

AN ANALYSIS OF SPEAKING ANXIETY IN PUBLIC SPEAKING PERFORMANCE

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Abstrak

Permasalahan yang sering muncul ketika melakukan *public speaking* adalah munculnya *speaking anxiety* pada siswa yang akan perform. Hal ini memicu pemahaman siswa bahwa *public speaking* adalah sesuatu yang sulit untuk dilakukan. Oleh karena itu, penelitian ini dilakukan untuk mengetahui keberadaan *speaking anxiety* dikalangan siswa dan faktor apa saja yang memicu munculnya *speaking anxiety* di *public speaking*. Penelitian ini menggunakan dua jenis instrumen, yang pertama yakni kuesioner yang mengadaptasi dari *Foreign Language Classroom Anxiety Scale* (FLCAS). Kuesioner tersebut digunakan untuk mendapatkan data keberadaan *speaking anxiety* dari para siswa. Data tersebut diambil dari 47 siswa dari ekstrakurikuler *Excellent English Club* (EEC) SMA Negeri 1 Babat, Lamongan. Instrumen yang kedua adalah interview yang digunakan untuk mengetahui faktor yang muncul selama *public speaking* berlangsung. Berdasarkan hasil penelitian, nilai rata – rata kuesioner menunjukkan bahwa *speaking anxiety* memang ada ketika siswa melakukan *public speaking* dan hasil dari interview juga menunjukkan beberapa faktor yang memengaruhi performa siswa ketika melakukan *public speaking*, seperti takut membuat kesalahan, memiliki pengalaman yang buruk serta kegelisahan yang memengaruhi performa *public speaking*. Penelitian ini berfokus pada siswa SMA yang cenderung memiliki masalah dengan *speaking anxiety* mereka ketika melakukan *public speaking*.

Kata kunci : *speaking anxiety, public speaking, EFL learners*

Abstract

The common problem that often arises during public speaking is speaking anxiety among students. This triggers students' understanding that public speaking is difficult to do. Therefore, this study was carried out to determine the existence of speaking anxiety among students and what factors trigger the emergence of speaking anxiety in public speaking. This study uses two types of instruments. The first is a questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire was used to obtain data on the existence of speaking anxiety in students. The data was taken from 47 students from the Excellent English Club (EEC) extracurricular at SMA Negeri 1 Babat, Lamongan. The second instrument is an interview, which is used to find out the factors that arise during public speaking. Based on the results of the study, the average score of the questionnaire shows that speaking anxiety belongs to an existing category when students do public speaking, and the results from interviews also show several factors, such as being afraid of making mistakes, having bad experience, and insecurity, that affect students' performance when performing public speaking. The present study focuses on senior high students who are likely to have problems with their speaking anxiety during public speaking.

Keywords: *speaking anxiety, public speaking, EFL learners*

INTRODUCTION

Language is such an important part of communication that many individuals strive to acquire it in a variety of styles and languages. There are many languages in the world, and every country has its own language as a national language. English is one of them, and it is essential as a means of communication in the international arena for various activities such as teaching, learning, conversing with foreigners, and attending international conferences (Herwanto, 2013). Speaking is one of the skills that have to be mastered by someone who is learning English. Moreover, speaking is one of the skills that have to be

mastered by someone who develops their public speaking. Speaking is one way to communicate with someone else, and it can be learned by doing some activities that will increase the speaking skills. Speaking is oral communication that happens between two people as the speaker and listeners. (Amalia, 2018) explains that speaking ability is the capacity to communicate smoothly about not only knowledge but also information supplied to the other speaker at the moment. The ability of the speaker to process information is just as important as successful communication between the speakers. It necessitates the ability to accept or organize the management of speaking turns as well as nonverbal communication (Ahmad, 2019).

This means being able to express your thoughts and feelings clearly and fluently, which is essential for a successful conversation. Learning to communicate in a foreign language results from a time-consuming and complicated language acquisition process (English & Volume, 2018). When speaking with Englishmen, someone who is unappreciative of the language will become apprehensive, silent, and uncomfortable. As we all know, English as an international language makes those who do not understand it feel ignorant, while those who do understand it feel thankful. (Liva, Y, & Bunau, 2014). At the same time, the other one will be appreciative and interested in the English topic. English should be taught beginning in primary school, with lessons focusing not just on theory but also on skills such as speaking, listening, writing, and reading. Students must understand English language components such as comprehension, grammar, vocabulary, pronunciation, and fluency when learning to speak the language (Shim et al., 2018). When young learners begin to acquire a foreign language, the process is similar to that of finding one's mother tongue; after a period of listening to a foreign language in the classroom (exposure), youngsters attempt to reproduce some of the utterances they hear.

