

EXPLORING THE STUDENTS' ANXIETY ON ORAL ACADEMIC PRESENTATION IN PUBLIC SPEAKING

(A Case Study at the Twelfth Grade of a Senior High School in Singaparna,
Tasikmalaya)

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ABSTRACT

This study investigated the students' anxiety in using oral academic presentation in public speaking. This study was aimed at figuring out the students' anxiety factors on oral academic presentation in public speaking and investigating out the students' perceptions on oral academic presentation in public speaking in relation to their anxiety. A case study was used as a research design that was conducted to the students at the twelfth grade of a Senior High School in Singaparna, Tasikmalaya. The questionnaires and the interview were the instruments of this study. The frequency table functioned to to analyze the results of the closed-ended questionnaires adapted from Fraenkel, et al. (2012, p. 211). Content analysis functions to analyze the results of the semi-structured interview adapted from Fraenkel, et al. (2012, p. 478). Triangulation analysis was used to compare the data from the questionnaires and the interview adapted from Fraenkel, et al. (2012, p. 559). The first finding showed that the students faced anxiety on oral academic presentation in public speaking. In contrast, they could cope with their anxiety during oral academic presentation in public speaking. The second finding showed that the students found easy to express themselves in speaking, improved their speaking performance, no longer being anxious and fear of failure, and no longer feel embarrassed as well as and worried after they do oral academic presentation. It was also concluded that anxiety was encountered by the students during oral academic presentation in public speaking due to four factors. They are personality traits, preparation, audience interest, and language ability. Furthermore, students had their positive perceptions during oral academic presentation in public speaking regarding their anxiety. Thus, the teachers must overcome their students' anxiety by means of oral academic presentation in the classroom. The students are expected to expand and develop their public speaking performance by implementing oral academic presentation.

Keywords: *anxiety, oral academic presentation, public speaking, students*

INTRODUCTION

English, as one of the subjects taught in Indonesian school, is seldom spoken in classroom interaction among students because they commonly speak Indonesian language. Lucena and Jose (2016, p. 67) claimed that English learners frequently find it difficult to speak English because they lack language skill appropriately in social

interactions.” Accordingly, the students encountered many language barriers in English speaking which one of them is anxiety. Chin, Ling, and Yih (2016, p. 53) describes “students’ anxiety occur when the instructors want them to be proficient in verbal and written interactions.” In order to cope with anxiety, teachers should have more focus on anxiety which can be intense for students and find strategy that enable them to take part actively in speaking class.

One of enjoyable and creative teaching strategy that can reduce the students’ anxiety in speaking is oral academic presentation, which is important in classroom interaction. The goal of academic presentation is to train students in English communication. Regarding this case, oral academic presentation makes students to participate comprehensively in their learning, demonstrate their speaking performance, and help them establish competencies for future job (Mazaheri & Yazdani, 2016, p. 2010).

Many studies have conducted the use of oral academic presentation in the common classroom. The very first study mostly focused on the students’ anxiety oral academic presentation in public speaking. First, Razawi, Zulkornain, and Razlan (2019) conducted a research on “Anxiety in Oral Presentations among ESL Students.” Furthermore, Batiha, Noor, and Mustaffa (2016) conducted a research on “Speaking Anxiety among English as a Foreign Language Learner in Jordan: Quantitative Research.” Also, Taha and Rejeq (2018) focuses on “Oral communication apprehension among English senior majors at Al-quds open university in Palestine”. In the context of education in Indonesia, Kamridah (2013) also did a research on “Correlation between Level of Anxiety and Public Speaking Performance through Systematic Learning Approach in Foreign Language.”

The aforementioned previous studies mentioned mostly focused on the students’ anxiety in oral academic presentation. Similarly, the recent study also highlights the students’ anxiety in oral academic presentation. On the contrary, the previous studies re more detailed to investigate the possible causes of anxiety in oral academic presentations, to identify the factors that effect EFL speaking anxiety, and to describe the connection between level of anxiety and public speaking performance. In contrast, this study is more detailed to explore students’ anxiety in oral academic presentation in public speaking. Other gaps, the previous studies applied used quantitative method, and mixed method. Meanwhile, recent study applied a case study.

