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EFL Students' Speaking Anxiety During Presentation Performance at Language Center Kampung Inggris Pare

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Abstract: *Presentation is not easy to do. This is because many students experience anxiety during presentation performance. This research aimed to investigate various types of EFL students' speaking anxiety and to know the possible factors that influence EFL students' speaking anxiety in Language Center during presentation performance. The researcher used quantitative research with a survey design. A questionnaire was used to collect the data. The participants were 50 students at the Language Center Kampung Inggris Pare who took the intensive program for one month in class B. This study found that there were three types of speaking anxiety related to presentation performance in EFL students at the language center: communication apprehension, test anxiety, and fear of negative evaluation. In addition, internal and external factors influence speaking anxiety, including shyness, embarrassment, lack of self-confidence, fear of making mistakes, motivation, limited vocabulary, lack of preparation, grammatical errors, and friends/classmates. It is recommended that teachers pay attention to the students' anxiety in doing presentations because controlling the anxiety will make the presentation successful.*
Keywords: ***S****peaking skills, Anxiety, Presentation performance, EFL students*

Abstrak: Presentasi bukanlah hal yang mudah untuk dilakukan. Hal ini dikarenakan banyak siswa yang mengalami kecemasan saat melakukan presentasi Penelitian ini bertujuan untuk menyelidiki berbagai jenis kecemasan berbicara siswa EFL dan untuk mengetahui faktor-faktor yang mungkin mempengaruhi kecemasan berbicara siswa EFL di Language Center selama kinerja presentasi. Peneliti menggunakan penelitian kuantitatif dengan desain survei. Peneliti mengumpulkan data dengan menggunakan kuesioner. Sampel dalam penelitian ini adalah 50 siswa di Language Center Kampung Inggris Pare yang mengikuti program intensif selama satu bulan di kelas B. Penelitian ini menemukan bahwa ada tiga jenis kecemasan berbicara yang berhubungan dengan kinerja presentasi pada siswa EFL di Language Center: kecemasan komunikasi, kecemasan tes, dan ketakutan terhadap evaluasi yang negatif. Selain itu, faktor internal dan eksternal mempengaruhi kecemasan berbicara, meliputi *shyness, embarrassment , lack of self-confidence, fear of making mistakes, motivation, limited vocabulary, lack of preparation, grammatical errors, and friends/classmates*. Disarankan agar para pengajar dapat memperhatikan kecemasan siswa dalam melakukan presentasi, karena dengan mengendalikan kecemasan akan membuat presentasi menjadi berhasil.
Kata kunci: *Keterampilan berbicara**,** Kecemasan, Tampilan presentasi, Pelajar bahasa Inggris*

Introduction

The ability to speak English is a valuable asset for everyone. According to Jenkins in (Mahruf & Sari, 2022), English has been regarded as a globally active universal language. As a result, many people today should be able to speak English. Learning English can be done by attending non-formal education such as taking courses. The English courses facilitate non-formal education with the aim of expansion and more education for everyone to acquire English skills with flexible schedules and diverse programs (Mahruf, 2019). In Indonesia we have one area that provides many English courses known as Kampung Inggris Pare. Kampung Inggris Pare is an area where many people choose to learn and master English. Kampung Inggris Pare has existed since 1977 and there are more than one hundred English language education institutions (Pratiwi et al., 2020).

Many people today need to be able to convey ideas in English, and one way to convey ideas in English is through speaking. Speaking is a way to communicate directly in English. The ability to convey ideas in English is a valuable asset for anyone. Through speaking, students can build and share meaning by using verbal and nonverbal symbols in different situations (Khasawneh, 2023). Compared to other skills, speaking is a very necessary skill. It is a productive skill which means that the student produces the language (Ratnasari, 2020). Through the ability to speak, students can share information, express their ideas, and feelings to others. Speaking is the most direct means for people to connect with each other (Crisianita & Mandasari, 2022). Speaking is a skill that requires to master English for learners because it

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is designed to communicate effectively therefore student needs to develop their speaking skills (Akhter et al., 2020). To develop students' speaking skills, teachers can give an activity that requires students to practice a foreign language, such as a presentation activity. In addition, what happens in some English courses in Kampung Inggris Pare, Presentation activity has developed to be an iconic learning activity there. That's why, the current study focuses on a limited sample size in which the results may not be representative of the broader population of EFL learners in different contexts or regions.

