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STUDENTS' EXPERIENCES OF SPEAKING ANXIETY DURING CLASSROOM PRESENTATIONS AMONG CLASS 4B ENGLISH EDUCATION STUDENTS AT FKIP UIR

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Abstract: Speaking anxiety is one of the common challenges faced by students when presenting in English during classroom activities. Anxiety can affect students' confidence, concentration, and overall speaking performance. This study aimed to explore students' experiences of speaking anxiety during classroom presentations among Class 4B English Education students at FKIP UIR. A qualitative descriptive approach with a narrative research design was employed in this study. Data were collected through a questionnaire distributed to 21 students. The questionnaire consisted of 12 statements categorized into four aspects: Speaking Anxiety, Classroom Presentation, Students' Experiences, and Foreign Language Classroom Anxiety (FLCA). The findings revealed that most students experienced nervousness, fear of making mistakes, lack of confidence, and pressure during classroom presentations. Students also reported difficulties in concentrating and concerns about negative evaluation and academic performance. These findings indicate that speaking anxiety significantly influences students' classroom presentation experiences and speaking performance. Therefore, speaking anxiety remains an important issue that should be addressed to support students' confidence and participation in English classroom presentations.

Keywords: Speaking Anxiety, Classroom Presentation, Foreign Language Classroom Anxiety, Students' Experiences, English Education.

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I. INTRODUCTION

Speaking is one of the most important skills in learning English because it enables students to communicate ideas, opinions, and information effectively. In English language learning, speaking plays a significant role in helping students interact with others and participate actively in academic activities. At the university level, students are expected to develop their speaking ability through various learning activities such as discussions, debates, interviews, and classroom presentations. Therefore, speaking competence is considered an essential component of successful language learning.

One of the speaking activities frequently conducted in higher education is classroom presentation. Classroom presentations require students to deliver information, explain ideas, and communicate arguments in front of lecturers and classmates. According to Harmer (2021), speaking activities require confidence, fluency, and continuous practice because students must communicate their ideas directly and spontaneously. Through classroom presentations, students are expected to demonstrate both their understanding of course materials and their ability to communicate effectively in English.

Despite the importance of speaking skills, many students experience difficulties when speaking English during classroom presentations. Students often feel nervous, worried, and afraid of making mistakes while presenting in front of an audience. These feelings may reduce their confidence and affect their speaking performance. Some students experience difficulty organizing ideas, forget vocabulary, or hesitate while speaking. As a result, classroom presentations become a challenging experience for many English language learners.

Speaking anxiety has been widely recognized as one of the major challenges in foreign language learning. According to Horwitz (2017), speaking anxiety is closely related to students' fear of making mistakes, forgetting vocabulary, and receiving negative evaluation while speaking English. Furthermore, Horwitz explains that Foreign Language Classroom Anxiety (FLCA) consists of three main components, namely communication apprehension, fear of negative evaluation, and test anxiety. These components frequently appear during classroom presentations because students must speak publicly while being observed and evaluated by lecturers and classmates.

Several researchers have emphasized the influence of anxiety on students' speaking performance. Dewaele (2022) states that emotional factors such as self-confidence and classroom atmosphere strongly influence students' speaking ability. Similarly, MacIntyre (2021) explains that anxious students tend to avoid speaking activities and participate less actively in oral presentations because they fear making mistakes. In addition, Gkonou (2020) argues that students often experience fear of being laughed at or judged negatively during presentations, which may reduce their confidence when speaking English.

Previous studies have also reported that speaking anxiety negatively affects students' classroom participation and speaking performance. Mercer (2021) explains that students with low self-confidence are more likely to experience anxiety when speaking publicly. Likewise, Oxford (2020) states that anxiety can interfere with students' concentration and make it difficult for them to organize ideas clearly during speaking activities. Krashen (2020), through the Affective Filter Theory, further explains that high levels of anxiety can prevent students from performing effectively in foreign language learning situations.