In addition, the population of previous study studies engaged 111 students who took English major in UiTM Dungun Campus in Malaysia, 112 freshmen in Jadara University in Jordon, and 135 students of International English Training (IET) of Cambridge English College (CEC) in Pare-Kediri, East Java. In addition, 26 students at the twelfth grade of a Senior High School in Singaparna were engaged. Besides, the writer investigated a study dealing with “Exploring the Students’ Anxiety on Oral Academic Presentation in Public Speaking” (A Case Study at the Twelfth Grade of a Senior High School in Singaparna, Tasikmalaya).” Thus, the aforementioned background of the study previously formulated the following research questions:

1. What are the students’ anxiety factors on oral academic presentation in public speaking?
2. How do the students perceive on oral academic presentation in public speaking in relation to their anxiety?

LITERATURE REVIEW

The Concepts of Speaking for EFL Students

During teaching speaking, the teachers must think about the integration of four language skills soon as they interact with each other in natural behavior because in daily classroom situations and the students can practice their speaking skill. In contrast, Brooks and Wilson (2014, p. 203) claimed “interactions between the teacher and the students give the students with many opportunities to practice their English skill with other students in a real way way.”

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The Concepts of Oral Academic Presentation in Learning English Speaking

The teachers and students should attempt to enhance students' speaking skill and to lessen their speaking anxiety in the classroom. It can be committed by means of suitable and interesting methods to add the students' interest in the classroom. Chin, et al. (2016, p. 59) explained "during the process of language acquisition, language educators can apply suitable and interesting methods of teaching in their classes to motivate their students to combat such anxiety among them." One of fun and creative methods is oral academic presentation, which is getting an important part in the classroom. It is becoming a more important part of language teaching, especially in the classroom. frequently, the purpose of the classes is to design students to fulfill their academic achievements. Besides, oral academic presentation also gives the contribution to a positive classroom atmosphere and to strengthen academic skills (Masmaliyeva, 2014, p. 146). In addition, it can give students with an opportunity to practice the target language either inside or outside of classrooms.

Additionally, oral academic presentation is an activity in which the students present their understanding in relation to a particular subject in front of their peers and teacher. Similarly, oral academic presentation is an oral communication that a speaker needs to speak clearly to the audience (Ariff & Mugableh, 2013, p. 11).

Moreover, oral academic presentation is deemed as a speaker's intentional and prepared talk or speech not committed to directly memorize or read from script, (sometimes more than one) to the audiences (Radzuan & Kaur, 2011, p. 1437).

The Advantages of Using Oral Academic Presentation in English Communication

Oral academic presentation is very popular worldwide in educational setting because it has many advantages to enhance the students' speaking performance. Presentation is getting a popular way to present information to audiences (Axtell, Maddux, & Aberasturi, 2008, p. 22). To meet successful oral communication, the students need a thorough in-depth instruction and practice is to give oral academic presentation (Živković, 2014, p. 468). It means that oral academic presentation can be used to improve the students' oral communication.

The goal of using oral academic presentation is to make students well-prepared in English communication. In line with this, oral academic presentation enables students to participate fully in their learning, show their speaking performance to communicate, and help them develop competencies for future job (Mazaheri & Yazdani, 2016, p. 2010). Oral academic presentation is beneficial for the students because it develop greater class

interaction and participation, interest in learning, and communication and presentation skills. Moreover, using presentation in the language classroom can be previous to help learners improve their language skills, develop their research skills, improve their creativity, and gain confidence speaking in front of others (Brooks & Wilson, 2014, p. 210). Thus, it is expected that the use of oral academic presentation reduces the students' speaking anxiety as it gains their confidence in speaking.

The Concepts of the Students' Anxiety in Learning English Speaking

Language anxiety includes the worry and negative emotional reaction that came up in learning or using a second language (Dörnyei, 2010). Language anxiety is described as the tension and nervous feelings related to second language or foreign language contexts that consist of speaking, listening and learning (Onwuegbuzie, Bailey & Daly 1999, p. 218, cited in Chin et al. 2016, p. 51). Language anxiety is the subjective feeling of tension, apprehension, nervousness, and worry related to an emergence of the autonomic nervous system (Horwitz, et al. as cited in Farahnaz, et al. 2013, p. 319). Anxiety is the fear when students are ordered to speak or act in the foreign language (Qaddomi, 2013, p. 1536). It means that language anxiety is the subjective feeling of worry and negative emotional reaction coming up in learning language.

