' Public Speaking Anxiety Scale

No.	Statements	Opinion				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13.	Certain parts of my body feel very tense and rigid while I am speaking English	13,3	33,3%	20%	33,3%	
14.	I feel anxious while I am waiting to speak English.	7%	47%	33,3%	13,3%	
15.	I dislike using my voice and body expressively while I am speaking English.	13,3%	33,3%	13,3%	33,3%	7%
16.	I have trouble to coordinate my movements while I am speaking English.	7%	53,3%	20%	33,3%	7%
17.	Even if I am very well prepared, I feel anxious about speaking English.	7%	7%	13,3%	60%	13,3%

Note: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree

Table number 4 with the statement number 13 most of students feel very tense and rigid while they are speaking English (SA= 13,3 and A=33,3%) but with the different perception with disagree stated that they did not feel that way (D=33,3%). These reactions always appear when someone feels panic in a situation. However, in this statement there are some of them still choose neutral in their decisions (U=20%).

Based on the results from the statement number 14, it can be seen that students dominantly perceived about feeling anxious while they are waiting to speak English (SA= 13,3 and A=47%). Some of them rated neutral, because experienced both situations (U=33,3%). The

rest respondents with mastery of English rated disagree (D= 13,3%), they are always ready any time to speak English and very rarely to feel anxiety.

Students' perceptions in statement number 15 dominantly perceived that they do not like to use their voice and body expressively while they are speaking English. The table displays their selection on visible percentage. (SA= 13 and A= 33,3%). In other hand, some students disagree with the statement. The students who are disagree with the statement are the students with good performance in public speaking (D=33, 3% and SD=7%). The rest respondent considered neutral statement (U=13,3%).

The same condition is faced by the students while they are speaking English in statement number 16. Most of them rated negative statement on this situation, they have trouble to coordinate their movements (SA=7% and A= 53,3%). Interestingly, students with high level in speaking ability do not have trouble to coordinate their movements while they are speaking English (D=33,3%).

In statement number 17, most students expressed their condition by disagree with the statement that they feel anxious about speaking English, even though they have well prepared (D=60% and SD=13,3%). It could be concluded that, in fact if they made preparations beforehand their anxiety would be lessened. And their confidence will increase with preparing and mastering the material that will be delivered in speaking.

Levels of Public Speaking Class Anxiety Using a PSCAS

Based on the literature review, a PSCAS comprised 17 items, each of which was answered on a five-point Likert scale, ranging from 5 "Strongly Agree" to 1 "Strongly Disagree." Thus, the total multiplied scores of a PSCAS were 85 and then subtracted by 17; scores higher than 68 were categorized as high anxiety, between 68-51 as medium anxiety, and lower than 51 as low anxiety. To reveal levels of anxiety requiring the determination of the mean, Liu and Jackson (2008) suggested adjusting the values assigned to different alternatives from "Strongly Disagree" to "Strongly Agree." Namely, the items expressing positive attitudes had the values assigned to their alternatives reversed, so that the response "Strongly Disagree" received a score of 5 instead of 1 and vice versa. In terms of anxiety levels based on mean, it revealed that mean scores which fall within the interval of 3-4 were categorized as medium anxiety level, below 3 as low anxiety level, and above 4 as high anxiety level, respectively. The researcher will also display additional statistics regarding the percentage of students that prefer the 17 PSCAS items. The goal is to have as many students respond to each PSCAS questionnaire statement as possible. It summarizes in the following table:

Table 5. The Summary of Student's Scoring and Categorizing

Range	Level	Result
69	High anxiety	47%

68-51	Medium Anxiety	27%
50	Low anxiety	27%

The Interview Result

According to the response, the speaking exercises and poor explanations were the parts of English class that annoyed the participants the most. They also discussed their anxiety about making mistakes and facing ridicule from their peers. The participants claimed they feel uncomfortable when they don't comprehend what the teacher is saying and aren't prepared enough in response to the question of why they feel so apprehensive. Once more, kids expressed anxiety at being made fun of by their peers. Additionally, they believed that their inadequate language and grammar skills contributed to their anxiety. Furthermore, they believed that other pupils were superior to them. They all said that their friends would laugh if someone made a mistake when asked how people react in such situations.

The researcher also looked at the participants' perceptions toward the English language. The number of respondents also mentioned how challenging English was. They believed that in order to comprehend what was being said in English, they needed to learn every word. Additionally, they believed that other classmates were better than them. The respondents also inquired about the influence their teachers had on their emotions. They reacted by saying that the teacher might cause fear through their actions and behavior, such as using a harsh and intimidating approach, speaking too quickly, and making students practice. The participants also proposed that the teacher use modest amounts of English while teaching more slowly and comprehensibly. However, they stated that group learning and extra time would be particularly beneficial.

3.2. Discussion

Based on the research on students' public speaking anxiety in teaching practice classes in the 6th semester of the Stain Madina English study program, it is clear that students who experience anxiety are students who have not prepared well and students who have low English language skills. Based on the results of direct observations and the results of direct interviews conducted by researchers, the thing that becomes an important influence is student readiness, starting from the material, reference, and speaking techniques, especially as a prospective teacher. Afterwards, students were found to be nervous when speaking in front of others, according to observation results. To avoid the teacher's criticism, several of them lowered their voices but some of them do not even want to speak anymore. While others might have feigned to be reading or writing a note in order to get away from their teacher. In an effort to escape the humiliation or embarrassment of being asked upon to speak, some students even resist the teacher's directive to practice their speaking ability in front of the class.