Although numerous studies have discussed speaking anxiety among English language learners, limited research has focused specifically on students' experiences of speaking anxiety during classroom presentations among English Education students at FKIP UIR. Most previous studies have examined speaking anxiety in general speaking activities rather than focusing on classroom presentation contexts. Therefore, it is important to explore students' experiences to gain a deeper understanding of the feelings, challenges, and difficulties they encounter when presenting in English.

Based on the explanations above, this study aims to explore students' experiences of speaking anxiety during classroom presentations among Class 4B English Education students at FKIP UIR. By understanding students' experiences, this study is expected to provide valuable insights into the factors contributing to speaking anxiety and its influence on students' speaking performance. The findings may also help lecturers create a more supportive learning environment that encourages students to speak confidently during classroom presentations.

Based on the objective above, this study is designed to answer the following research question:
RQ: How do students experience speaking anxiety during classroom presentations?

II. REVIEW OF RELATED LITERATURE

2.1 Nature of Speaking Anxiety

Speaking anxiety is a psychological condition characterized by feelings of nervousness, fear, tension, and worry when communicating orally. According to Horwitz et al. (1986), speaking anxiety is one of the major components of Foreign Language Classroom Anxiety (FLCA). Students who experience speaking anxiety often lack confidence and fear making mistakes while speaking English.

2.2 Classroom Presentation

Classroom presentation is an activity in which students deliver information, ideas, or arguments in front of an audience. Harmer (2021) states that presentations help students develop communication skills and confidence. However, presentations may also become a source of anxiety because students are required to speak publicly and perform under evaluation.

2.3 Foreign Language Classroom Anxiety (FLCA)

Foreign Language Classroom Anxiety (FLCA) is a situation-specific anxiety related to foreign language learning. Horwitz et al. (1986) identified three main components of FLCA: communication apprehension, fear of negative evaluation, and test anxiety. These components often influence students' speaking performance in classroom situations.

2.4 Relevant Studies

Several previous studies have investigated speaking anxiety among English language learners. Previous research found that students commonly experience nervousness, fear of making mistakes, and fear of negative evaluation during speaking activities. Other studies also reported that speaking anxiety negatively affects students' confidence and academic performance. These findings support the importance of investigating speaking anxiety in classroom presentation contexts.

III. METHODOLOGY

3.1 Research Design

This study employed a qualitative descriptive approach using a narrative research design. Narrative research focuses on understanding participants' experiences, feelings, and perspectives regarding a particular phenomenon. In this study, the phenomenon under investigation was students' experiences of speaking anxiety during classroom presentations.

3.2 Participants

The participants of this study were 21 students from Class 4B of the English Education Department at FKIP UIR. They were selected because they had experience participating in classroom presentations as part of their learning activities. Their experiences in presenting using English provided relevant information for investigating speaking anxiety during classroom presentations.

3.3 Research Instrument

Data were collected using a questionnaire consisting of 12 statements. The questionnaire was adapted from the theory of Foreign Language Classroom Anxiety (FLCA) proposed by Horwitz and supported by related theories. The questionnaire was divided into four aspects, namely Speaking Anxiety, Classroom Presentation, Students' Experiences, and Foreign Language Classroom Anxiety (FLCA). Each statement was designed to explore students' feelings, experiences, and challenges related to speaking anxiety during classroom presentations.