Presentation is the activity of conveying an idea, information, material, and so on in front of many people. A presentation requires someone to convey a message to an audience in the form of oral public speaking, such as speaking to a group, giving a speech at a meeting, or giving direction to a team (Abdulloh, 2018). Presentation is one of the ways to practice speaking in English. Riadil (2020) found in his research that oral presentation affects students' speaking ability. Presentation is an activity that the teacher usually uses to ask students to practice the language directly (Ati & Parmawati, 2022). Thus, presentation is an important activity in language learning because students can have direct interaction with other people through presentations. In addition, the ability to give an oral presentation can be considered as an essential skill for future careers (Mardiningrum & Ramadhani, 2022).

Speaking and giving presentations are all examples of such performance activities in a foreign language learning. However, speaking can be a challenging task for many people because it needs more practical practice and many people have difficulty speaking a foreign language (Damayanti & Listyani, 2020). The foreign language learning environment creates students many opportunities to present in their second or foreign language, and in fact, many students struggle with activities that require direct performance. One of the difficulties that students experience while learning foreign language, especially in speaking activities is related to the anxiety. Anxiety is a thing that foreign language students often experience (Passiatore et al., 2019). A study by Alaraj (2017) found several factors that affected students with speaking difficulties. Some of these factors were lacking of listening and speaking practice. They admitted that speaking difficulties were also caused by a lack of self-confidence and afraid of making an error when speaking in public. Many students feel anxious and lack confidence when giving presentations in a foreign language (Amini et al., 2019). Feelings of anxiety can appear in the condition that individuals require to speak in public because they are nervous and can be characterized by various signs such as trembling, a sudden pale face, sweating, or unstable body movements while speaking (Afdalia et al., 2023). This anxiety can affect a negativity on their performance as it may cause them to stumble over words, forget key points, or struggle with pronunciation. In short, the students' difficulties in speaking activities including presentations are caused by anxiety.

Horwitz et al. (1986, as cited in Szyszka, 2017) identify language anxiety as how students see themselves in the classroom for learning about new language. This perception can create discomfort and hinder their competence in understanding a foreign language. They also state that language anxiety is often linked to language performance, listening, and speaking skills. Horwitz et al. (1986, as cited in Szyszka, 2017) also stated that oral performance is correlated with anxiety in language. There are three universal anxiety processes - communication apprehension, test anxiety, and fear of negative evaluation. Foreign language anxiety in the context of oral foreign language performance is commonly referred to as speaking anxiety. Speaking anxiety is the fear or discomfort that a person feels when speaking or engaging in conversation in front of others (Hanafiah et al., 2022). The study from Rosana Putri et al. (2020) revealed that learners were anxious on making errors when speaking around their friends and teachers. There are many negative impacts caused by anxiety, including difficulty speaking around others, lacking confidence, minimal participation in conversations, and inability to initiate conversations (Mahmudi & Anugerahwati, 2021). All these negative circumstances

resulting from anxiety can affect students' efforts in learning English, especially in their speaking performance.

Anxiety in speaking English as a foreign language has been investigated in several previous studies. The first study is from Rofida (2021) which focused on the relationship between foreign language anxiety and students' speaking performance in secondary education. The results of the study indicated a significant negative correlation between foreign language anxiety and students' speaking performance. Study on anxiety in language learning is usually done by Gabe et al., (2020) in a research on speaking anxiety. The study revealed a link between anxiety and students' speaking performance. In this case, learners who had lower levels of anxiety performed better during speaking or performance tests. The third study by Damayanti & Listyani, (2020) found that students experienced anxiety due to communication apprehension, test anxiety, and fear of negative evaluation. The study also found that the factors contributing to students' anxiety included feeling unsure of themselves, fear of not understanding the materials, nervousness in class, and panic when speaking without preparation.

In short, anxiety has a great contribution to support speaking ability such as good performance for the students especially for doing the presentation. Therefore, the researcher is attracted in conducting research on speaking anxiety in doing the presentation for students in non-formal education. This study aimed to understand the things that might make the students anxious in doing the presentation and the types of speaking anxiety of the students. In the previous study, the researcher usually conduct the study about anxiety in formal education, but this study conducted in non-formal education or in the English course. By exploring these dimensions of anxiety in non-formal education, this study is expected to provide new insights about students' speaking anxiety that can help teachers and educators design more effective and engage teaching strategies for students to improve speaking with reducing the anxiety.

Concerning with the information above, this current research formed two research questions as follows.

1. What are the types of EFL students' speaking anxiety in the Language Center during presentation performance?
2. What are the possible factors that influence the speaking anxiety of EFL students in the Language Center during presentation performance?

