

STUDENTS' ANXIETY IN CLASS PRESENTATION ACTIVITY AT THE POSTGRADUATE ENGLISH EDUCATION STUDY PROGRAM OF THE UNIVERSITY OF BENGKULU

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Abstract

Students' anxiety can impact the learning process. Anxiety causes students to overthink and focus on the negative, such as the fear of failing, getting lost in thought about a topic, or being laughed at or ashamed by others because of a mistake. Feeling anxious makes students not know what to say while they speak in front of the class. They forget all of the words they already know, which causes them to become stuck in the middle of the presentation, and, as a result, the presentation will not run smoothly. Students will be frustrated, ashamed, hopeless, and defeated as a result of this situation. Additionally, the students are unable to achieve the anticipated learning goal. If anxiety always occurs when learning a foreign language, especially in English presentation classes, it will certainly be a very serious problem for students. As a result, it is critical to investigate, and the goal of this study is to: (1) learn about the anxiety levels experienced by postgraduate students of the English Education study program in Bengkulu. (2) reveal what factors significantly influence students' anxiety level in class presentations, and (3) reveal the methods that first-semester students of Bengkulu University's postgraduate program in English education use to reduce their anxiety. The subjects of this research were the 21 students of the first semester of the postgraduate English program at Bengkulu University, and to fulfil these research objectives, the descriptive qualitative research design was utilized in this study. In this study, the researchers collected data using instruments such as a questionnaire and an interview. After conducting the research, the results revealed that most students are at an "anxious" level, and the researchers found that there are three main factors that significantly influence their anxiety. They are communication apprehension, test anxiety, and fear of evaluation, and in order to overcome their anxiety, students have their own ways, such as being well prepared and practicing as much as possible, not overthinking, holding something, doing physical movements, and relaxing.

Keywords: Students' anxiety, anxiety levels, anxiety factors, class presentation, English speaking performance

INTRODUCTION

Speaking English is a crucial skill because it allows learners to interact with people from various cultures. Additionally, speaking English fluently is much more effective than other English skills like reading, writing, and listening. Learners must respond directly and

spontaneously because they cannot modify what they have already said in a conversation when they use the language in a real-life situation with another person. They can communicate clearly and effectively in everyday situations if they have a command of the English language.

Additionally, according to Brown, students can use it to communicate with people in other countries. Additionally, speaking English well is much more advantageous than other English abilities like reading, writing, and listening. Learners must respond directly and spontaneously because they cannot modify what they have already said in a conversation when they use the language in a real-life setting with another person. They can communicate clearly and effectively in everyday situations if they have a command of the English language.

Furthermore, according to Brown (2001, p. 109), oral communication is used to help students be able to hold a brief conversation or dialog, ask and respond to questions intelligently, express their opinions or thoughts, and take in information or ideas from others. The lecturer will also be able to assess the students' speaking abilities by observing their oral English communication activities on a specific topic or subject. However, it can be said that students have succeeded in the learning process if they can have a conversation with others in a situation or context that is representative of real life; in other words, if they can use the target language that they have already mastered and apply it in a situation that is representative of real life. Thus, communicative competence—a measure of a student's ability to master speaking skills well or not—is the goal of learning a foreign language (Nunan, 1999, p. 39).

Speaking itself has many components and goals. There have been several attempts to classify the function of oral communication in human interactions. Using three categories, Brown and Yule (1983) categorize speaking. They are performance, transaction, and interaction. Each activity has a different form and purpose, and each one uses a different teaching strategy (Richard & Willy, 2002, p. 211). Additionally, Huda and Ma'mun (2018, p. 2) assert that delivering information in public settings like speeches, public announcements, and classroom presentations can be described as "talking as performance." A skill is essential for a successful class presentation because we must ensure that the audience comprehends what we are saying. They should have no trouble understanding the information we present to them.

When speaking in front of a large audience, the speaker should exude confidence. Giving a presentation in front of the class can be a serious challenge for some students who lack confidence. The students' anxiety in speaking class will greatly hinder speaking as a performance. In order to address the issue, the lecturer should be aware of what is causing the students' anxiety. The lecturer can also motivate the students by encouraging them to give their best effort during the class presentation. As a result, student anxiety during class presentations has a significant impact on their speaking performance, particularly during presentations. Additionally, the Postgraduate Program of English Education at Bengkulu University offers presentation classes for the entire course materials because it recognizes the value of oral communication skills for students. In the educational process, presentation is crucial. In a presentation class, the lecturer can impart knowledge to the students through presentations, and the students can participate actively in the learning process by asking, answering, and sharing questions after the presenters have finished their talks. Students can learn how to communicate their ideas clearly and effectively in class presentations. They can also practice speaking the target language in both formal and informal contexts.

The Postgraduate Program in English Education at Bengkulu University has a number of international students enrolled in the course, so during the teaching and learning processes, both the lecturer and the students are required to speak English constantly. Additionally, students must be able to express or deliver their ideas in both formal and informal (public) settings. They must be able to communicate their ideas both verbally and impromptu. Students who will be teachers or lecturers in the future should develop strong English-speaking abilities in order to be a good role model for their students learning English and to inspire them to be good speakers. This will encourage the students to learn English completely and deeply. However, many students find it difficult to express themselves during class presentations; they exhibit signs of worry and anxiety, are hesitant to speak in front of others, and tend to be quiet and less engaged during class activities. Their anxiety, which prevents them from participating in class activities, could be the root of this.