3.4 Data Collection

The questionnaire was distributed directly to the participants. Before distributing the questionnaire, the researcher explained the purpose of the study and provided instructions on how to complete the questionnaire. Participants were asked to answer all statements honestly based on their actual experiences during classroom presentations. The responses were measured using a four-point Likert Scale consisting of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

3.5 Data Analysis

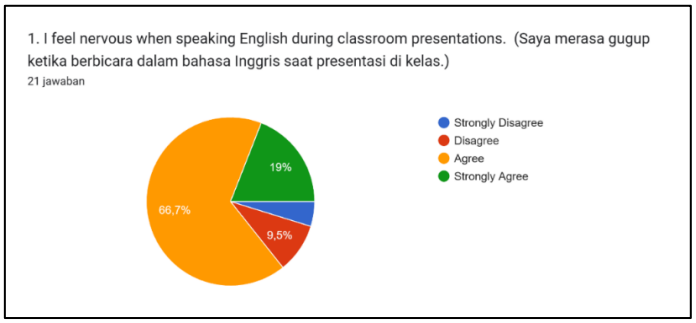
The collected data were analyzed using descriptive qualitative analysis. The responses were organized according to the four questionnaire aspects and then interpreted descriptively. The percentages of participants' responses were calculated to identify common patterns related to speaking anxiety. The findings were subsequently interpreted based on relevant theories to describe students' experiences of speaking anxiety during classroom presentations.

IV. FINDINGS

The findings of this study answer the research question regarding students' experiences of speaking anxiety during classroom presentations among Class 4B English Education students at FKIP UIR. The data were collected through a questionnaire consisting of twelve statements related to speaking anxiety, classroom presentation, students' experiences, and Foreign Language Classroom Anxiety (FLCA). The responses were analyzed to identify students' feelings, challenges, and experiences during classroom presentations. The findings are presented according to each questionnaire item.

1. Questionnaire of The Speaking Anxiety

Item 1



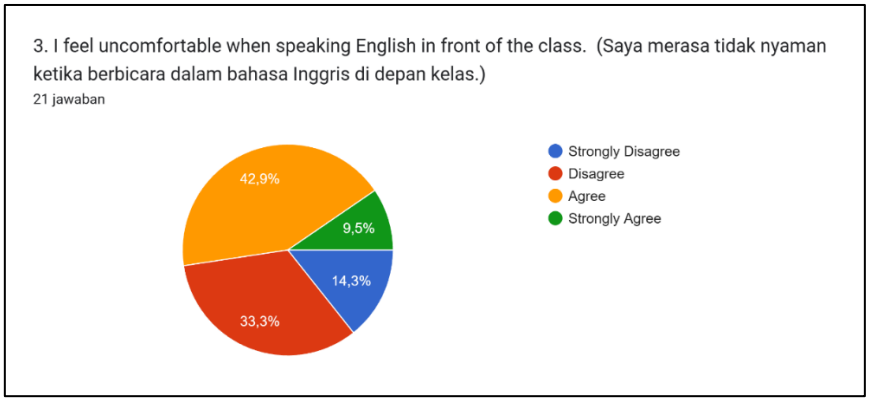
Item 1 examined students' feelings of nervousness when speaking English during classroom presentations. Based on the pie chart, 66.7% of students selected Agree, 19.0% selected Strongly Agree, 9.5% selected Disagree, and 4.8% selected Strongly Disagree. The majority of students reported feeling nervous when speaking English during classroom presentations. This finding indicates that nervousness is a common experience among students during presentations.

Item 2



Item 2 examined students' fear of making mistakes while presenting in English. Based on the pie chart, 71.4% of students selected Agree, 14.3% selected Strongly Agree, 9.5% selected Disagree, and 4.8% selected Strongly Disagree. Most students admitted that they are afraid of making mistakes while presenting in English. This finding shows that fear of making mistakes contributes to students' speaking anxiety.