These results are in line with Irawati's assertion that public speaking is one of the activities that causes the most anxiety. He continued by saying that having to answer verbally was also nerve-wracking. Horwitz et al. also pointed out that students typically experience dread or even panic when speaking in a foreign language in front of other pupils. Additionally, they contend that speaking awkwardly in pairs, groups, or in front of others are all signs of communication apprehension.

The researcher also found the data based on interviews with respondents. Students who lack confidence when speaking in public explained that their weakness is when they see the audience's reaction which often makes them forget what they are about to speak, even though they have prepared their selves. The result of the research found that most of the students experience the anxiety in delivering their speech in public especially by using English as their foreign language. Moreover, the research also found that there were several factors which influence the anxiety of the students in teaching practices. The factors can be divided into two, namely internal factors and external factors. All the studies above show that speaking in front of people, particularly by using English as foreign language, are influenced by some factors including anxiety factor that may result a bad or a good performance.

Scovel in Asnur (2017:45) distinguished between two types of anxiety based on their effects: debilitating anxiety and facilitative anxiety. Facilitative anxiety is a good affect that aids in improving performance by allowing a student to be more aware to a task, which is a positive factor in completing a task. Debilitating anxiety, on the other hand, is a negative condition in which a student becomes overly nervous and may not be able to complete a task to its full potential. It has a variety of negative effects on students' performance, both indirectly through worry and self-doubt and directly through reduced involvement and overt avoidance of the language. In line with the results of the researchers' findings on the objects, some students became very nervous and no longer wanted to speak when they were not confident, and worried about the judgments of their classmates. However, there are also those who are more directly motivated, when appearing in public, they got the attentions of their audiences towards their appearance, the words just flow from their speech. Interestingly, it had a good effect on some people.

According to McCroskey in Muslimin (2013: 47), there are four (four) different types of communication anxiety: *Traitlike Communication Apprehension* When a person is presented with various communication situations, *Context-Based Communication Apprehension*, although people tend to be consistent with the context of time, in some cases, communication anxiety will change the context, *Audience Communication Apprehension*, a person experiences when he communicates with certain types of people regardless of time or context. Members of this particular audience will trigger a reaction to anxiety. *Situational Communication Apprehension* is the fear of communicating in circumstances when a person

attracts extraordinary attention from others, such as while giving a speech in front of an audience or interacting with those who hold higher positions or social standing.

Other factors that played a large role in contributing to participants' feelings of anxiety were unsupportive means such as: ridicule by audiences. They all think that people in their class will laugh at them if they make a mistake. In other words, they are all very worried about being laughed at by others or humiliating oneself in public. This factor from anxiety is evidenced in observation and confirmed in interview with the following statement: "Usually, the friend's reaction is often laughing, so" It makes me not confident, it's like that sometimes it's cheered up too, it's embarrassing. Then when speaking in front of people who are respected or liked. Moreover, some of them had painful memories of being laughed at by other students. Some of them do have a special distaste for some people that even causes outrageous fears. It makes them lose focus and feel very embarrassed.

This finding also shows that they become very nervous when to speak in public. In addition, this finding is supported by the results of observations that indeed most students tend to give different reactions when someone making mistakes. The worst are the students who making mistakes are just starting to lose their focus. Their minds go blank and was silent for a moment. They are restless, writhing, stutter or stutter. They look very disturbed, worried and even sweat. While some of them just smile or laugh cover their anxiety. some also display their own peculiar reactions. Especially, to deal with their anxiety, some touched their noses, some rolled up the ends of their headscarves, some moved their legs when they spoke. These are some of the findings seen when they speak in public in a situational context. The nervousness appears influenced by the audience and the situation they are afraid of.

4. Conclusion

The data can be concluded that: 1) The students' speaking anxiety factors in English foreign language were lack of preparation, it also makes the students had over self-prediction toward, irrational faith to say something in English, sensitivity of anxiety, wrong attribution body signal because they cannot express their ideas in English well, and low self- efficacy, that's factors inhibit to practicing speak English foreign language. 2) There are some kinds of anxiety can be concluded that the students had unconfident, fear of negative evaluation, shyness, worry, scared, panic when having signs of anxiety are heart breathing, short breath that hinder them from practicing their speaking in English. To deal with the previous explanation, there are two types of factors to consider: 1. external factors like the presentation room's condition, not practicing, and physical factor; and 2. internal factors like test anxiety, fear of criticism, speech anxiety, conflicting emotion, negative experiences, negative thinking, and fear of losing the thread of material. A person's voice, verbal influence, lips and throat, facial emotions, arms and hands, as well as coarse body movements, can all reveal how they are feeling. Such techniques suggested in the pertinent thoughts can be quite beneficial for the students in overcoming the nervous sensation when presenting a

presentation, resulting in a higher performance. Since then, speech anxiety has persisted as one of the major causes of student worry. As a result, they must implement this method in the teaching and learning process to improve students' linguistic proficiency. In order to familiarize students with the students active learning, teachers and lecturers may also implement more speaking activities into their teaching and learning processes. The students are encouraged to actively participate in English meeting clubs and to speak to native speakers or people who can speak English fluently as often as possible in order to increase their linguistic competence and reduce their speech anxiety caused by a lack of vocabulary, poor grammar, and miss pronunciation. As a result, they will acquire the pronunciation while directly increasing their vocabulary and improving their grammar.

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