Speaking is one of the most significant means of communicating with people since it is used to communicate meaning via the words that are created, and it has become a key component of the human life process as well as a critical factor in the teaching-learning process. Speaking does not just relate to what we say to ourselves; it may also apply to what we say to other individuals or a large number of people, which is known as public speaking. Public speaking is the act of delivering a speech in public with a large audience (Antoro & Khazanah, 2015). Public speaking has some problems, such as students' anxiety, nervousness, or stage syndrome. Some schools lack public speaking practice while it's the students' need. This is a concern since public speaking abilities are necessary not only for a single topic in school (especially language arts), but also as a tool for learning and knowledge evaluation across the whole curriculum (Nadiyah, Arina, & Ikhrom, 2019). Furthermore, students in higher education experience difficulties with public speaking. Giving public speeches is becoming more widely accepted as a vital necessity for well-educated pupils (Efriзал, 2012). On the other hand, there are still a lot of issues that affect public speaking performance, such as speaking anxiety.

Anxiety is still the most common issue when students perform public speaking. Language anxiety is a concept that has piqued the interest of educators and researchers for decades, since it is still debatable between them (Al-saraj, 2005). The main issue is related to the mental health

of someone who suffers from anxiety. It is also defined as "the feeling of tension and apprehension associated with the context of a second language, including speaking, listening, and learning (Felicity, 2018). Anxiety is still the most common issue when students perform public speaking (Huang, 2018). Anxiety is one of the challenges that students face when learning English as a foreign language, and Anxiety is a type of fear focused on the future (Kelsen, 2019). It causes them to be less confident, pessimistic, nervous, and stressed during the learning process (Herwanto, 2013). Anxiety problem affects not only speaking but also other skills. Students are often afraid of speaking a new or foreign language

Anxiety and stress are both emotional responses, but stress is often triggered by an external trigger. In contrast, anxiety is perceived by enormous that remain even in the absence of a stressor (Yaikhong & Usaha, 2012). Anxiety has several identical symptoms as stress, such as insomnia, muscle tension, irritability, and difficulty concentrating fatigue (Welkowitz, n.d.). Anxiety is a mental and physical condition marked by distinct emotional, physical, cognitive, and behavioral symptoms. It is an adaptive response that mobilizes the organism and aids it in defending, attacking, or avoiding anxious stimuli. In contrast, anxiety is interpreted by enormous that persist even in the absence of a stressor. Furthermore, anxiety has long been a detrimental element impacting student performance (Sastia, 2020). However, this does not seem to be the case because some level of anxiety may also motivate the learner to perform better regardless. Furthermore, there are two important types of anxiety which is mentioned,

1. Beneficial/ facilitating vs Inhibiting/ debilitating anxiety

According to (Al-Tamimi, 2014) that the difference between those two types of anxiety will occur based on the person's level of stress and willingness to handle something that he must do or the situation that he feels overwhelming when the task is given. The fear of failure is too great for a learner to bear, which harms on the effectiveness of learning or presentation skills. The latter type, in turn, makes the learner nervous and unsure of the outcome prior to any type of performance. As a result, when a learner places a high value on a particular aspect of language (say, speaking performance), they take care not to make any mistakes during preparation. Furthermore, in order to have the best chance of success, such a learner will put in a lot of effort. Facilitating anxiety motivates students to fight the new learning task and encourages them to go above and beyond to overcome their anxiety. Debilitating anxiety, on the other hand, drives students to

abandon the learning activity in order to avoid the source of their fear.

Based on the description above, it has been discovered that anxiety is not always associated with suppressing performance, but in certain situations, it can actually boost it. Worry, the cognitive component of anxiety, has been proven to impair performance, but emotionality, the affective component, does not always impair performance.

2. Trait anxiety vs. state anxiety

In addition, types of anxiety which based on a specific situation and also the characteristics of feeling, are 1) Trait anxiety and 2) state anxiety. Trait anxiety refers to a more permanent inclination to be nervous that is a steady aspect of a person's personality, as opposed to anxiety, which is a consistent proclivity to feel apprehensive in a range of settings. Trait anxiety is the constant emotion that a learner has when he or she feels nervous to perform in the classroom (or elsewhere), independent of the specific activity, topic, or goal of contact. This type of anxiety is caused by a persistent lack of belief in one's own abilities (low self-esteem), so that a learner lacks confidence in all areas and fields of activity. Trait anxiety, on the other hand, refers to a general tendency to react anxiously to perceived threats in the environment and is a relatively stable characteristic of an individual (Horikawa & Yagi, 2012).

State anxiety is a transient emotional state or condition marked by subjective, consciously felt emotions of tension and apprehension, as well as heightened autonomic nervous system activity. Its intensity and fluctuation may vary. The fleeting, moment-to-moment sensation of anxiety as an emotional reaction to the current circumstance is referred to as state anxiety. State anxiety is defined as apprehension experienced at a specific point in time. It is a fleeting, moment-to-moment anxiety experience related to specific events or situations, this anxiety could be called as situational self-esteem (Tasnimi, 2009).