Item 3



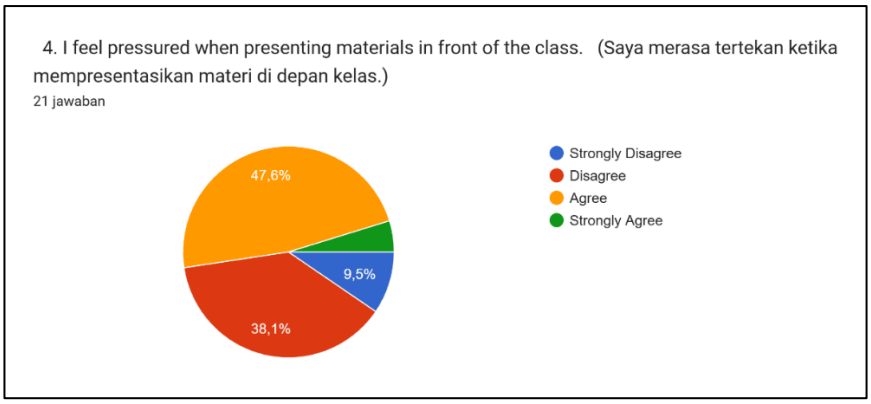
Item 3 examined students' comfort level when speaking English in front of the class. Based on the pie chart, 42.9% of students selected Agree, 9.5% selected Strongly Agree, 33.3% selected Disagree, and 14.3% selected Strongly Disagree. Although some students felt comfortable speaking in front of the class, more than half reported feeling uncomfortable. This finding suggests that discomfort remains an issue during classroom presentations.

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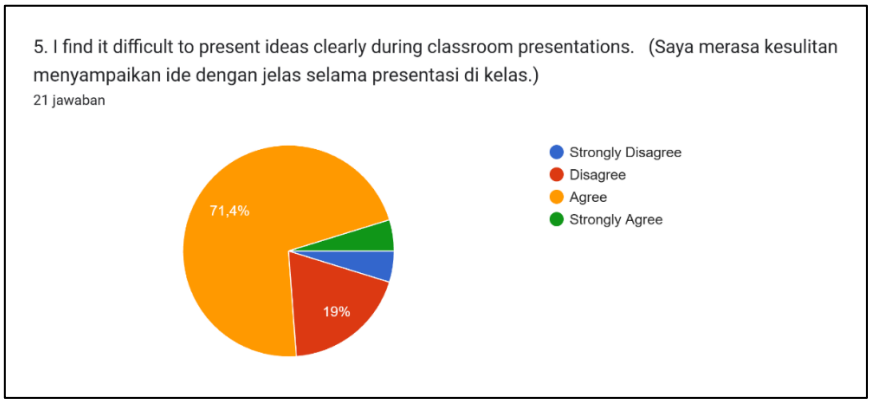
2. Questionnaire of Classroom Presentation

Item 4



Item 4 examined students' feelings of pressure when presenting materials in front of the class. Based on the pie chart, 47.6% of students selected Agree, 4.8% selected Strongly Agree, 38.1% selected Disagree, and 9.5% selected Strongly Disagree. More than half of the students felt pressure when presenting materials in front of the class. This result indicates that classroom presentations can create psychological pressure for students.

Item 5

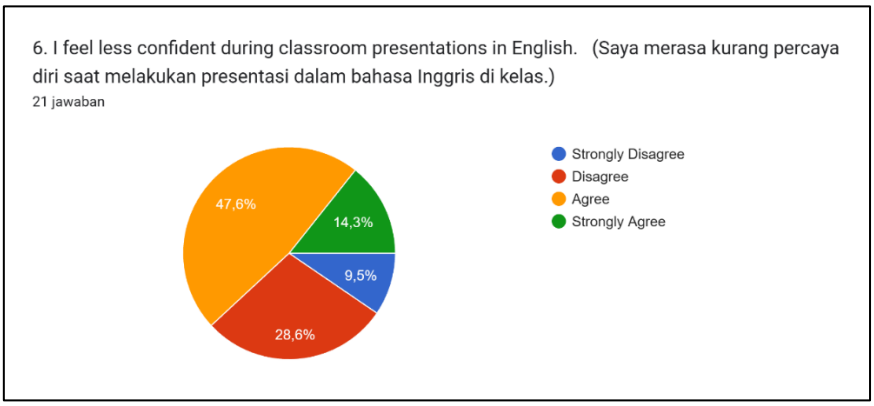


Item 5 examined students' difficulties in presenting ideas clearly during classroom presentations. Based on the pie chart, 71.4% of students selected Agree, 4.8% selected Strongly Agree, 19.0% selected Disagree, and 4.8% selected Strongly Disagree. Most students found it difficult to present their ideas clearly during classroom presentations. This finding shows that anxiety may affect students' ability to communicate ideas effectively.