There are numerous types of learning activities that can be used by the teachers in teaching speaking to the students. Public speaking is a speaking activity to the students. According to Templeton and Fitzgerald, cited in Yee and Abidin (2014, p. 127), "public speaking allows a speaker to stand before the audience to make a speech in a controlled manner to either persuade, inform or entertain the audience." Similarly, Verderber, et al. (2011), cited in Raja (2017, p. 95) claimed "public speaking is a constant formal presentation by a speaker to an audience, is merely a form of human communication." It means that in the classroom setting, public speaking is the speaker's activity to speak to audience or a group of students to make a speech in a controlled way to either persuade, inform, or entertain them.

METHOD

This research took place in grade twelve of a Senior High School in Singaparna, Tasikmalaya. In this research, a case study was applied as the research design because the study described detailed description about the specific cases. It is in accordance with

Fraenkel, et al. (2012, p. 434) who also asserted that “most case study researchers have named the object of their research cases, and they focus their research on the study of such cases.”

Purposive sampling technique was used in this study to estimate the participants. The English teacher and 26 students of class XII-IPA 1 at the twelfth grade of a Senior High School in Singaparna, Tasikmalaya took part as the participants, because they had been learning English speaking using oral academic presentation in the classroom. In addition, the teacher had used oral academic presentation in public speaking.

The questionnaires and the interview are two research instruments used in this study. The questionnaires were given to the students of the twelfth grade in a Senior High School in Singaparna, Tasikmalaya. Additionally, in answering to the questionnaires, the students should give their responses toward all items in the questionnaires by putting the checklist [√] on the response's column. These responses consisted of five categories, namely “Strongly Agree”, “Agree”, “Neither Agree nor Disagree” or “Neutral”, “Disagree”, and “Strongly Disagree” responses.

Three techniques were used to analyze the data from research instruments including frequency and percentage analysis, content analysis, and triangulation analysis. The first technique is frequency table used to analyze the results of the closed-ended questionnaires adapted from Fraenkel, et al. (2012, p. 211). The second technique was content analysis used to analyze the results of the semi-structured interview adapted from Fraenkel, et al. (2012, p. 478). Furthermore, the third technique was triangulation used to correlate the data obtained from the questionnaires and the interview which was adapted from Fraenkel, et al. (2012, p. 559).

FINDINGS AND DISCUSSION

After collecting the data from the questionnaires and the interview, the writer conducted the analysis of each instrument as follows:

The Students' Anxiety Factors on Oral Academic Presentation in Public Speaking

As previously mentioned in the first chapter, research question number one was elaborated as follows: “What are the students' anxiety factors on oral academic presentation in public speaking?” In this case, research question number one was aimed to investigate students' anxiety factors on oral academic presentation in public

speaking. Besides, the results of the first questionnaire and the interview from the first (1) to the third (3) questions were triangulated to answer the first research question.

Based on the analysis of the students' responses from the first to the fifteenth items, the percentages of every item was described which can be seen at figure 1.