Method

The researcher used a quantitative approach with the survey design to know the various types of EFL students' speaking anxiety during presentation performance and the possible factors that may cause the speaking anxiety of EFL students in the Language Center during presentation performance. Survey research designs are techniques where researchers survey a sample or a whole group of people to elaborate on their opinions, attitudes, characteristics, or behaviors (Creswell, 2012). Hence, the research appears to be cross-sectional, capturing data at a single point in time. So that, the study doesn't mean to account for how students' anxiety levels and coping mechanisms might change over time or with increased exposure to public speaking opportunities.

This study was conducted at Language Center Pare and focused on students who took an intensive program for one month at Language Center Kampung Inggris Pare who took an intensive program for one month. The reason for choosing the participants for the current research was that the students had already done presentation activities several times. Hence, the researcher applied purposive sampling technique. Purposive sampling is a sampling technique where the researcher chooses the samples based on distinct characteristics (Cresswell, 2012). Specifically, the researcher selected a sample of individuals that was

representative of the entire population. Hence, there were 53 students used to be the participants of the research.

In this research, a questionnaire was used as the instrument. A questionnaire is a structured instrument that is completed by the research subject and returned to the researcher (Creswell, 2012). The questionnaire was adapted from the Foreign Language Classroom Anxiety Scale by Horwitz et al. (1986). This questionnaire had 33 statements from Horwitz that were modified and represented three aspects of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The researcher also added 10 statements to determine internal and external factors. The five-point Likert scale was used and the scores ranged from "strongly agree", "agree", "neutral, "disagree" and "strongly disagree".

Table 1 Likert's scoring

Statements	Scoring				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The result of the constructed questionnaire was tested to determine its validity and reliability. The instrument was tested on a sample of approximately 30 people from the students' Language Center Kampung Inggris Pare who took an intensive program for one month in class A. In this research, the validity of the instrument was checked with the use of IBM SPSS Statistics version 25. Based on the results of the validity test, there were 31 valid items and 12 invalid items. The valid items were used in this study and invalid items were removed from the questionnaire. The questionnaire included two categories of statements, namely positive and negative statements as shown in the table below.

Table 2 Component of Questionnaire

Variable	Domains	No Item		Total
		(+)	(-)	
Foreign Language Classroom Anxiety	Communication Apprehension	10, 20	4, 8, 14, 16, 17, 18	8 items
	Test Anxiety	3	1, 5, 6, 9, 12, 15	7 items
	Fear of Negative Evaluation	-	7, 11, 13, 19, 21	5 items
Internal Factor	Fear of Mistake	23	22	2 items
	Shyness	-	24	1 item
	Lack of Self-Confident	25	-	1 item
	Lack of Motivation	-	26	1 item
External Factor	Embarrassment	-	27	1 item
	Limited of Vocabulary	-	28	1 item
	Gramatical Error	-	29	1 item
	Friends/Classmate	-	30	1 item
	Lack of Preparation	-	31	1 item

According to Creswell (2012), reliability means that the results of an instrument are stable and consistent. This means that a test can be said to be reliable if it can provide a consistent and stable result about the subject's condition when it is administered repeatedly. The researcher found the reliability of the instrument through the application of the Cronbach's

alpha coefficient formula. This test was also done by using IBM SPSS Statistics version 25. The reliability of the questionnaire can be demonstrated in the following table.

Table 3 The Reliability of Questionnaire FLCAS

Statistics on reliability	
Cronbach's Alpha	Total Items
,832	43

From the calculation of Cronbach's Alpha formula, the reliability coefficient is 0,832. The interpretation of the value correlation coefficient is as follows:

Table 4 Internal Consistency Value and Significance

No	Cronbach's Alpha	Reliability Test
1	$\alpha \geq 0,9$	Excellent
2	$0,7 \leq \alpha\ 0,9$	Good
3	$0,6 \leq \alpha < 0,7$	Acceptable
4	$0,5 \leq \alpha < 0,6$	Poor
5	$\alpha < 0,5$	Unacceptable

(Source Streiner, 2003 in (Jugessur, 2022))

Based on the test criteria, Cronbach's Alpha was higher than 0,7 or 0,832 was higher than 0,7. So, it can be interpreted that the questionnaire had good reliability to be implemented in this research.