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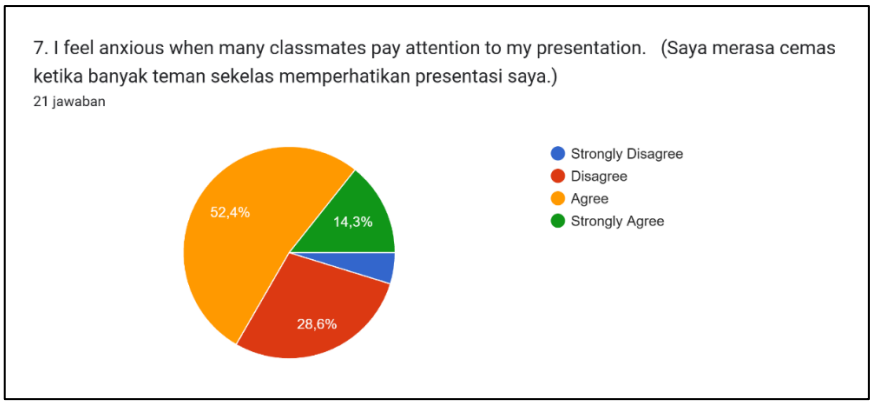
Item 6



Item 6 examined students' confidence during English classroom presentations. Based on the pie chart, 47.6% of students selected Agree, 14.3% selected Strongly Agree, 28.6% selected Disagree, and 9.5% selected Strongly Disagree. The majority of students reported feeling less confident during English presentations. This finding suggests that confidence is an important factor influencing students' speaking performance.

3. Questionnaire of Students' Experiences

Item 7

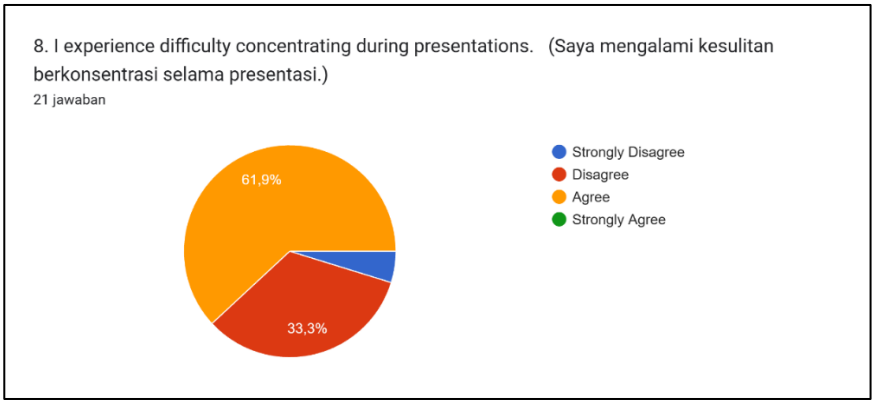


Item 7 examined students' anxiety when many classmates paid attention to their presentations. Based on the pie chart, 52.4% of students selected Agree, 14.3% selected Strongly Agree, 28.6% selected Disagree, and 4.8% selected Strongly Disagree. Most students felt anxious when many classmates paid attention to their presentations. This finding indicates that audience attention can increase students' anxiety levels.