The main issue and obstacle to learning a foreign language, especially English, can be attributed to anxiety because learners lack confidence and are afraid of making mistakes and being laughed at by their friends. Stevenson (in Anggita and Suwartono 2008, p. 5) defined anxiety as the feeling of fear and difficulty thinking clearly caused by the belief that one will experience a terrible thing if one makes a mistake. and they worry that will eventually happen to them. Students who are learning a foreign language frequently experience psychological issues like anxiety, nervousness, fear, and worry. These issues have a negative effect on the

learning process. According to Horwitz (1986), anxiety is a strong fear that a person experiences when they are in a particular situation that makes them feel extremely anxious. Psychiatric symptoms like sweating, trembling, freezing, and worrying are frequently present. They are afraid and believe they can't do it, and they have self-doubt that makes them feel less confident and makes them constantly believe their speaking ability isn't superior to others'. As a result, they are afraid to speak and make a mistake.

Additionally, according to Yesilyurt (in Anggita and Suwartono 2020, p. 5), people who are uneasy and unrepentant frequently experience anxiety. However, when students speak a foreign language in class or in a public setting, they frequently experience anxiety and trepidation. That is due to their extreme anxiety, which is exacerbated when students converse with native speakers. Additionally, when students are stumped for words, they become extremely anxious, forget all the words they already know, and occasionally get stuck in the middle of their presentation. They will feel defeated, humiliated, hopeless, and like failures as a result. A person's level of anxiety can also vary from person to person.

Anxiety is classified into five levels, according to Mayangta (2013). They alternate between being extremely relaxed, mildly relaxed, and very relaxed. Additionally, we can assess the students' level of anxiety using the Horwitz et al. (1998) Foreign Language Classroom Anxiety Scale.

The questionnaires have 33 points, and this instrument is frequently used to test FLA using a Likert scale. Strongly agree, agree, undecided, disagree, and strongly disagree were the five possible responses on the questionnaires. Students are required to complete the checklist by selecting one item based on their own circumstances. Once we are aware of the severity of the students' anxiety, the lecturer can use the best strategy to help them present in English during a class. For instance, a lecturer can inspire students who are less anxious to become more motivated and confident. While this is going on, students with high levels of anxiety will receive special care to help them manage their anxiety and succeed in their English learning. But according to earlier studies, there are many factors that can affect a student's ability to deliver a presentation, which mostly comes from anxiety.

Students who are anxious will find it difficult to learn successfully, especially if they are learning English as a second language (Young in Horwitz et al., 1986). Nurul, Syahputra, Utama, and Fadhlan presented numerous recent studies concerning anxiety cases in class. Their research produced some insightful justifications for why people typically struggle to deliver a presentation, including: fear of public speaking, fear of making a mistake, fear of

the lecturer's feedback, fear of others making fun of them, lack of confidence or self-motivation, lack of preparation, and lack of public speaking skills. There is, however, scant information available to graduate students about anxiety during class presentations. Hence, While many prior studies have tended to focus on senior high school students and undergraduate students, it would be interesting to learn how to reduce anxiety and to know the anxiety factor and anxiety level experienced by postgraduate students.

The researchers discovered the anxiety symptoms experienced by Bengkulu University students enrolled in the postgraduate program in English education in the first semester by drawing on his own experiences giving presentations in class. They encounter some difficulties as they deliver a presentation to the class. The fact that only a small number of students are willing to participate and actively engage in class presentation activities or that the number of participants in class presentations is still low may serve as evidence. Due to their anxiety and fear of making a mistake, many students choose to remain silent throughout class and are unwilling to participate actively. Ely (in Liu 2006: 13) claims that students with anxiety do not want to participate in activities involving class presentations because they lack confidence and self-motivation. The learning process will proceed in a passive and frequently boring manner if the students are reluctant to speak up in class. Therefore, it can be concluded that if the students are unable to actively participate in a class presentation and are unable to use the target language in a communicative manner, the goal of the presentation cannot be successfully achieved by students and teachers. Additionally, anxiety can impair a person's capacity for rational thought and normal behaviour because the person experiences psychological issues like fear, nervousness, worry, etc. According to Charles and Laura (2010:9), anxiety is characterized by feelings of trepidation, worry, difficulty thinking clearly, fear, and apprehension.

Furthermore, anxiety will cause people to overthink, which tend to be detrimental because it makes them worry that they will fail, get bogged down in thinking about a subject, or face ridicule or shame from others if they make a mistake. Students who are nervous find it difficult to speak in front of the class. As a result, they will become stuck in a particular situation during the presentation, which will prevent it from running smoothly. As a result, the students won't be able to successfully complete the expected learning objectives. If anxiety is a recurring issue for students while learning a foreign language, this could be a serious issue. This makes the study's findings about anxiety in class presentations very important. The researchers were very eager to conduct this research so that it can hopefully encounter or resolve the challenges and issues faced by the presenters in the class

presentation and be resolved by both the lecturer and the student after the results are fulfilled. The researchers were also very curious as to why postgraduate English students who have a strong background in the language struggle to deliver an effective speech in English.

Additionally, it's critical to understand the level of anxiety that postgraduate students in the English Education study program at the University of Bengkulu experience, as well as the factors that significantly affect their anxiety during in-class presentations. Finally, it's crucial to highlight the strategies that first-semester students in the postgraduate English study program at Bengkulu University use to manage their anxiety. Dealing with the aforementioned issues, thus, the researchers chose the title "Students' Anxiety in Class Presentation Activities at the Postgraduate English Education Study Program of the University of Bengkulu."