The questionnaire was distributed to the students at the Language Center, Kampung Inggris Pare Kediri, who attended the intensive program for about one month from May 20 to June 14, 2024. Data were collected by distributing a questionnaire via google-form from June 4 to June 13, 2024. The researcher provided the link of google-form to the tutors who taught in the intensive program at the language center. Then the tutors shared the link with the students through WhatsApp group. In other words, the study likely relies on self-reported data through a questionnaire or self-assessment, which can be influenced by personal perceptions and social desirability bias. In addition, students might underreport their anxiety types, not levels or overstate their coping strategies to get the types of anxiety expected. However, it cannot be said that this may affect the accuracy of the findings, what can be self-reported by the participants is assumed to be the natural phenomena happening without being controlled or influenced by the researcher or other parties. It is the participants' rights to give their opinions in the questionnaire.

After collecting the questionnaire, data analysis from the questionnaire was done with IBM SPSS Statistics version 25. To make it simpler in descriptive analysis, this research combined the strongly agree, agree, and neither to become the "agree" category, for the 'strongly disagree' and 'disagree' options to become "disagree" option. The SPSS functions to perform and provide all the analyses needed to describe and interpret the data based on its validity, reliability, and frequency. Frequencies and percentages of responses to research questions were determined during data analysis. To avoid the bias of the findings, the researcher also tried to observe the students' performances during the presentations done. Furthermore, the identification of the internal and external factors of anxiety, the researcher did not include cultural differences, individual personality traits, or external pressures like academic expectations due to the limitation of the quantitative aspect to be explored and analyzed.

Findings and Discussion

3.1. Findings

This chapter describes the research findings and discussion aimed at answering the questions in the introduction. The data in this research were obtained from the questionnaire which has been distributed to all respondents.

3.1.1 Communication Apprehension

Communication apprehension is the first type of speaking anxiety. This type appears on the condition that the students feel anxiety or fear when interacting in a new language because the students have difficulty to communicate using English. The results of the study show that communication apprehension emerged under various conditions as shown in the table below.

Table 5 The Percentage of Students' Communication Apprehension Response

No	Statements	f (Valid Percentage%)					Anxiety Value %
		SA	A	N	D	SD	
4	I start to panic when I have to do presentation without preparation in speaking class.	6 (12 %)	19 (38%)	12 (24%)	11 (22%)	2 (4%)	74%
8	I get upset when I don't understand what the teacher is correcting during my presentation	3 (6%)	21 (42%)	14 (28%)	10 (20%)	2 (4%)	76%
10	I feel confident when I do presentation in front of my speaking class.	8 (16 %)	4 (8%)	16 (32%)	22 (44%)	0	44%
14	I feel very self-conscious about speaking English in front of other students.	2 (4%)	20 (40%)	21 (42%)	5 (10%)	2 (4%)	86%
16	I get nervous and confused when I am doing presentation in front of speaking class.	4 (8%)	15 (30%)	18 (36%)	11 (22%)	2 (4%)	74%
17	I get nervous when I don't understand every word the teacher says during my presentation in speaking class.	4 (8%)	18 (36%)	13 (26%)	12 (24%)	3 (6%)	70%
18	I feel overwhelmed by the number of rules I have to learn to speak English during my presentation.	2 (4%)	11 (22%)	18 (36%)	18 (36%)	1 (2%)	62%

20	I would probably feel comfortable around native speakers of the foreign language during my presentation.	4 (8%)	20 (40%)	20 (40%)	5 (10%)	1 (2%)	12%

Based on table 3, the result shows the highest percentage of anxiety (86%) in statement number 14. It showed that many learners felt nervous or uncomfortable because they were worried about speaking English in front of other students. Meanwhile, the lowest percentage of anxiety was 12%. It can be seen in statement number 20 meaning that only a few of them felt uncomfortable presenting in front of native speakers.

3.1.2 Test Anxiety

Test anxiety is the second type of speaking anxiety. Test anxiety is feeling worry of being evaluated academically and is described as the fear of failure on tests. In other words, an individual experiences to feel a sense of anxiety in any testing situation. The results of the study reveal that test anxiety occurred under various conditions as shown in the following table.