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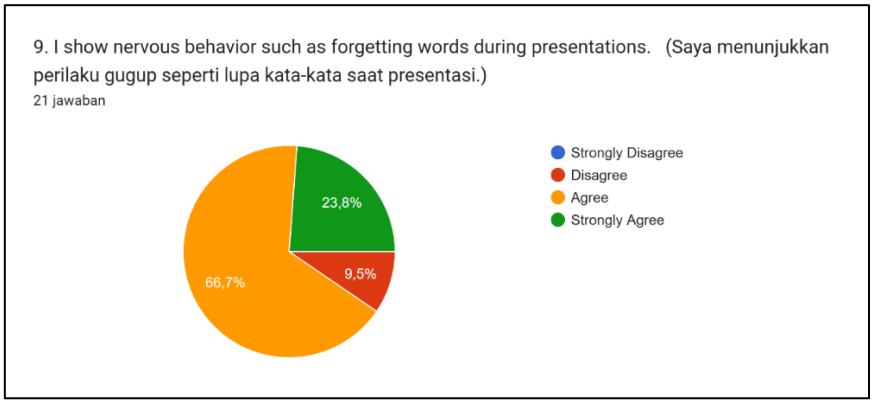
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Item 8



Item 8 examined students' concentration difficulties during classroom presentations. Based on the pie chart, 61.9% of students selected Agree, 33.3% selected Disagree, and 4.8% selected Strongly Disagree. Most students experienced difficulty concentrating during presentations. This finding suggests that anxiety can interfere with students' focus and concentration.

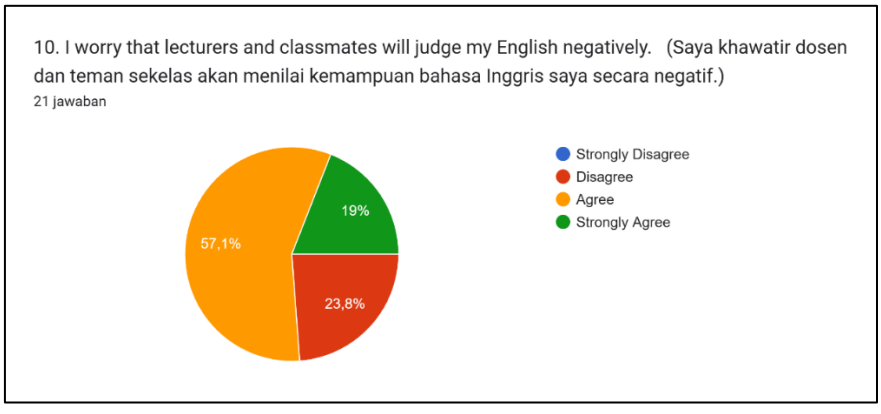
Item 9



Item 9 examined students' nervous reactions during classroom presentations. Based on the pie chart, 66.7% of students selected Agree, 23.8% selected Strongly Agree, and 9.5% selected Disagree. A large majority of students reported showing nervous behaviors such as forgetting words during presentations. This finding indicates that anxiety is reflected in students' observable speaking behaviors.