Three issues were looked into based on the background provided above:

- 1) What level of anxiety were the first-semester students of the Bengkulu University Postgraduate Program of English Education experiencing during their class presentations?
- 2) What elements significantly contribute to the level of anxiety among students giving English-language presentations in class during the first semester of the postgraduate English education program at Bengkulu University?
- 3) What techniques do the first-semester postgraduate English education students at Bengkulu University use to cope with their anxiety?

The purpose of the current paper is to provide some benefits, particularly to the researchers and to readers in general. Some participants in this research, including students, lecturers, the author, and other researchers, may benefit from the information.

METHODOLOGY

The descriptive-qualitative method was used by the researchers in this research to provide insight about anxiety in class presentations to the first semester students of the Postgraduate Program of English Education at Bengkulu University. The researchers conducted this study at the Postgraduate Program of English Education at Bengkulu University. It is located in Bengkulu (WR. Supratman), Kandang Limun, Bangkahulu, Bengkulu City, Indonesia. The subject of this research was the first semester students of the postgraduate program of English education at Bengkulu University in the academic years 2022-2022. The class consisted of 21 students. This research used instruments such as

questionnaires and interviews to gather the data. The first instrument in this research was the questionnaire. It is used by the researchers as an instrument to find out the students' anxiety level by using a test developed by Horwitz (1986), which consists of 33 items to measure the level of students' anxiety in class presentations.

This research used the Likert scale in the form of a checklist to measure some aspects such as attitudes, opinions, and an individual's perception about a particular phenomenon. Besides, the scale contains positive and negative statements (Sugiono, 2013). Students must fulfilled one appropriate answer based on their own feelings in the class presentation and experiences during the learning process by checking one box in the available box, starting from agree, strongly agree, neither agree nor disagree, disagree, and strongly disagree.

There are 33 questions in the questionnaire containing two types of statements: The researchers used ten affirmative statements and twenty-three negative statements in the questionnaire to gauge the student's level of anxiety. Horwitz (in Mayangta, 2013) describes five levels of anxiety, namely: very relaxed with a score range of 20–45; relaxed with a score range of 46–75; mildly anxious with a score range of 76–98; anxious with a score range of 99–120; and very anxious with a score range of 121–145. After the data was collected, the researchers manually calculated the data by looking at the range of scores, from 20 up to 145. By knowing the results of the level of students' anxiety one by one, the researchers can categorize them into specific ones, whether they are Very Relaxed, Relaxed, Mildly Anxious, Anxious, or Very Anxious.

The second instrument in this research is interview. The interview was used in this research to get more information about anxiety factors and students' strategies to reduce their anxiety during class presentations. Ten students who had the highest score were selected as interviewees, and the interview was conducted in Bahasa Indonesia to avoid misunderstandings and make it easier for the students to answer the question and express their ideas. After interview data were collected, the data were transcribed into written text to make the researchers more comfortable interpreting and analysing the data. Additionally, in order to fully gather the data for this study, the researchers also used supporting tools like a tape recorder, documentation, and field notes. In analysing interview data, the researchers used the qualitative method, which has three stages: data reduction, data display, and conclusion or verification. (Miles and Huberman, 1984).

FINDINGS AND DISCUSSIONS

Findings

The Level of Student' Anxiety

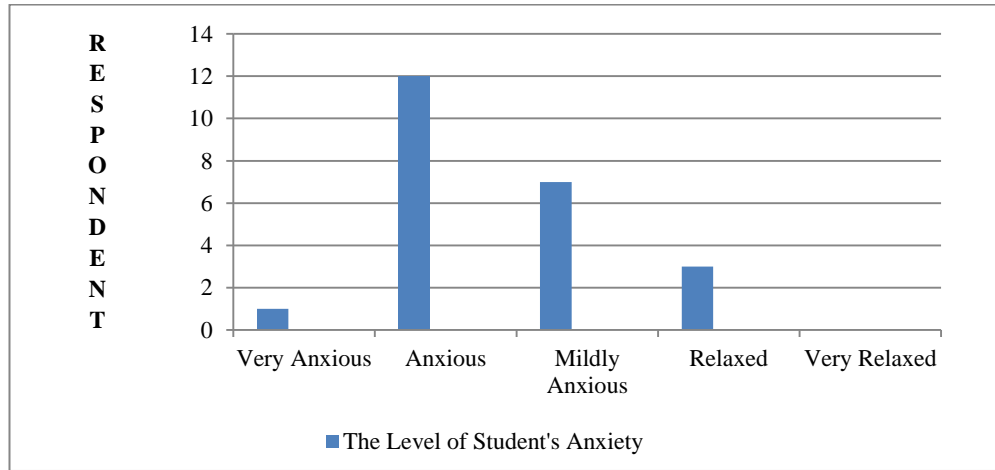


Chart 1. Level of Students' Anxiety

According to the result above, of the 33 questions in the questionnaire given to 21 respondents in English Education 1st semester, most related to presentation anxiety in Class presentations were categorized as "anxious." There are 1 respondent categorized as very anxious. 12 participants were categorized as anxious. 5 respondents are categorized as mildly anxious, and 3 respondents are categorized as relaxed. It can be seen from the questionnaire result that there is 57% anxiety level in the table, which means the majority of students' anxiety level in class presentations at the postgraduate English education study program of the University of Bengkulu is anxious.