Table 6 The Percentage of Students' Test Anxiety Response

No	**Statements**	**f (Valid Percentage%)**					**Anxiety Value %**
		SA	**A**	**N**	**D**	**SD**	
1	I tremble when I know I'm going to be called on during a presentation in speaking class.	4 (8%)	19 (38%)	12 (24%)	10 (20%)	5 (10 %)	68%
3	I am usually at ease during presentation test in my speaking class.	0	7 (14%)	24 (48%)	14 (28%)	5 (10 %)	38%
5	I worry about the consequences of failing my speaking class especially during my English presentation.	2 (4%)	20 (40%)	12 (24%)	14 (28%)	2 (4%)	68%
6	In speaking class, I can get so nervous I forget things I want to speak during my presentation.	4 (8%)	18 (36%)	17 (34%)	9 (18%)	2 (4%)	78%
9	Even if I am preparing myself well to presentation in front of the speaking class, I still feel anxious.	3 (6%)	16 (32%)	14 (28%)	12 (24%)	5 (10 %)	66%

12	I can feel my heart pounding when I'm going to be called to the front to presentation	3 (6%)	24 (48%)	14 (28%)	7 (14%)	2 (4%)	82%
15	I feel more tense and nervous in English class especially when it's my turn to presentation in the class than my other classes.	2 (4%)	19 (38%)	16 (32%)	12 (24%)	1 (2%)	74%

Table 4 shows that the highest percentage of anxiety was shown in statement number 12. The percentage of anxiety in the statement was 82%. Thus, it was found that most of learners felt the sensation of rapid heartbeat when they were called to give a presentation. Furthermore, the lowest percentage of anxiety was 38% which was shown in number 3. It means that 19 learners usually did not feel pleasent during presentation test.

3.1.3 Fear of Negative Evaluation

Fear of negative evaluation is the type of speaking anxiety. Fear of negative evaluation can occur when individuals worry about how others will judge their performance and expect others to judge them negatively. The study result shows that fear of negative evaluation emerged within various conditions as in the following table.

Table 7 The Result of Students' Fear of Negative Evaluation

No	**Statements**	**F(Valid Percentage%)**					**Anxiety Value %**
		SA	**A**	**N**	**D**	**SD**	
2	During speaking class, I find myself thinking about things that have nothing to do with the course.	1 (2%)	13 (26%)	17 (34%)	15 (30%)	4 (8%)	62%
7	I feel embarrassed to give an answer in a speaking class, especially	2 (4%)	10 (20%)	20 (40%)	15 (30%)	3 (6%)	64%
11	I am afraid that my English teacher is ready to correct every mistake I make when I do my presentation.	1 (2%)	12 (24%)	12 (24%)	20 (40%)	5 (10 %)	50%
13	I always feel that the other students speak English better than I do in presentation.	4 (8%)	19 (38%)	23 (46%)	4 (8%)	0	92%
19	I am afraid that the other students will laugh at me when I presentation in English.	6 (12 %)	5 (10%)	19 (38%)	12 (24%)	8 (16 %)	60%

21	I get nervous when the English teacher asks questions that I haven't prepared in advance during my presentation	2 (4%)	18 (36%)	17 (34%)	9 (18%)	4 (8%)	74%

The table above shows that the highest percentage of anxiety was found in statement number 13. This statement had 92% as a percentage of anxiety. It means that many learners lacked confidence in themselves because they believed that others were better at speaking. Meanwhile, the lowest percentage of anxiety was found in statement number 11 which had 50% as a percentage of anxiety. It can be assumed that a half of learners feared when their tutors corrected every mistake they made during the presentation.

In short, the recapitulation of the type of speaking anxiety performed by the learners in doing the presentation can be seen below. The speaking anxiety type of each student can be seen in appendix 3.

Table 8 The Percentage of anxiety For Each Type of Speaking Anxiety

No	Type	Total	Percentage
1.	Communication Apprehension	15 students	30%
2.	Test Anxiety	26 students	52%
3.	Fear of Negative Evaluation	9 students	18%

Based on table 6, it reveals that the dominant type of EFL students' speaking anxiety during presentation performance was test anxiety with 52%. This means that 26 learners experienced speaking anxiety when they were faced with an English examination, especially an oral or spoken examination. This was followed by 30% of the students who experienced type of communication apprehension. It means that 15 learners had difficulty communicating in English and felt shy about performing in front of other people. Meanwhile, the latest data shows that 9 students were afraid of negative judgment from others and thought their speaking skills were no better than their friends.

3.1.4 The factors that cause students' speaking anxiety during presentation performance in speaking class

In the process of language learning, there are two factors related to the speaking anxiety, namely the internal and the external factors. Internal factors are the elements from the inside of a person. Meanwhile, the elements from outside are called external factors. The researcher revealed the findings of the internal factors' analysis that given to students' speaking anxiety during presentation performance. It is refer to the table below.