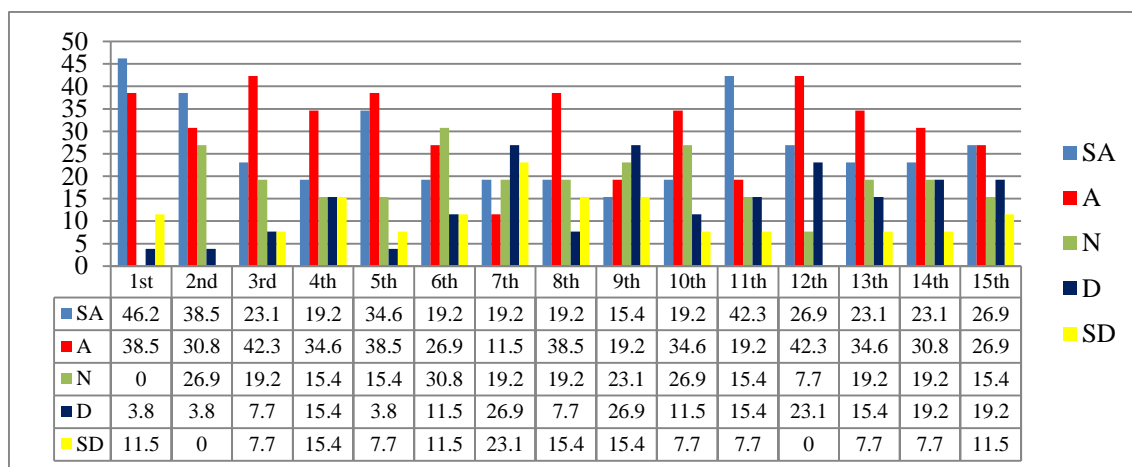


Figure 1 The Percentages of Students' Responses in every Item

The results of the first questionnaires from items number one to number fifteen had been compared and triangulated with the ones of the interview from questions number one to number three to give the answer for the first research question. The findings revealed that the students encountered anxiety on oral academic presentation in public speaking. In contrast, just few students had anxiety during oral academic presentation in the class. In other words, they could cope with their anxiety during oral academic presentation in public speaking. In short, instructing students to give oral academic presentation in the class is one of the most interesting activities in student-centered classroom (King, 2002, quoted by Masmaliyeva, 2014, p. 146).

In this regard, the students' anxiety on oral academic presentation in public speaking was caused by four factors including personality traits, preparation, audience interest, and language ability. These factors were in accordance with the results of the study conducted by Razawi, et al. (2019, p. 31) who also described several factors of anxiety in oral academic presentations consisting of language ability, personality traits, preparation and audience interest. Dealing with personality traits, they liked to do an oral academic presentation in pairs or groups, they felt very anxious prior to an oral academic presentation, they found an oral academic presentation hard because they had less self-confidence, and they felt embarrassed when they did an oral academic presentation in English.

The students' responses were also strengthened by their teacher who claimed that some students were affected by these anxiety factors but some are not. In contrast, many of them felt undisturbed by these factors during oral academic presentation. In this regard, all these four factors influence the students' oral academic presentations. Furthermore, the results of the study conducted by Taha and Rezeq (2018, p. 57) also described that there were some factors that motivate them to speak and some do not. Some students found that they are really capable of speaking well, while some are not because of their poor English.

The Students' Perceptions on Oral Academic Presentation in Public Speaking in Relation to their Anxiety

As previously mentioned in the first chapter, research question number two was elaborated as follows: "How do the students perceive on oral academic presentation in public speaking in relation to their anxiety?" In this case, this research question was aimed to investigate the students' perceptions on oral academic presentation in public speaking related to their anxiety. In addition, the writer used triangulation to the results of the second questionnaire and interview from questions number 4 and 6 to answer the second research question.

Based on the analisisy of students' responses from items number one to number seven, then the data were described into the percentages in which every item was shown at the following figure 2.

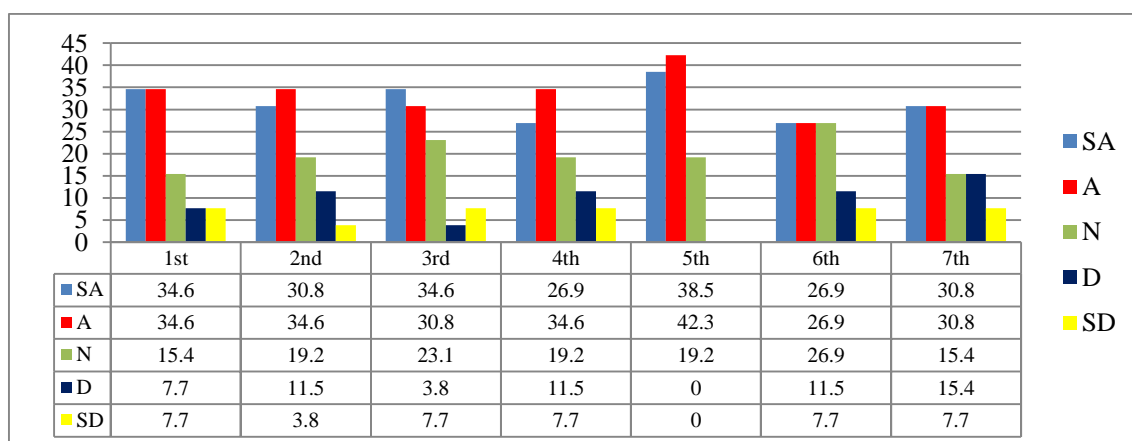


Figure 2 The Percentages of Students' Responses in every Item

The result of the second questionnaires from items number one to number seven were correlated and triangulated with the ones of the interview from questions number four to number seven to answer research question number two. The findings revealed

that the students perceived positively on oral academic presentation in public speaking dealing with their anxiety. In this case, they were interested in doing oral academic presentation in public speaking during speaking class. In addition, they found easy to express themselves in speaking oral academic presentation in public speaking. Besides, they found oral academic presentation enhance their speaking performance. Furthermore, they perceived that oral academic presentation increase their self-confidence and they got good feedback from the teacher after the oral academic presentation. Moreover, they did not find anxiety and fear of failure in speaking class after they do oral academic presentation.