Public speaking is one of the most anxiety-inducing forms of communication, and it is widely acknowledged as one of humanity's most widespread fears (Kelsen, 2019). Hence, the researcher wants to focus on the types and factors of students' speaking anxiety in public speaking performance. For students, public speaking is of the utmost importance. Those who equip themselves with efficient speaking skills are able to handle interpersonal communication problems magnificently in their working lives (Al-Tamimi, 2014). The act of delivering a speech in front of a large audience is known as public speaking (Efriзал, 2012). Before engaging in public speaking, students must first understand and how to speak fluently and correctly. Implementing those actions is difficult when

the person has never practiced them before the actual performance.

Performing public speaking in a class or public place challenge for the performer. On the other hand by performing speaking means that the performer can against fear, also prove that they can pass the challenge well. Not only should the person does not everything, but there are some actions should not be done during the performance, such as not being afraid, avoiding unfamiliar language, underestimating the audience, and repeating a sentence or phrase, among other things. Furthermore, there are numerous types of problems in public speaking, such as students' anxiety, nervousness, or stage syndrome. Some schools lack in public speaking practice, even though the fact that students require it (Herbein, Golle, Tibus, Zettler, & Trautwein, 2018). Speaking is one way to communicate with others, and it can be learned by participating in activities that improve one's speaking ability. This is a concern since public speaking skill is necessary not just for a particular topic in school (especially language arts), but also across the whole curriculum as a tool for learning and knowledge evaluation.

Furthermore, the present study focuses on the existence of speaking anxiety and the factors that affect public speaking performance among senior high students. This research explained the students' anxiety during public speaking performance. The students' anxiety can be known through the reason, body language, self-confidence and eye contact during public speaking performance. To find out the students' anxiety, the researcher used interview and questionnaire to get the data.

METHOD

Research Participation

The questionnaire was distributed among 47 students (28 X grade and 19 XI grade) who joined English club in senior high school. All these students were taking speaking courses and performing in front of the class that aimed to help them decrease their speaking anxiety.

Data Collection Instrument

This study implemented two instruments. The first instrument was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire by Horwitz to determine the existence of speaking anxiety. The questionnaire consists of 33 items, but only 10 items are included in the final questionnaire, which has a four-point scale; 5 = highly agree, 4 = agree, 3 = disagree, 1 = severely disagree (Malik, Qin, Muhammad Khan, & Ahmed, 2020). Furthermore, the researcher carried out an interview comprised of 10 questions to find out the factors of speaking anxiety among the respondents (Herwanto,

2013). The interview used open-ended questions to get more information about the speaking anxiety factor.

Data Collection Procedure

Prior to collecting data, the researcher obtained permission from the EEC teacher, also the headmaster of SMA N 1 Babat. Students were also informed of the aim of the study, and they were informed that their participation was entirely voluntary and that their names would not be published in the research publication. After obtaining the research participant's permission, the questionnaire was distributed among participants, and they filled it out as the research presence. All the participants submitted the questionnaire to the researcher. The researcher calculated the questionnaire score by continuing to interview the top seven high scorers. The interview is posed once, and the participants directly answer the questions. The time required for one interview is 5–7 minutes.

Data Analysis Method

In order to answer the first question, the researcher used a pattern to calculate the average score that indicates the anxiety category. Furthermore, researchers put the final score into the classification of anxiety existence to determine the existence of anxiety among EEC's members. The second question is answered by the interview script results, which explain the factors that affect their public speaking performance

RESULTS AND DISCUSSIONS

The study sought to assess the existence and factors of speaking anxiety among the participants performing public speaking. There are two research questions in this research which are the existence of speaking anxiety and the factors of speaking anxiety. The first finding answered the first question about the speaking anxiety existence used questionnaire. The interviews were used to answer second question related to speaking anxiety factors.

1. The existence of speaking anxiety

The researcher calculated the data from the questionnaire scores and searched for the final total score, then calculated using the method to determine the average to assess the existence of speaking anxiety.

