

# **Proceedings of International Conference on Islamic Education and Science Development (ICONSIDE)**

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia  
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## **ANXIETY PROBLEMS IN PRESENTATION AT UNDERGRADUATE STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM STATE ISLAMIC UNIVERSITY OF MATARAM**

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### **Abstract**

This research aimed to know students' experience of kinds of anxiety in presentations and the factor that causes anxiety that they experience in presentations. This research uses a qualitative descriptive method as study approach. This research involved 31 undergraduate students of English language education study program in UIN Mataram who experienced English presentation. The sample of the interview involved 10 students to explore deeper experience about kinds of anxiety and factor that cause it in English presentation. Furthermore, the data collection techniques in this study were questionnaires, documentation, and interview. The results obtained from this study are the students experience several kinds of anxiety in presentation such as nervousness, shyness and fear. And the factor that causes anxiety in presentation comes from internal factor insufficient vocabularies, insufficient grammar knowledge, and lack of pronunciation. Moreover, factor causes anxiety comes from external factor but it is still less.

**Keywords:** *Anxiety, English Presentation, External Factor, Internal Factor*

### **Introduction**

Presentation as part of learning speaking method to deliver material at class in front of group or classmates as well as possible with fluently. Every EFL student has difficulties in presenting the material in English even EFL students are well prepared. Presentation skill also helps EFL students to increase and develop their linguistic aspect and also mentality aspects. EFL students share their knowledge with classmates with good communication using English.

Many undergraduate EFL students face difficulties in the oral presentation because it is not only deliver material but they need to master speaking aspect and comprehend the topic of presentation. Many language learners revealed that it is hard to express their thoughts in spoken language. Leong and Ahmadi state the speakers have to think and create the sentence at that moment when students have to

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communicate with others (Leong & Ahmadi, 2017). It is quite hard for someone who uses English as a second language if students don't have enough English skill and proper knowledge of selecting vocabulary. Regarding the causes of English speaking problems, Heriansyah found that being confused about how to use appropriate words, lack of grammar knowledge, lack of vocabulary, difficulty expressing words or sentences, and being afraid of making errors and poor pronunciation were the most significant factors (Heriansyah, 2012).

Related to the importance of mastering English speaking skills in presentation, students tend to face many difficulties in speaking. Shen and Chiu stated that difficulties in speaking English faced by students were psychological problems (e.g. nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g. insufficient vocabulary, grammar, expressions, insufficient sentences organization, etc), and environmental problems (e.g. lack of learning context for English conversation) (Shen & Chiu, 2019).

Researcher recognize that English language is crucial nowadays most of the words we use term of English language. Researcher see the phenomenon of some students face difficulties in English presentation. The researcher do research about students' anxiety problem in presentation.

Based on background above, two specific research questions of this study are formulated as follows: 1). What are kinds of anxiety experienced in presentation by students of English language education study? 2) What are the causes of anxiety problems by students of English language education study?

This research purpose to find out the kinds of anxiety in the presentation by the students in English Study Program at State Islamic University of Mataram academic year 2023/2024 and then to find out the causes of the anxiety problems encountered by the students in English Study Program at State Islamic University of Mataram academic year 2023. this research also has significant from theoretical and practical. The theoretical significant from this research to provide a better understanding of students' anxiety problems and factor caused in presentation as well, which can help educators to design more effective education and policymakers choose strategies based on students' needs to solve or decrease the anxiety factors. Future research is anticipated to use this study as a guide.

Practical significance of this study can be results of this study can be support students in understanding their English-speaking struggles and the aspects that contributed to their speaking skill development particularly in presentation. The findings of this research hopefully contained beneficial information for other researcher about students' Anxiety problems and factor caused the anxiety in presentation. Students can also serve as a guide for comparable future studies.