DISCUSSION

This study highlighted on investigating students' anxiety on oral academic presentation in public speaking. Finding number one showed that the students encountered anxiety on oral academic presentation in public speaking. On the contrary, only few of them felt anxious during oral academic presentation in the class. In other words, they could cope with their anxiety in oral academic presentation in public speaking. In this case, the students encountered anxiety on oral academic presentation in public speaking because of four factors which include personality traits, preparation, audience interest, and language ability. These factors were backed up by the study conducted from Razawi, et al. (2019, p. 31) who also revealed several factors of anxiety in oral academic presentations as follows; language ability, personality traits, preparation and audience interest. However, many of them felt unaffected by this factor in their speaking abilities during oral academic presentation. Therefore, these four factors influencet the students' oral academic presentation.

Finding number two showed that the students gave their positive perceptions on oral academic presentation in public speaking concerning to their anxiety because they are fond of doing oral academic presentation. Furthermore, they found easy expressing themselves in speaking, enhanced their speaking performance, and self-confidence, achieved beneficial feedback from the teacher, no longer feel anxious and afraid of failure, as well as no longer feel embarrassed and worried after they do oral academic presentation. The students' responses were also strengthened by their teacher who claimed that the teacher gave the instruction, training and practice as frequently as possible to get them accustomed to speak in public speaking. In line with this, Yee and Abidin (2014, p. 127) revealed that the advantages for a speaker to do the public

speaking would be good in improving the students' speaking skills because they will have good opportunity to practice public speaking to learn how to reduce their speech anxiety in speaking English.

The findings of this study also strengthened some findings from previous studies carried out on the students' anxiety in oral academic presentation in public speaking. For instance, the findings from the research conducted by Razawi, et al. (2019) showed that several factors of anxiety in oral presentations were revealed as follows; language ability, personality traits, preparation and audience interest. However, all these four factors did affect the students' oral presentations. Similar to Razawi, et al. (2019), this present study also indicated that the students also encountered anxiety on oral academic presentation in public speaking because of four factors including personality traits, preparation, audience interest, and language ability. On the contrary, Razawi, et al. (2019) paid attention on examining the possible causes of anxiety in oral presentations. Thus, this present study focused on elaborating students' anxiety in using oral academic presentation in public speaking.

Moreover, the findings of this study also strengthened the ones of Batiha, et al. (2016) which showed that four main factors became the causes for learners' speaking anxiety. They included: Fear of bad assessment, being not well-prepared, Being insecure in Public, and General Speaking Class Anxiety. Similar to Batiha, et al. (2016), this present study also indicated that the students encountered anxiety on oral academic presentation in public speaking because of personality traits, preparation, audience interest, and language ability. In contrast, Batiha, et al. (2016) just paid attention on identifying the factors contributing to EFL speaking anxiety. So, this present study highlighted on exploring students' anxiety in using oral academic presentation in public speaking.

CONCLUSIONS

Based on data analysis, it was concluded that there were two important points to answer the research questions in this research. First, the students had anxiety in public speaking. However, they were able to solve it soon. There were four reasons why the students encountered anxiety on oral academic presentation in public speaking. They were personality traits, preparation, audience interest, and language ability. These factors were quite similar with the ones of the students' anxiety investigated by Razawi, et al. (2019, p. 31). However, those factors don't affect most of them at all during their

oral academic presentation. In this case, all these four factors did affect the students' oral academic presentations.

The next conclusion, the students perceived that they liked to do oral academic presentation in public speaking. Furthermore, it was easy to express themselves in speaking. Their speaking performance and self confidence were improving, they no longer felt anxious in public speaking, they were not afraid of failure and they did not feel embarrassed as well as worried in oral academic presentation in public speaking because they get useful feedback from the teacher. The students' responses were also strengthened by their teacher's claim that the teacher provided instruction, training, and practice as frequently as possible to get them accustomed in public speaking.

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