From Table 1 presented below shows the summary of students' anxiety level.

Table 1. The summary of students' anxiety level based on their scoring and categorizing

Range Score	Level	Respondents	Percentage
121-145	Very Anxious	1 Respondents	5%
99-120	Anxious	12 Respondents	57%
76-98	Mildly Anxious	5 Respondents	24%
46-75	Relaxed	3 Respondents	14%
20-45	Very Relaxed	-	-

Total	21 Respondents	100%
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Students' Anxiety Factors

According to Horwitz (1986), there were three main factors of foreign language anxiety found from the study; they were communication apprehension, test anxiety, and fear of negative evaluation.

a. Communication Apprehension

This type of anxiety was found based on the students' responses to the questionnaires and interviews. Most of the students agreed with the statements. Only 3 students out of 21 students admitted that they did not feel anxious in class presentation using English. Communication Apprehension is a type of shyness characterized by fear of and anxiety about communicating with other people. The result of communication apprehension will be presented in following table. There were four statements type of Communication Apprehension factor in the table.

Table 2. The Result of Communication Apprehension

No.	Statements	SA	A	U	D	SD
1	" I never feel quite sure of myself when I am speaking in my foreign language class".	2 11%	12 58%	3 15%	2 11%	1 5%
2	" It frightens me when I don't understand what the teacher is saying in the foreign language class".	3 14%	10 46%	2 11%	4 18%	2 11%
3	" In language class I can get so nervous I forget things I know	1 5%	10 48%	4 18%	4 18%	2 11%
4	" I get nervous and confused when I am speaking in my language class	1 5%	9 43%	4 18%	6 29%	1 5%
5	" I get nervous when I don't understand every word the language lecturer or my friends says in the class presentation	2 11%	9 42%	6 29%	4 18%	0 0%
*SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly Disagree						

feeling unsure in Speaking Foreign Language

Feeling of uncertainty

The first factor of anxiety was students' feeling of uncertainty of their own ability when speaking in foreign language class. 14 students (69%) who answered strongly agree and agreed with this statement. It means that more than half of the students feared to speak because of inadequate language skills that they had. These students said that they were often too over-thinking and got nervous easily. They also admitted that they were less confident to speak in foreign language. Below are the excerpts of the students about their anxiety:

Participant 1:

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“Tidak, saya tidak percaya diri ketika saya harus melakukan presentasi di depan kelas.

“No, I don’t feel confident when I have to present a presentation using English in front of the class”

“Alasannya kenapa saya kadang-kadang takut dan cemas ketika saya berbicara dengan bahasa Inggris karena keterbatasan kosakata saya sehingga membuat saya takut untuk berbicara secara aktif di presentasi kelas.”

“The reason why I am sometimes afraid and nervous when I speak in English, That’s because of my lack of vocabulary so that I am afraid to speak up in class presentation.

Feeling Frightened For Not Understanding English Materials

The second factor of anxiety was students’ fear if they did not understand the materials because of what the teacher said in the foreign language. 13 students (60%) who answered strongly agree and agreed with this statement. Below is the example of quotation of a student about her anxiety:

Participant 5:

“Saya khawatir karena saya tidak tahu dan tidak memahami materinya dengan baik.”

“I am anxious because I do not know and understand the material well”

The key of being confident is Mastering the material well. However, a lot of students do not know and master the material well. Therefore, they are anxious when they present it in front of the class. If they prepare to master the material well they will feel relaxed and confident to deliver the material in class presentation.

Getting Nervous in Class Presentation using English

The third factor of anxiety in communication apprehension was nervousness. Most of the students admitted that they felt nervous in the class. According to the result from the questionnaires, 11 students (53%) answered strongly agree and agree with this statement. Those students admitted that they felt nervous in class presentation using English in that semester. Below is the quotation of a student about her anxiety:

Participant 3:

“Iya, saya takut jika teman saya tidak mengerti apa yang saya katakan.”

“Yes, I am afraid if my classmates don’t understand what I am talking about”.

b. Test Anxiety

In this type of anxiety, it was found from on the students' response to the questionnaire and interview. Some students agreed with the statement. The result of test-anxiety will be presented in following table. There were five statements type of Test Anxiety factor in the table.

Table 3. The Analysis of Students' Test Anxiety Factor

No.	Statements	SA	A	U	D	SD
1	" I worry about the consequences of failing my foreign language class".	1 5%	11 52%	4 19%	5 24%	0 0%
2	" I get upset when I don't understand what the teacher is correcting".	2 10%	10 47%	4 19%	4 19%	1 5%
3	" I start to panic when I have to speak without preparation".	8 38%	7 33%	4 18%	2 11%	0 0%
4	" I can feel my heart pounding when I am going to be called on in language class".	2 10%	10 47%	4 19%	5 24%	0 0%
5	" During language class, I find myself thinking about things that have nothing to do with the course".	2 10%	10 47%	3 14%	6 29%	0 0%
*SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly Disagree						

Worrying About Failing In Class Presentation Using English

The first factor of anxiety in Test Anxiety was the students worry about the consequences of failing in their class presentation Using English. Based on the questionnaire, 12 (57%) students from 21 students who answered strongly agree and agree with this statement. There were some students' opinion that showed they are afraid of failing in class presentation and as the result they will get a bad score. Below are the quotations of the students about their anxiety:

Participant 3:

"Ya, saya takut jika teman atau dosen saya mengajukan pertanyaan ketika melakukan presentasi karena saya takut salah dan mendapat penilaian yang buruk dari teman-teman kelas saya terutama dosen saya akan memberikan nilai yang buruk karna saya melakukan kesalahan, tidak bias menjawab pertanyaan atau tidak menguasai materi dengan baik."