4. Questionnaire of Foreign Language Classroom Anxiety (FLCA)

Item 10

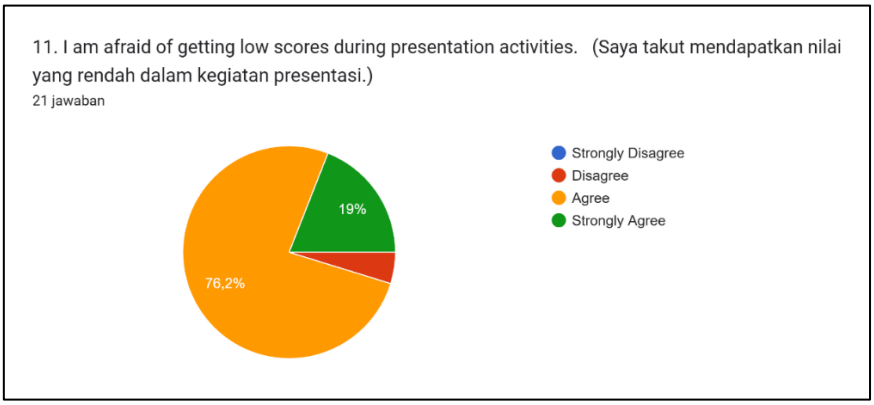


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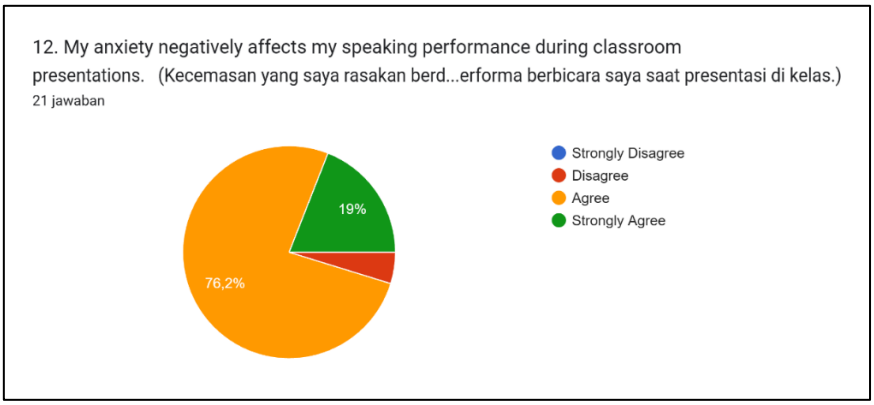
Item 10 examined students' fear of negative evaluation from lecturers and classmates. Based on the pie chart, 57.1% of students selected Agree, 19.0% selected Strongly Agree, and 23.8% selected Disagree. Most students worried that lecturers and classmates would judge their English negatively. This finding shows that fear of negative evaluation is a significant source of speaking anxiety.

Item 11



Item 11 examined students' fear of receiving low scores during presentation activities. Based on the pie chart, 76.2% of students selected Agree, 19.0% selected Strongly Agree, and 4.8% selected Disagree. Almost all students were afraid of receiving low scores during presentation activities. This finding suggests that academic evaluation contributes greatly to students' anxiety.

Item 12



Item 12 examined students' perceptions of the impact of anxiety on speaking performance. Based on the pie chart, 76.2% of students selected Agree, 19.0% selected Strongly Agree, and 4.8% selected Disagree. Most students believed that anxiety negatively affected their speaking performance during classroom presentations. This finding indicates that anxiety has a direct impact on students' ability to perform effectively.

Overall, the findings reveal that speaking anxiety is commonly experienced by Class 4B English Education students during classroom presentations. Most participants reported feeling nervous, afraid of making mistakes, and less confident when presenting in English. Many

students also felt pressure while presenting and found it difficult to express their ideas clearly. These results suggest that speaking anxiety affects both students' emotions and their presentation performance.

Furthermore, the findings show that fear of negative evaluation and concern about academic scores are major factors contributing to students' anxiety. Most students worried about being judged negatively by lecturers and classmates during presentations. These findings support the theory of Foreign Language Classroom Anxiety (FLCA), which emphasizes communication apprehension, fear of negative evaluation, and test anxiety. Overall, the study concludes that speaking anxiety remains a significant challenge for students during classroom presentations and influences their confidence and speaking performance.

V. DISCUSSION

The findings of this study revealed that speaking anxiety is commonly experienced by Class 4B English Education students during classroom presentations. Most students reported feeling nervous when speaking English, being afraid of making mistakes, and feeling uncomfortable when presenting in front of the class. These findings indicate that speaking anxiety remains a significant challenge for students in English classroom presentations. Such anxiety may reduce students' confidence and make it difficult for them to communicate effectively.