Table 9 Internal factors of students' speaking anxiety during

No	**Component of indicator**	**Percentage**
1	Fear of Making Mistakes	53,2%
2	Shyness	71,2%
3	Lack of Self-Confidence	48%
4	Motivation	52,8%

Based on table 7, there were four internal factors influencing students' speaking anxiety in presentation performance, namely: lack of self-confidence, shyness, motivation, and fear of mistakes. The percentage of students' shyness was higher than all the internal factors, which scored 71.2%. It means that a lot of learners felt tense when they had to present in front of others. Then, 53,2% of learners were worried about making mistakes and afraid that others would correct every mistake during their presentation. In addition, 52,8% of the learners were

not enthusiastic in the speaking class, especially when the teacher asked them to give a presentation. The last factor was lack of self confidence. It could be seen that 48 of the learners doubted their ability to speak English. They would rather be silent than communicate. It concluded that the internal factor that mostly influence students was shyness, while the lowest internal factor was lack of self-confidence.

The next factor is the external factor. External factor can be defined as the factor that come from outside of an individual. The researcher explains the results as following table:

Table 10 External factors of students' speaking anxiety during

No	Component of Indicator	Percentage
1	Embarrassment	58%
2	Limited Vocabulary	58,8%
3	Gramatical Error	57,6%
4	Friends/Classmate	54%
5	Lack of Preparation	58,4%

Based on table 8 above, there were five external factors influencing students' speaking anxiety in presentation performance, namely: embarrassment, limited vocabulary, grammatical errors, friends/classmates, and lack of preparation. The factor with the highest percentage score in external factors was the limited vocabulary. It shows that lacking vocabulary made 58.8% of learners felt a struggle to communicate in English. Then, 58.4% of the learners were more anxious about the presentation without preparation. The next factor was embarrassment. It shows that in a situation where students had to give a presentation, 58% of students felt uncomfortable. The, 57,6% of the learners felt anxious because they had difficulty in grammar during their presentation. Meanwhile, for the lowest percentage score friends/classmates, about 54% of students were worried that their friends would laugh when they gave a presentation.

3.2. Discussion

Speaking anxiety can be defined as the nervousness that the speaker feels while they are doing a public speaking activity such as a presentation. The anxiety is correlated with the performance of the speaker. According to Horwitz et al. (1986) in (Szyszka, 2017) there are three types of universal anxiety processes related to performance - communication apprehension, test anxiety, and fear of negative evaluation. In this study, the highest percentage of the type of anxiety was "test anxiety". According to Dawood et al. (2016), test anxiety is a phenomenon in which a student experiences extreme pressure and anxiety in any kind of testing situation. It might happen because of the situation where the students are required to do an English test. Test anxiety occurs while learners are faced with test in foreign language, especially an oral or speaking test (Damayanti & Listyani, 2020). The highest percentage in the questionnaire of test anxiety component shows that the learners felt their hearts pounding when they were asked to do a presentation. It could happen because of a situation that was uncomfortable for the students and made them feel anxious (Rofida, 2021).

The next type is communication apprehension. Communication Apprehension is anxiety experienced by individuals regarding their ability to communicate. Communication apprehension is a form of anxiety and fear about speaking with others because of a lack of ability to communicate in English (Damayanti & Listyani, 2020). This study reveals that the most learners worried and felt nervouss about speaking or doing presentation in front of others. It happened because they were not sure about their competence, especially about their English competence.

In addition, the lowest percentage in this type was the fear of negative evaluation. Fear of negative evaluation is a condition reflecting "anxiety about others' evaluations, worrying about others' negative evaluations, and expecting others to evaluate one negatively. The study

by Rachmawati and Jurianto (2020) found that most students were concerned about being judged negatively by people around them. This may be a source of insecurity, fear, and anxiety and make it impossible for them to perform well in a speaking situation. The results of the study shows that the students always had the feeling that the others spoke better in English than they did. This happened because students do not have high self-confidence. The students were found to be anxious when they were asked to practice their speaking, felt worried about making mistakes, and feared failure in performing foreign language (Rofida, 2021)

The study shows that the dominant type of speaking anxiety in EFL students who took an intensive course at the Language Center for one month was the "test anxiety" type. This finding indicates that students had a fear or anxiety about taking a test. If a student is highly anxious about a test and has studied efficiently, they may still do poor on the test if they cannot control their anxiety. The result of this current study aligns with the previous research by Mitha et al. (2018), which similarly found that the dominant type of student speaking anxiety was test anxiety. Likewise, a study by Achmad et al. (2024) found that test anxiety had the highest percentage among the three types of anxiety related to speaking. The students are very afraid of the consequences of failing every time they do a bad performance in the speaking test. Furthermore, Chakraborty (2023) confirmed that person with the type of test anxiety believed they would perform poorly.