"Yes, I am afraid if my classmates or lecturer ask me a question during class presentation because I am afraid of making mistake and afraid of fear of evaluation negatively by my class mates, especially my lecturer who will give a bad score for me because of my mistake, can not answer the questions from participants or lecturer or not mastering the material well."

Getting upset due to not knowing what the lecturer is correcting".

The third factor of anxiety in Test Anxiety was the students getting upset because they do not understand what the lecturer is correcting. Based on the questionnaire 12 students (57%) who answered strongly agree and agree with this statement. Below are the quotations of the students about their anxiety:

Participant 6:

“ Ya saya merasa minder dan takut jika dosen mengoreksi saya dan memberikan nilai buruk nantinya karna saya melakukan kesalahan atau tidak bias menjawab pertanyaan.”

“ I feel ashamed and afraid if my lecturers give me correction due to my mistake and As the result, they will give me a bad score because I.

Getting Panic to Speak without Preparation

The third factor of anxiety in Test Anxiety was the students getting panic to speak in speaking class without preparation. Based on the questionnaire answers there are 15 students (71%) who answered strongly agree and agree with this statement. most of the students' opinion that showed they felt panic to speak in class presentation without preparation. Below are the quotations of the students about their anxiety:

Participant 3:

“Faktor yang membuat khawatir itu kurangnya persiapan”

“The factor that makes me worried is lack of preparation.”

Based on the Participants statements above, It can be seen that lack of preparation took a bad impact to their presentation in front of the class.

Feeling heart pounding when lecturer calls their name in class presentations

The fourth factor of anxiety in test anxiety was the students feel their heart pounding when their lecturer calls their name in class presentation. Based on the questionnaire answers there are 12 students (57%) who answered strongly agree and agree with this statement. most of the students' opinion that showed they felt their heart pounding when their name will be called by their lecturer in class presentation. Below are the quotations of the students about their anxiety:

Participant 3 : “Iya saya takut kalo nama saya dipanggil ketika presentasi, takut tidak bias menjawab pertanyaan jika dosen bertanya jadi kadang-kadang cemas juga.” (Yes, i am afraid if my name is going to be called in class presentation, I am afraid that I can not answer the questions from the lecturers so that It sometimes makes me nervous).

Participant 6 :“Iya kadang-kadang cemas juga kalo nama saya tiba-tiba disebut”

(Yes I am sometimes worried if my name is going to be called suddenly in presentation”.

Participant 9 :“ Iya cemas dan kwatir kalo nama saya disebut dosen ketika presentasi kelas”. (Yes, I am worried and nervous if my name is going to be called in class presentation).

From statements above, It can be seen that some student nervous and afraid if their name is going to be called by the lecturer in class presentation. They are afraid they can not answer the question if their lecturer asks them questions related the material that is presented by the presenter. It can be concluded that one of the factors in test anxiety is afraid to be called by their lecturer in class presentation.

Thinking about things that have nothing to do with the course

The fifth factor of anxiety in test anxiety was During class presentation, students think about things that have nothing to do with the course. The students do not focus on their course and they even think about things that have nothing to do with the course. Based on the questionnaire answers there are 12 students (57%) who answered strongly agree and agree with this statement. most of the students' opinion that showed during class presentation, they think about thinks that have nothing to do with the course. Below are the quotations of the students about their anxiety:

Participant 9 :

“ Iya saya terkadang melakukan hal tersebut saat sedang banyak hal yang dipikirkan atau presentasinya membosankan jadi saya tidak focus dengan pelajaran lagi” (Yes, it sometimes happens to me when I have a lot of things to be thought in my mind or the class presentation is boring, so I lost my concentration and I don't focus on the course anymore).

From student's statement above, It can be seen that students sometimes think about things that have nothing to do with the course when they have a lot of things in their mind such as tasks, problems at their home or work place or the class presentation is boring because the way of presenters deliver the material just read the power point slides verbatim that condition makes the audience lost their concentration with the course.

c. Fear of Negative Evaluation

The result of fear of negative evaluations will be presented in following table. There were four statements of Fear of Negative Evaluation factor; there were thinking that other students have better skills in speaking English, I am afraid that my language teacher is ready to correct every mistake I make, worried about getting left behind and I am afraid that other students will laugh at me when I speak the foreign language”. feeling afraid of being ashamed when speaking English. Mostly the students agreed with the statement.

Table 3. The Analysis of Students' of Fear of Negative Evaluation Factor

No.	Statment	A	SA	U	D	SD
1	"I keep thinking that the others students are better at language than I am".	4 18%	8 40%	5 24%	4 18%	0 0%
2	" I am afraid that my language teacher is ready to correct every mistake I make".	2 11%	8 38%	4 18%	6 28%	1 5%
3	" I am afraid that other students will laugh at me when I speak the foreign language".	1 5%	9 43%	6 29%	4 18%	1 5%
4	" I always feel that the other students speak the foreign language better than I do".	4 19%	7 33%	5 24%	3 14%	1 5%
*SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly Disagree						

Thinking that Other Students Have Better Skills in Speaking English

The first factor of anxiety in fear of negative evaluation was the students always thought that the other students had a better ability in language learning and speak foreign language than them. It can be seen based on students' answer on the statement" "I keep thinking that the others students are better at language than I am" most of students answered strongly agree and agree with this statements, there are 12 students (58%) admitted this case. and it can be seen also with this statement " I always feel that the other students speak the foreign language better than I do". More than half of students answered strongly agree and agree with this statement, there are 11 students (52%) who admitted this case. It means that more than half students experienced this anxiety. Below is one the quotation of the students about their anxiety:

Participant 3:

"Saya merasa teman saya lebih pintar dari saya, saya masih kurang grammarnya, kosa kata dan pengucapannya juga kadang salah dan susah."