These findings support the theory proposed by Horwitz (2017), who explains that speaking anxiety is closely related to feelings of nervousness, fear of making mistakes, and worry during foreign language communication. The students in this study demonstrated similar experiences, particularly when they were required to speak English in front of lecturers and classmates. This suggests that speaking anxiety continues to influence students' participation and performance in speaking activities.

The findings also showed that many students felt pressure during classroom presentations, found it difficult to express their ideas clearly, and lacked confidence while presenting. These results indicate that classroom presentations are not only language tasks but also situations that require students to manage their emotions and confidence. As a result, anxiety may negatively affect students' ability to deliver information effectively during presentations.

These findings are consistent with Harmer (2021), who states that speaking activities require confidence, fluency, and the ability to communicate ideas directly. Students who experience anxiety often struggle to organize and express their thoughts clearly. Therefore, confidence plays an important role in helping students perform successfully during classroom presentations.

Another important finding was that many students experienced anxiety when receiving attention from classmates, had difficulty concentrating, and often forgot words during presentations. These findings suggest that speaking anxiety affects not only students' emotions but also their concentration and speaking performance. The results support Dewaele (2022), who argues that emotional factors and classroom atmosphere strongly influence students'

speaking performance. When students feel anxious, their ability to focus and communicate effectively may decrease.

Moreover, the findings revealed that students worried about being judged negatively by lecturers and classmates and were afraid of receiving low scores during presentations. These results support Horwitz's (2017) theory of Foreign Language Classroom Anxiety (FLCA), which includes communication apprehension, fear of negative evaluation, and test anxiety. Overall, the findings indicate that speaking anxiety significantly influences students' classroom presentation experiences, affecting their confidence, concentration, and speaking performance. Therefore, speaking anxiety remains an important issue that should be addressed to support students in presenting more confidently in English.

VI. CONCLUSION AND SUGGESTIONS

6.1 Conclusion

This study aimed to explore students' experiences of speaking anxiety during classroom presentations among Class 4B English Education students at FKIP UIR. The study focused on four aspects, namely speaking anxiety, classroom presentation, students' experiences, and Foreign Language Classroom Anxiety (FLCA). The findings revealed that speaking anxiety is commonly experienced by students when presenting in English in front of lecturers and classmates.

The findings showed that many students felt nervous, afraid of making mistakes, uncomfortable, and less confident during classroom presentations. Students also reported experiencing pressure while presenting, difficulty expressing their ideas clearly, and difficulty concentrating when speaking in front of the class. In addition, many students showed nervous reactions such as forgetting words during presentations. These findings indicate that speaking anxiety affects both students' emotional conditions and their speaking performance.

The study also revealed that fear of negative evaluation and concern about academic scores were important factors contributing to students' speaking anxiety. Most students worried about being judged negatively by lecturers and classmates and were afraid of receiving low scores during presentation activities. Therefore, the findings suggest that speaking anxiety remains a significant challenge for students during classroom presentations. Creating a supportive learning environment and encouraging students to practice speaking regularly may help reduce anxiety and improve their presentation performance.

6.2 Suggestions

1. **For Students**

Students are encouraged to practice speaking English more frequently in order to improve their confidence and reduce anxiety during classroom presentations. They should view mistakes as part of the learning process and focus on communicating their ideas effectively rather than worrying about perfection. Regular speaking practice and positive self-confidence can help students perform better during presentations.

2. For Lecturers

Lecturers are encouraged to create a supportive and comfortable classroom atmosphere that helps students feel more confident when presenting in English. Providing positive feedback, encouragement, and opportunities for regular speaking practice may help reduce students' anxiety. Lecturers should also motivate students to participate actively in classroom discussions and presentation activities.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies with larger numbers of participants and in different educational contexts. Further studies may explore other factors related to speaking anxiety, such as motivation, self-confidence, speaking achievement, or classroom environment. Researchers may also use interviews or observations to obtain more in-depth information about students' experiences of speaking anxiety during classroom presentations.

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