Speaking anxiety may not appear by itself. In this case, there should be factors influencing the students to get anxious when doing the presentation. Two factors influence speaking anxiety, namely internal and external factors. First, shyness is a section in the internal factors that influence students' speaking anxiety. In the questionnaire, there was one item of shyness. This study reveals that shyness was a stronger internal factor than all the internal factors. In other words, shyness was the most internal factor influencing the learners during their presentation. Many learners were still afraid to give presentations to their friends.

Shyness is an emotional issue that many learners have experienced when they are asked to speak in the English language in the classroom. Anandari (2015) found that in this case, shyness was related to students' discomfort with speaking in front of many people, even though the people were their peers. The students who felt shy may have realized that their speaking performance was not satisfactory, especially in gestures and accents. The form of shyness could be silence, red face, stuttering, and anxiety, it was an impact on speech performance (Hidayati, 2016). In other words, shyness significantly impacts how well students speak.

The second factor is fear of making mistakes. There was one item of fear of making mistakes in the questionnaire of this study. Many learners felt this way because this fear was often rooted in the fear of being judged, misunderstood, or even rejected by others. The study by Anandari (2015) found that students were worried about written speech and speech performance, which leads to a high level of anxiety. Fear of boring the audience with their speech was also a source of foreign language anxiety. In addition, students' fear of looking foolish in front of others was the main reason for fear of making mistakes, they were also worried about how they would be seen by others (Nety & Nurhaeni, 2020).

The next factor that focuses on internal factors is motivation. In the learning process, motivation is the most important factor. The study by Putra (2017) revelead that motivation correlated with speaking ability. When students were motivated, they would try their hardest to learn how to talk to reinforce their speaking ability. Motivation can influence students' anxiety. Students would be less anxious and more focused during the presentation when they were motivated to learn the language, which would result in a better speaking performance (Ritonga et al., 2020). Therefore, in order to enhance students' speaking skills, it is important to motivate students to learn to speak English.

The last factor of the internal factors affecting speaking anxiety is lacking confidence. There were two items in questionnaire about the lack of self-confidence. In this study, the

percentage score of lacking confidence was 48%. Self-confidence in speaking English can be defined as a trust in our own abilities to speak English. Individuals can be said to lack confidence in speaking when they do not trust their speaking abilities, especially when they are performing speaking activities. Someone with low self-confidence usually prefers to do speaking tasks in groups. According to Pham et al. (2021), the more confident students with their language ability, the more they tend to give presentations individually. In addition, a study by Najiha & Sailun (2021) found that students were not confident in their English speaking because they believed that their friends were better speakers than they were. In the speaking process, self-confidence plays an important role. A significant positive correlation exists between the variables of self-confidence and learning achievement (Tridinanti, 2018). In other words, the higher the level of self-confidence, the higher the level of speaking ability.

Besides the internal factors, speaking anxiety during the presentation can be influenced by external factors such as embarrassment, lack of vocabulary, grammatical errors, friends/classmates, and lack of preparation. In this study, the highest score of external factor was lack of vocabulary. It means that many learners felt anxious because they didn't have a lot of vocabulary. Most of the learners felt that their most significant obstacle to speaking English was needing more vocabulary. Mastering vocabulary is one of the basics of being able to speak better. Vocabulary was a common problem among Indonesian English learners, and it can made students felt anxious to speak up if they cannot continue to communicate due to their limited vocabulary (Dawood et al., 2016). This is supported by Marliana & Yayu (2023) who found that lacking vocabulary was one of the reason why students were afraid about speaking English and affected their speaking ability. Students who have sufficient vocabulary may able to speak better in English. On the other hand, a low vocabulary level is an indication that the student has a low level of oral English proficiency.

The second factor in the external factor was embarrassment. Embarrassment is feeling ashamed of something. It means that the students may feet ashamed when something unconventional happens, including when they did a presentation. According to Maulida & Permanasari (2023), students may feel embarrassed when they perform in front of their friends and when their teachers corrected them. The study of Nur & Baa (2022) also stated that the students sometimes faced this situation when they made a mistake in speaking, then they would get bad responses from their friends.

The next factor is a lack of preparation. Preparation is important because students can prepare the material before they do the presentation. In this study, the students agreed that they felt anxious when they did not have enough time to prepare before the presentation. The study by Yanti & Hardi (2019) also found that students felt anxious about speaking English without preparation. In addition, Nur Hayati & Kaniadewi (2022) found that students were already when they had to speak English in class as long as they were properly prepared. The study by Suryadi (2021) found that preparing material before a learning activity was a good strategy to ignore speaking anxiety. It means that the students who have good preparation will be more confident in their performance activity. On the other hand, the students with a lack of preparation will feel more anxious in their performance activity including the presentation.

