TYPES OF LANGUAGE ANXIETIES OF EFL UNIVERSITY STUDENTS IN THEIR ORAL PRESENTATION

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ABSTRACT

This study aims to determine the types of language anxiety and the most dominant type experienced by the fourth semester EFL students in their speaking for presentation subject at PGRI University Ronggolawe Tuban 2022/2023. This study uses a qualitative research design. The participants in this study were seventeen students. The data collection in this study was carried out using questionnaire. From the data analysis, the types of language anxiety and the most dominant type can be identified. The findings are that there are three types of language anxiety used, namely communication apprehension, fear of negative evaluation, and test anxiety. The most dominant type of language anxiety in oral presentation is communication apprehension.

Keywords: *types of language anxiety; oral presentation; EFL stuents'*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis-jenis kecemasan berbahasa dan jenis yang paling dominan dialami oleh mahasiswa EFL semester empat dalam mata pelajaran berbicara untuk presentasi di Universitas PGRI Ronggolawe Tu-ban 2022/2023. Penelitian ini menggunakan desain penelitian kualitatif. Partisipan dalam penelitian ini berjumlah tujuh belas siswa. Pengumpulan data pada penelitian ini dilakukan dengan menggunakan kuesioner. Dari analisis data dapat diketahui jenis-jenis kecemasan berbahasa dan jenis yang paling dominan. Temuannya adalah ada tiga jenis kecemasan berbahasa yang digunakan, yaitu ketakutan komunikasi, ketakutan akan evaluasi negatif, dan kecemasan menghadapi ujian. Jenis kecemasan berbahasa yang paling dominan dalam presentasi lisan adalah ketakutan komunikasi.

Kata Kunci: *jenis kecemasan berbahasa; presentasi lisan; Siswa EFL*

INTRODUCTION

English has become an international language used in various fields such as politics, education, and business. It is crucial for Indonesians to be skilled in English if they want to compete on a global scale. The four language abilities of listening, speaking, reading, and writing must all be mastered before one can be said to have mastered a language, therefore it is not a simple undertaking. Among these skills, speaking is essential as it allows learners to apply and demonstrate their English language skills.

Speaking is considered more important than other skills because it requires immediate responses during oral communication, leaving no time for editing or revising [1]. The significance of speaking as a crucial language skill for students studying English as a foreign language should be emphasized more [2].

Speaking facilitates brief conversations, question and answer sessions, the expression of ideas, and the gathering of information from others [3]. Through these activities, lecturers can assess the progress of student learning and determine the level of success. If students can engage in conversation in the target language, it signifies a successful learning process [4]. Therefore, the ability to speak effectively plays an important role in achieving learning goals, especially in mastering foreign languages.

Oral presentations are one of the activities that support language learning. Oral presentations in the context of studying English as a foreign language include students in the teaching and learning process

[5]. This allows lecturers to provide knowledge to students while students can share knowledge with their colleagues. The purpose of oral presentations is to teach students how to communicate clearly and methodically in both formal and informal settings [6]. In addition, oral presentations develop students ' ability to speak in public and express their ideas, which prepares them to become competent educators who are able to convey information orally.

However, based on the author's experience, giving oral presentations in front of classmates and lecturers is often seen as a challenging task for students. Oral presentation is a challenge because the presenter must convey his message effectively in a language that is easily understood by the audience [7]. Anxiety is a common problem students face during oral presentations, as they fear making mistakes or feel insecure when comparing themselves to fluent English speakers. This phenomenon is in line with the findings of Emden and Becker [8] which show that many students experience extreme anxiety when giving presentations in public. Therefore, lowering pupils' fear of learning a foreign language is only likely if language educators are acutely aware of this fear [9]. So, to overcome this anxiety, it is necessary to understand the type of anxiety experienced.

Therefore, the researcher would like to emphasize the significance of English as an international language and the critical role that speaking ability plays in language learning, especially for Indonesian students who aspire to compete globally. Oral presentation serves as a valuable activity in language learning, promoting knowledge transfer and the development of effective communication. However, students often face challenges, including anxiety, when delivering oral presentations. Addressing these challenges requires the creation of a supportive learning environment and the implementation of strategies to increase students ' confidence in their speaking skills.

This study tries to identify the different types of speaking anxiety fourth semester students in 2022/2023. The reason researchers chose Speaking for presentation class is because students are required to speak at the time of presentation so that they must feel the anxiety experienced.

There are several earlier studies that are connected to this subject. The research conducted by Wardhono and Pramuktiyono (2016) [9] entilted Foreign Language Anxiety And Beliefs Of EFL Learners At Indonesia. This research focus on foreign language anxiety beliefsThe results of their research provide a thorough picture of students' concerns about learning a foreign language and students' attitudes about language learning, and they can be used as a guide to enhance the English Education Department at UNIROW Tuban.