From students' statements above, we can see that lack of confidence and their self perception can affect their performance in class presentation. they are afraid to speak up and involve in class presentation because they are afraid of making mistake and keep thinking that other students are better at English language than they do.

Afraid of being corrected by the lecturer.

The second factor of anxiety in fear of negative evaluation was afraid that my language teacher is ready to correct every mistake I make. They are afraid of being judged negatively and get a bad score due to their mistake or errors in class presentation. It can be seen as mentioned by participants as follows:

Participant 3:

“Ya, saya takut jika teman atau dosen saya mengajukan pertanyaan ketika melakukan presentasi karena saya takut salah dan mendapat penilaian yang buruk dari teman-teman kelas saya terutama dosen saya akan memberikan nilai yang buruk karna saya melakukan kesalahan, tidak bias menjawab pertanyaan atau tidak menguasai materi dengan baik.”

“Yes, I am afraid if my classmates or lecturer ask me a question during class presentation because I am afraid of making mistake and afraid of fear of evaluation negatively by my classmates, especially my lecturer who will give a bad score for me because of my mistake, can not answer the questions from participants or lecturer or not mastering the material well.”

Participant 6:

“ Ya saya merasa minder dan takut jika dosen mengoreksi saya dan memberikan nilai buruk nantinya karna saya melakukan kesalahan atau tidak bias menjawab pertanyaan.”

“I feel ashamed and afraid if my lecturers give me correction due to my mistake and As the result, they will give me a bad score because I make mistake and I can not answer the question during class presentation.

Fear of Being Laughed

The third factors in fear of evaluation was fear of being laughed. Based on the questionnaire, there are 10 students (48%) who answered strongly agree and agree with this statement. It affects to student in getting their best to achieve the foreign language learning is learner's believe. In this case, if student think that they are less competence than other in class room, it will make them afraid in involving actively in class presentation, that is because of afraid of being laughed by others when they make mistake or errors in pronouncing the words or grammar correctly. It can be seen as mention as follows:

Participant 7:

“Iya, sayaterkadangtakutditertawaitemansekelaskarnasayamembuatkesalahanketikasayamelakukanpresentasi di depan kelas.”

“Yes, I am sometimes afraid of being laughed by my classmates due to my mistake in delivering a presentation in front of the class.”

Participant 9:

“Iya, saya merasa takut dan malu jika melakukan kesalahan dan teman-teman tertawa sehingga saya sedikit cemas jika melakukan presentasi di depan kelas.”

“Yes, I am ashamed and afraid of being laughed by my class mated because of my mistake, It caused me a little bit nervous in delivering a presentation in front of the class.”

It can be concluded that present a presentation in front of people is a difficult for some students who have a lack of confident. It can be significant obstacle and challenging for those who afraid to speak in front of people to present a presentation in English. It can be caused by the fear of being laughed or embarrassment factor need to be alarmed in learning language.

Students' Ways For Reducing Their Anxiety

Based on the students' interview results, they stated several ways For reducing Students' anxiety in class presentations. Every student may have different ways to tackle their anxiety in speaking. The students' responses are as follows:

a. Well prepared and practicing as much as possible

Based on the interview results, there are 4 respondents who face their anxiety problems by doing well prepared and practicing as much as possible at home before the class presentation is done by them. It can be seen from the following respondents' statements below:

Participant 4 : “Melakukan persiapan dengan baik, menguasai materi sehingga tidak cemas dan takut kalo nanti presentasi.”

Participants 7: “Latihan Sebanyak mungkin sampai tidak lagi cemas dan panic apalagi takut. Jadi, kalo kita menguasai materi dan sudah latihan Insa' Allah tidak cemas lagi kalo presentasi.”

Participants 9 :” Persiapan dan latihan sebanyak Mungkin sebelum presentasi.”

Participants 10 : “Melakukan Latihan dan persiapan sebanyak dan sesering mungkin sebelum presentasi.”

From the statement of the participants above, we can see that their startegies to reduce their anxiety in class presentation is that by doing well prepared and practicing how to deliver the material of presentation well at home as much as possible, By mastering the material well, it will make them more confident to present the material and reduce their anxiety when they deliver a presentation in front of the class because they have already learned how to start, deliver the material of presentation and how to tackle the questions from the audiences and the lecturer well.

b. Don't overthinking

Students' beliefs and Thought were also found as factor that may contribute to students' anxiety. The interview revealed that there are 2 respondents stated that to reduce

their anxiety they do the strategies by stopping their negative thinking, stop imaging the bad thing will come when they deliver the material in front of the class. Lecturer will punish them by giving a bad score if they make mistakes or laughed by others due to their mistakes. by stopping to think the negative things, it will make them more relaxed and comfortable to present the material well. The student's responses as follows:

Participant 1 : “ Tidak berpikir yang macam - macam (overthinking) tetap relax.”