The fourth factor that influences speaking anxiety is grammatical errors. Grammatical errors are mistakes made by students in using grammar in writing or speaking. In this study, grammar may not made the speaker more confident and comfortable in the students' presentation. According to Sabah et al. (2021), grammar affected students' speaking ability because it cand kept their minds busy thinking about grammar, so they cannot produced sentences easily. It supported by Marliana & Yayu, (2023) who stated that the grammar factor also played a crucial role and is at a high level, and made learners felt anxious about it. She also mentioned that students were anxious about speaking English because they were scared of

forming grammar when talking and worried about forming sentences. In short, students tend to have difficulty speaking English because of the grammar factor.

The last factor that influences students' speaking anxiety is friends/classmates. Friends often create anxious situations in the language classroom. In this study, the students might be afraid that their friends were going to laugh at them while they give a presentation. Unsupportive behavior, such as peer ridicule, can contribute to students' anxiety. According to Alazeer & Ahmed (2023), students assumed that if they made a mistake, they would be ridiculed by their classmates or laughed at by their peers. Most students are not good at speaking English, so they need support from friends and teachers. However, when students speak English and their words sound strange and mispronounced, their friends usually laugh and judge their words (Nugroho et al., 2023) . In short, classmates can also be a factor in students' anxiety.

In this study, it found that there were two factors influencing speaking anxiety during presentation performance, namely internal and external factors. It included several factors such as a lack of confidence, shyness, motivation, fear of making mistakes, lack of vocabulary, embarrassment, classmates, and lack of preparation. The result of this current study aligns with the previous study by Saharani et al. (2023), who also found that there were internal factors that influenced the students' anxiety in speaking English, namely: motivation, lack of self-confidence, fear of making mistakes, and shyness. Four external factors influenced the students' anxiety in speaking English, namely: classmates, lack of vocabulary, embarrassment, lack of preparation. Likewise, study by Qadri et al. (2023), indicated that two factors caused students' anxiety in speaking performances, which were internal factors and external factors. Furthermore, a study by Nur & Baa, 2022 also stated that there were two factors caused by students' speaking anxiety experienced by the students during online learning, namely internal factors and external factors.

On the other hand, some studies have different results about the factors in speaking anxiety. According to Asnur (2013), there were several sources of anxiety in delivering English presentation: 1) internal factors including fear of failure, fear of criticism, speaking anxiety, conflicting emotions, negative experiences, negative thinking, and fear of losing the thread of material; and 2) external factors including the condition of the presentation room, failing to practice, and physical factor. The study by Zhou (2024) found that the factors that affect the speaking anxiety of English Department students: 1) Learner factors include learning strategy, self-efficacy, confidence, motivation, and personality. 2) Teacher factors include teaching method, teacher-student relationship, personality, and professional attitude. 3) Peer factors include peer competition, peer cooperation, peer relationship and. 4) Other factors include social demand, cultural factors, curriculum, and environmental factors. Moreover, a study by 'Aathifah et al. (2023) revelead that there were external factors that affected students' speaking anxiety in EFL classroom presentations which were classified into two components: the audience and material components. The audience component includes the intervention of the teacher and other students. Meanwhile, the second component was material, which includes the material presented in the presentation like the level of difficulty that students experience. and lack of preparation.

Conclusion

Students' speaking anxiety plays an essential role in learning new language, especially in activities that require students to perform, such as presentations. Speaking anxiety consists of three types: communication apprehension, test anxiety, and fear of negative evaluation. Two factors can influence speaking anxiety, namely internal factors such as shyness, lack of self-confidence, fear of making mistakes, and motivation. External factors include limited vocabulary, lack of preparation, embarrassment, grammatical errors, and friends/classmates.

The importance of studying anxiety as stated in the results above is recommended for teachers to gain the right technique to help learners in reducing speaking anxiety, especially during students' presentation performance in new language class. However, this study had several limitations. The current study was a quantitative research within a survey design. So, it did not investigate the phenomena about anxiety deeply with specific and unique things to be explored. For example, the identification of the internal and external factors of anxiety, the researcher did not include cultural differences, individual personality traits, or external pressures like academic expectations. Hence, it is expected that further researchers may try to analyze the phenomena of anxiety by encompassing deeper internal and external factors to find more specific and unique results.

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