The other research conducted by Haris (2019) [10] entitled An Analysis Of Student's Speaking Anxiety On Speaking Performance of The Third Semester of English Language Education FKIP UIR Pekanbaru. This research found the causes or problems of the students encountered speaking anxiety in the midly anxious category.

In addition, the researcher conducted by Utami (2020) [11] entitled A Survey On Speaking Anxie-ty Level Of Secondary Students In An Islamic Private School. This research found the students have a high level of speaking anxiety is Communication Apprehension

RESEARCH METHODOLOGY

Data collection for this study is done qualitatively. Qualitative research uses a range of natural techniques to comprehend the phenomena of the subject's experience holistically, in terms of words and language in particular natural contexts [12]. This is in line with Crocker and Heigham [13] that a qualitative study focuses on figuring out how participants perceive a phenomenon at a certain time and in a specific environment, as well as the various meanings that phenomenon has for those participants. The participants in this study were 2021 English Education students at UNIROW Tuban. Based on initial information, there are 17 active students in the fourth semester of English Education at PGRI Ronggolawe Tuban for the 2022/2023 academic year.

Questionnaires were used to collect the study's data. Participants in the study completed a questionnaire, which they then returned to the research, as part of a survey design [14]. Data on participants' thoughts, feelings, attitudes, beliefs, values, perceptions, personalities, and behavioral intentions were gathered by the researcher using a questionnaire. Researchers used the Foreign Language Class Anxiety Scale (FLCAS) method from the Horwitz [15].

The Foreign Language Class Anxiety Scale has 33 items, but the researcher only used 15 of them that applied to their concerns about studying English as a second language, using a Likert scale

with a range of 1 to 5 "strongly agree" (5 points), "agree" (4 points), "neutral" (3 points), "disagree" (2 points) to "strongly disagree" (1 point). For item number 1-5 is Communication Apprehension, 6-10 is Fear of Negative Evaluation, and 11-15 Text Anxiety.

Researchers apply qualitative techniques from Creswell [14] to analyze the research data. As follows: Identifying, coding, classifying, describing, interprenting and make conclusion.

FINDINGS AND DISCUSSION

Table 1. Communication Apprehension

No	Questionnaire	Low		Medium		High	
		Score	%	Score	%	Score	%
1	I never feel quite sure of myself when I am speaking in my Presentation.	8	14%	27	46%	23	40%
2	I am afraid when I don't understand the English lecturer's explanation before Presentation.	9	15%	28	48%	22	37%
3	I start to panic when I have to speak without preparation in Presentation	7	14%	25	48%	20	38%
4	I get upset when I don't understand what the English lecturer is correcting	10	17%	26	46%	21	37%
5	I feel overwhelmed by the number of rules I have to learn to speak English	7	13%	28	53%	18	34%
	Total Score	**41**	**15%**	**134**	**48%**	**104**	**37%**

In the first statement, namely "I never feel quite sure of myself when I am speaking in my Presentation." shows that students with low levels are 14%, students with moderate levels are 46%, and students with high levels are 40%. Followed by the second statement, namely "I am afraid when I don't understand the English lecturer's explanation before Presentation." shows that students with low levels are 15%, students with moderate levels are 48%, and students with high levels are 37%. The third statement, namely "I start to panic when I have to speak without preparation in Presentation" shows that students with a low level are 14%, students with a medium level are 48%, and students with a high level are 38%. Then the fourth statement, namely "I get upset when I don't understand what the English lecturer is correcting" shows that students with a low level are 17%, students with a moderate level are 46%, and students with a high level are 37%. And the fifth statement, "I feel overwhelmed by the number of rules I have to learn to speak English" shows that

students with a low level are 13%, students with a medium level are 48%, and students with a high level are 37%.

From this statement, the researcher concluded that there were seven students are 42% who belonged to the communication apprehension type. They are ANR, AP, DH, SY, MEC, IR, and ADP. This study shows that students at the medium level have the highest percentage, namely 48%, and there are also statements that are dominant to cause student anxiety, namely they are afraid of not understanding the lecturer's explanation before making a presentation and feel overwhelmed by the many rules that must be learned to speak English.