Participant 3: “Jangan terlalu berpikir negative dan membayangkan yang aneh-aneh,(overthinking) berusaha relax and jangan panik.”

From the statement of the participants above, overthinking will affect students' performance, because of their great anxiety. Therefore, if they try to be relaxed and stop overthinking, it will reduce their anxiety in class presentation. Besides, If they feel relaxed, comfortable and confident to present the material, it will make them at ease to present it in front of the class well and smoothly.

c. Holding a thing

From the Interview result data, two students hold a thing during their presentation to reduce their anxiety. 2 respondents said that bring a thing will make them reduce the anxious feeling during presentation.

Participant 5: “supaya saya tidak cemas dan takut, saya memegang sesuatu seperti pena, buku apa saja yang ada di dekat saya dan berusaha se-relax mungkin.

Participant 2: “saya supaya tidak cemas dan takut, saya kadang-kadang memegang sesuatu. “

Based on students' statements above, they hold a thing like a pen, book or anything near them when they deliver a presentation in front of the class to reduce their anxiety and it will make them more relaxed in doing it.

d. Physical Movement

EFL learners commonly face anxiety when they speak in front of a lot of people in public speaking whether in formal or informal situation. According to Tanveer (2007) stated foreign language learners commonly feel anxiety, apprehension and nervousness when they speak a foreign language in public. Therefore, students need to know how to handle their anxiety when they are in that situation. However, the other strategies that students stated in the interview that the researchers conducted, they overcome their anxiety by making Physical movement with their part of body. It can be seen from students' Responses below:

Participant 1: “ Saya biasanya mengerakkan tubuh saya supaya tidak cemas dan takut dan juga tidak berpikir yang macam-macam(overthinking) dan saya berusaha tetap relax.

Participant 2: “ Saya biasanya mengerakkan tubuh saya supaya tidak cemas dan takut.

Participant 5 : “Saya biasanya mengerakkan tubuh saya supaya tidak cemas dan takut, dan kadang-kadang memegang sesuatu seperti pena,buku apa saja yang ada di dekat saya dan berusaha serelex mungkin.”

Participant 8: “Olahraga mulut dengan sesering mungkin latihan, mengatur pernapasan dan saya biasanya mengerakkan tubuh saya.

Based on the participant responses above, students make a physical movement to reduce their anxiety such as their body, eye, hand, feet, head and so on. By doing physical movement, it can make them more relaxed, comfortable and confident to present the material in front of class.

e. Relaxation

Based on the interview results, students usually make a relaxation to their mind and body by controlling their breath. according to Stuart and Laraia (2005) state that one of philological response of anxiety is Rapid breathing. Students’ responses as follows:

Participant 1: “Saya mengatur pernapasan saya dan berusaha relax”

Participant 2 : “Saya berusaha serelex mungkin.”

Participant 3 ; “Berusaha relax and jangan panik.”

Participant 5 : “Supaya tidak cemas dan takut saya berusaha serelex mungkin.”

Participant 8 : “Olahraga mulut dengan sesering mungkin latihan, mengatur pernapasan dan saya biasanya mengerakkan tubuh saya.”

From the statements of the participants above, students usually make strategies to reduce their anxiety by keeping their nervousness with relaxation. They try to be relaxed as they can so that when they deliver the material they feel comfortable and confident to present it in front of the class. Students stay still to face their anxiety by controlling their breath and their nervousness in order to make their presentation run smoothly and well.

Discussion

Students Anxiety Level

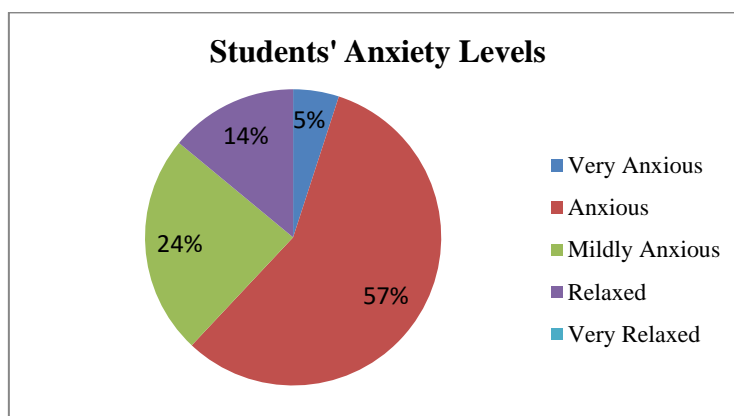


Chart 2. The result of students' anxiety levels

Based on the result above, of the 33 questions in the questionnaire that was given to 21 respondents of the Postgraduate English Education study program in the first semester, most of them related to presentation anxiety in Class presentations. There is one respondent categorized as very anxious. 12 participants were categorized as anxious. Five respondents are categorized as mildly anxious, and three respondents are categorized as relaxed. It showed from the results that the average values of the questionnaire are 57%, which means the majority of students' anxiety level in class presentations at the postgraduate English education study program of the University of Bengkulu is at an anxious level. It can be concluded that only 3 students out of 21 felt relaxed (not nervous) during the class presentation, and the rest of the students felt nervous during the class presentation. From the questionnaire and interview results, the researchers found there are three factors affecting students' anxiety during class presentations. They are communication apprehension, test anxiety, and fear of evaluation.

The Factors of Students Anxiety in class presentation

After taking questionnaires from 21 students in the first semester of the postgraduate English study program and conducting face-to-face interviews with 10 participants to learn deeply about the factors contributing to students anxiety, the researchers revealed three main factors that significantly contributed to students' anxiety: communication apprehension, test anxiety, and fear of negative Evaluation.