Table 1. The Respondents' Score Result in Questionnaire

No	Informant Code	Score
1	IOA	36
2	ADW	37
3	JFI	29
4	AFF	33
5	QA	35
6	ASU	34
7	ASH	31

8	WAF	38
9	AH	31
10	EZE	32
11	MAZ	36
12	NK	34
13	NNZ	34
14	ZAF	34
15	EPA	35
16	SHS	34
17	KRJ	34
18	MFS	34
19	ZS	36
20	AAP	33
21	AQA	35
22	LP	38
23	NA	36
24	RDJ	29
25	VM	32
26	RL	38
27	AAF	28
28	EA	32
29	SAN	37
30	MIAM	32
31	ZMS	40
32	ILA	33
33	FR	32
34	MJGI	38
35	MFR	36
36	SCDD	37
37	ES	34
38	NPW	31
39	BU	35
40	MNS	34
41	SA	34
42	GZS	36
43	LRJW	34
44	NFD	35
45	JD	34
46	TS	34
47	LS	34
TOTAL		1619

As shown in the table above, there was the total score of questionnaire. Furthermore, researcher determine the means by using pattern

$$X = \frac{Ex}{N}$$

X = mean (average)
Ex = total of variable
N = number of sample

$$X = \frac{1619}{47} = 34,44$$

After finding the average, the researcher figures out the category of anxiety existence.

Table 2. Category of Anxiety

NO	SCORE	MEANING
1	43 – 56	Strongly Exist

2	29 – 42	Exist
3	15 – 28	Not Exist
4	0 – 14	Strongly not exist

Based on the calculation above, the result showed that the average value of the questionnaire are 34, 44, which means that there is anxiety happening to the students in the existing category.

The findings indicate that speaking anxiety greatly affects public speaking performance. Moreover, the finding of the first research question acknowledge that the anxiety does exist among the participants or EEC members with 34,44 means which classify in exist category of anxiety. This finding is in line with (Amalia, 2018). The fear of speaking English in front of the class causes the anxiety appears and affect the way participants speak since they were afraid of making mistake committing in grammatical issues. The anxiety of producing English word during speaking made the learners won't to speak in English. Teachers or instructors should give assistance and incentive to these pupils in order for them to participate in class without fear of making grammatical errors (Batiha, Noor, & Mustaffa, 2016). Speaking anxiety is characterized by a number of symptoms. These symptoms include anxiety, forgetfulness, and attention loss. These symptoms normally arise when the participants begin to speak English, and they become a problem when they are unable to cope with it. For other people, amnesia is the most challenging condition to manage. Because of the symptoms that arise, the teacher is expected to be able to instruct children and identify strategies to avoid these symptoms (Antoro & Khazanah, 2015).

2. The factors of students' speaking anxiety

Dealing with the factor of students' speaking anxiety, the researcher handled some interview towards the member of EEC in SMA Negeri 1 Babat. There were seven students who got the highest scores in the questionnaire, and they were chosen as respondents. Questions are posed once, and responders respond directly. The interview consists of 10 questions related to the respondents' response to anxiety, the respondents' background, and the anxiety factors that happen during the public speaking performance in front of the class. This finding is in line with (Ahmed, Pathan, & Khan, 2017). According to Horwitz there are three significant aspects that contribute to language anxiety: communication apprehension, test anxiety, and fear of negative responses. Communication apprehension is further defined as "a kind of shyness marked by worry or concern about communicating with people". This covers the third contributing aspect of language, which is difficulties in public contact and listening. Anxiety is defined as a dread of unfavorable

assessment, manifested as worry about other people's evaluations and the expectation of being poorly judged. Based on the interview results, the researcher identified several factors that cause speaking anxiety during public speaking performance.

Based on the first round of interviews with responders, the reason for anxiety in public speaking is because of nervousness and overthinking. However, overthinking during public speaking could make the respondents anxious and unconfident. Respondents will be worried when there are many people watching their performance. Another reason for public speaking anxiety is a terrible experience with public speaking in the past, which makes them uneasy and fearful of speaking in front of an audience of people. Students who can't pronounce an English word correctly will be afraid to speak in front of a large gathering of people. They will be fearful of making mistakes and will be mocked by other students if they pronounce a word wrong in English.

Low self-confidence is the most common anxiety during a public speaking performance. Students with low self-esteem always believe that others are wiser and better than them when they speak English. Furthermore, pupils who lack self-confidence will be cautious in their speech because they are worried about making a mistake. As English learners, the students thought they needed to speak English flawlessly, with no missing pronunciation or grammatical problems. Because they were seen as perfectionists, they became worried and apprehensive about speaking in front of other students, in this case, during a presentation.

CONCLUSION

Based on the data analysis and discussion, the researcher would like to give the following conclusion about the speaking anxiety in public speaking performance of EEC members in SMA Negeri 1 Babat. The researcher found the average of the questionnaire score and shows that speaking anxiety belongs to an existing category. It concludes that speaking anxiety does exist among EEC members, which is supported by several symptoms such as loss of concentration and forgetfulness. In addition, the common factors are fear of making mistakes, insecurity about speaking English and bad experience while doing public speaking.

Suggestion

Based on the conclusion above, the researcher would like to give suggestion as follow:

1. The students should practice public speaking more often accompanied by the teacher.

2. The students should more pay attention in learning process while the teacher give the example to do public speaking performance.
3. The teacher should find out the way in motivating students in implementing their speaking in public speaking performance

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