Table 2. Fear of Negative Evaluation

No	Questionnaire	Low		Medium		High	
		Score	%	Score	%	Score	%
6	I tremble when I know that I'm going to be called on in Presentation	5	10%	21	45%	21	45%
7	I worry about the consequences of failing my Presentation.	7	12%	25	44%	25	44%
8	Even if I am well prepared for Presentation, I feel anxious about it.	7	12%	27	48%	23	40%
9	I often feel like not going to my Presentation	9	20%	17	37%	20	43%
10	I feel more tense and nervous in my Presentation than in my other classes.	7	15%	18	38%	22	47%
	Total Score	35	12%	154	51%	111	37%

In the sixth statement, namely "I tremble when I know that I'm going to be called on in Presentation" shows that students with low levels are 10%, students with medium levels are 45%, and students with a high level of 45%. Followed by the seventh statement, namely "I worry about the consequences of failing my Presentation." shows that students with low levels are 12%, students with moderate levels are 44%, and students with high levels are 44%. The eighth statement is "Even if I am well prepared for Presentation, I feel anxious about it." shows that students with low levels are 12%, students with moderate levels are 48%, and students with high levels are 40%. Then the ninth statement, namely "I often feel like not going to my Presentation" shows that students with a low level are 20%, students with a moderate level are 37%, and students with a high level are 43%. And the tenth statement, "I feel more tense and nervous in my Presentation than in my other classes." shows that students with low levels are 15%, students with medium levels are 38%, and students with high levels are 47%.

From this statement, the researcher concluded that there were five students are 29% who were included in the fear of negative evaluation type. They are VPW, ABRS, ASE, SZNF, and NML. This study shows that students at the medium level have the highest percentage, namely 51%, and

there are also statements that are dominant in causing student anxiety, even though they have prepared presentations but still feel anxious.

Table 3. Test Anxiety

No	Questionnaire	Low		Medium		High	
		Score	%	Score	%	Score	%
11	I keep thinking that the other students are better at English than I am.	8	13%	31	49%	24	38%
12	It embarrasses me to volunteer answers in my Presentation	6	12%	24	46%	22	42%
13	I am afraid that my English lecturer is ready to correct every mistake I make.	7	13%	23	44%	23	43%
14	I am afraid that the other students will laugh at me when I speak English.	9	20%	17	37%	20	43%
15	I get nervous when the English lecturer asks questions which I haven't prepared in advanced	5	11%	20	42%	22	47%
	Total Score	35	13%	115	44%	111	43%

In the eleventh statement, namely "I keep thinking that the other students are better at English than I am." shows that students with low levels are 13%, students with moderate levels are 49%, and students with high levels are 38%. Followed by the twelfth statement, namely "It embarrasses me to volunteer answers in my Presentation" showing that students with low levels were 12%, students with moderate levels were 46%, and students with high levels were 42%. The thirteenth statement is "I am afraid that my English lecturer is ready to correct every mistake I make." shows that students with low levels are 13%, students with moderate levels are 44%, and students with high levels are 43%. Then the fourteenth statement is "I am afraid that the other students will laugh at me when I speak English." shows that students with low levels are 20%, students with moderate levels are 37%, and students with high levels are 43%. And the fifteenth statement, "I get nervous when the English lecturer asks questions which I haven't prepared in advanced" shows that students with low levels are 11%, students with moderate levels are 42%, and students with high levels are 47%.

From this statement, the researcher concluded that there were five students are 29% who were included in the anxiety test. They are KJAP, NFS, FFA, MAA, and MA. This study shows that students at the medium level have the highest percentage, namely 44%. However there is only a little bit differences from high level of anxiety group, it is 43%. There are considered similar having test anxiety in speaking skill. There are also dominant statements that cause students' anxiety that they think their friends speak English better than them, they feel embarrassed if they answer questions that are not quite right and they are also afraid if the lecturer gives questions when they are not prepared.

Through this analysis, the researcher was able to determine the levels of anxiety among the fourth-semester English Education students, finding that there were three students with low levels, eight students with medium levels, and six students with high levels, according to the questionnaire answers. The results of data analysis can conclude that the first type of anxiety is communication apprehension 42%, the second type is fear of negative evaluation 29%, and the third type is test anxiety 29%. It shows that the most anxiety is students with medium anxiety levels with the type of communication apprehension. Based on the theory from Horwitz [15] states that there are three types of speaking anxiety, from this finding the researcher finds the same thing as the theory. Likewise in the previous study there were similarities and differences. First, in the results of Wardhono and Pramuktiyono [9] study, there is a similarity in the types of communication apprehension and test anxiety, the difference is that there is no type of fear of negative evaluation. Secondly, in the results of Haris [10] there are similarities in the types of communication apprehension, fear of negative evaluation and test anxiety, there is no difference. Third, in the result of Utami [11] there were similarities in the types of communication apprehension and fear of negative evaluation, the difference being that there was no type of test anxiety.

CONCLUSSION

Based on the finding, the researcher found three types of anxiety in speaking experienced by the fourth semester students of English Education at UNIROW TUBAN. They are : the first type of anxiety is communication apprehension 42%; the second type is fear of negative evaluation 29%; and the third type is test anxiety 29%. From the finding, the students with medium anxiety level has the anxiety in communication apprehension the most.

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