In addition, communicative apprehension includes feeling unsure about speaking a foreign language in class, feeling frightened about not understanding English materials, and getting nervous in class presentations using English. Most of the students strongly agreed and agreed that they felt unsure about themselves when they spoke in English, and they were also frightened because they did not understand the material well. This made them anxious and afraid to speak up and to be active in class presentations. And the last factor in communicative apprehension is getting nervous during a class presentation. It might possibly happen because of their lack of self-motivation, confidence, and proficiency. If the students are afraid to speak up in class, the learning process will run passively and tend to be boring. Therefore, It can be concluded that the aim of the presentation cannot be achieved successfully by students and lecturers if the students cannot actively participate in a class presentation and cannot use the target language communicatively.

It can be concluded that some students also experience apprehension in class presentation because they feel uncomfortable, insecure, worried, fearful, and nervous so that they can participate actively in class presentation. They tend to participate passively in class and do not want to be involved in any section of class presentation activities. According to Horwitz et al. (1986: 127), Communication apprehension is defined as the kind of shyness that can be identified through their anxiety and fear of communicating with others. In this case, The feeling of anxiety occurs when they must speak in front of their friends in class. Feeling shy interrupts and prevents students from doing their best in delivering presentations.

Furthermore, test anxiety includes worrying about failing in class presentations, getting upset due to not knowing what the lecturer is correcting, and getting panicked to speak without preparation. Test anxiety came when students faced an English language test, especially an oral or speaking test. Most of the students strongly agreed and agreed with this case: they are worried about failing in class presentations, getting upset due to not knowing the lecturer is correcting them, and getting panicked to speak without preparation. It might possibly happen because of their self-belief and their overthinking that makes them anxious and afraid. They think that they will get a bad score if they make a mistake or deliver a presentation badly in class.

Moreover, It can be an obstacle for them to give their best in speaking actively in class presentation if they keep thinking negatively. This will happen if they make a mistake, and the second factor in test anxiety is getting upset because they don't understand what the lecturer is saying or correcting. It will make them unconfident and uncomfortable in class presentation. The third factor in test anxiety is getting panicked to speak without preparation.

That condition makes them unconfident in class presentation because they do not know what to say if the lecturer is asking them questions or asking them to speak in class presentation. Therefore, being well prepared is a key to coping with students' anxiety; the more they are well prepared, the more they feel comfortable and confident in their class presentations.

Then, fear of evaluation includes thinking that other students have better skills in speaking English, being afraid of being corrected by the lecturer, and being afraid of being laughed at. This type of anxiety refers to others' evaluations, avoidance of evaluative situations, and the expectation that others will evaluate them negatively. Students who keep thinking their classmates are better than them usually lack self-confidence and proficiency, so they keep thinking negatively about themselves. They are also afraid to be judged by others because of their inability and mistakes, and they tend to be afraid of being corrected by their lecturer because they think if the lecturer corrects them, they will get a bad score and the lecturer will be angry or give a negative perception about them, so they are afraid of being corrected by the lecturer. Besides, students were ashamed and afraid of being laughed at by their classmates because of their mistake, which made them a little bit nervous about delivering a presentation in front of the class.

Students' Ways for reducing their Anxiety in class presentation

Based on the students' interview results, they stated several ways to reduce their anxiety before and during the presentation. Their Responses are: preparing material as well as they can and practicing as much as possible; Handling things; not thinking negatively (overthinking); Making Physical movements; Relaxing by Taking a deep breath; and controlling their breathing.

CONCLUSION AND SUGGESTION

Based on the data from the research carried out with the first semester students of the Postgraduate Program of English Education at Bengkulu University, the researchers reached the conclusion that the results of this research show that most of the students are at an "Anxious" level. There are 1 (5%) students who experience being very anxious, 12 (57%) students who experience being "anxious," 5 (24%) students are in the "Mildly Anxious" level, 3 (14%) students have the "Relaxed" level, and there is no student among the 21 who experience being "very relaxed." The results of this research show that from a psychological aspect, more than a half of students (62%) are at the level of high anxiety, five students (24%) are at the level of moderate anxiety, and three students (14%) are at the level of low

anxiety. Many students experience anxiety in the EFL classroom, and it affects them negatively. Therefore, it is important for the English Lecturer to be aware of anxiety among their students.

Moreover, from the questionnaire and interview results, the researchers found that there are three main factors contributing to students' Anxiety during Class presentations. In the first semester, students of the Postgraduate English Education Study Program of the University Of Bengkulu experience communicative apprehension, test anxiety, and fear of evaluation. Every student has a different level of anxiety, and they also have different ways to overcome their anxiety in class presentation activities, such as being well prepared and practicing as much as possible, holding a thing, not overthinking, making physical movements, and relaxing.

Based on what the researchers have found in this study, anxiety has a negative effect on students and will hinder their ability to learn, especially if they are learning English as a foreign language. The first students of the Postgraduate English Study Program at Bengkulu University also faced the problem when they delivered a presentation in front of the class. The lecturer should know the source of their anxiety and motivate them to do their best in their presentation in the classroom. The lecturer needs to realize that the class atmosphere and classroom environment will affect the students' comfort in the teaching and learning process and use the best teaching method to achieve the expected learning goal. Additionally, this study can be a reference for the reader in conducting the same topic related to students' anxiety in class presentations in the future.

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