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## Literature Review

There are varieties of studies related to EFL students' anxiety in English presentation. The researcher used a number of previous studies that showed the EFL students' anxiety in English presentation, as follows:

The first review is a study by Maria Anggi Kristianti and Hidayat on students' anxiety on speaking English in presentation sessions: a case study (Kristanti & Hidayat, 2023). This research aims to find out what are the problems that affect students' anxiety when doing English presentations. This research uses a qualitative method with a case study approach. This research took three students English Language Education Department Class of 2019 as respondents. Furthermore, the data collection techniques in this study were observation, documentation, and interview and the data were analyzed using thematic. The results obtained from this study are the triggers for the emergence of student anxiety when doing English presentations and how to overcome this anxiety. The first is nervousness, this happens because students feel students cannot answer the examiner's questions and are afraid that students cannot deliver the material optimally. The second is the examining lecturer, students are often afraid of the examining lecturer when giving questions or suggestions that make them feel pressured. The last is the way or strategy of students to overcome their anxiety when making presentations, students argue that the way students overcome anxiety is by praying, trying to stay calm, thinking positively, and making sure to study the material well.

Based on the review above, the researcher finds similarities and differences between this study and the previous study. Both of the studies discuss about same topic anxiety in presentation. But both of the studies use different types of study, where the current study used a qualitative approach while the previous research used the surveyed-research method.

The second review is a study by Sardian Maharani Asnur on the students' anxiety in delivering English presentations (Asnur, 2013). This study aims to provide a specific description of the student's anxiety in delivering English presentations as well as provide a solution on how to deal with the anxiety. Several factors affect student anxiety, namely internal factors which cover fear of failure, fear of criticism, conflicting emotion, speech anxiety, negative experience, fear of losing the thread of material, fear of being stopped, and negative thinking; and external factors which covers condition of presentation room, failing to practice, gender, and physical h factor. Strategies that can be applied by participants to cope their anxiety in delivering English presentation are: (a) to keep thinking positively toward the audience, the speech, and their self as a speaker, to made good preparation, to rehearse, to keep self-confidence, and to do relaxation.

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Based on the review above researcher find similarities, the previous study use a qualitative method, current study also used a qualitative method and the same topic about anxiety in presentation. The differences both studies, the previous conducted at Alaudin Islamic State University and current study conducted at State Islamic University of Mataram

The third review is a study by Farahdila Anggita on Students' Presentation Anxiety in the Academic Speaking Course This study aims to know the students' presentation anxiety, what factors affecting, and how students handling the anxiety (Farahdila Anggita & Tono Suwartono, 2020). The subject was the 4th semester students of English Education Department. The method used in this study was descriptive qualitative method. This study used questionnaire, interview and observation to gain the data. From the result of mean score of questionnaires, the average score of student anxiety existence was sometimes exist, which is 58.13. The factors affecting students' presentation anxiety were internal and external factor. The internal factors were afraid of making mistakes, lack of preparation, limited vocabulary, low self-confidence, and embarrassment. The external factors were classmates and lecturer. The students handling the anxiety by holding a thing, physical movement, relaxing, and going to toilet.

Based on review above, researcher find the similarities, the previous study employs the qualitative method and current study also use qualitative method. The differences between previous and current study are the previous study conducted in muhammadiyah university of Purwokerto with second year student or 4th semester and a current study was conducted at the State Islamic university of Mataram.

The fourth review is study by Muhammad Yusuf, Abdul Syahid, and Akhmad Ali Mirza on an analysis of speaking problems in online English presentation during covid-19 pandemic (Yusuf et al., 2022). This study investigates students' English language problems in online English presentations during the covid-19 pandemic. This study used qualitative phenomenological study, data taken from observations, questionnaires and semi-structured interviews obtained from eight participants. Data were analyzed using Nvivo 12 software to process data effectively and efficiently. The analysis results showed that the participants experienced linguistic problems (lack of grammar, pronunciation errors, and lack of vocabulary when speaking in online English presentations during the covid-19 pandemic. In addition, the participants revealed that psychological problems (shyness, anxiety, and nervousness) are made it difficult to speak English in online presentations. The findings also indicate that the causes of the problem were lack of practice, unsupportive environment, and mother tongue.

Based on review above, researcher find similarities, the previous study research about speaking problem in English presentation and current study also

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about speaking problem in presentation. And the differences previous study conducted in IAIN palangkaraya and current study conducted in islamic university mataram.

The fifth review is study by Nadiatul Ikhshaniyah on An Analysis Of Students' Speaking Anxiety: Possible Causes And Coping Strategies(Ikhshanniyah, 2022). This study aims to know the levels of students' speaking anxiety, identify the factors causing anxiety and find solutions to reduce it. This study is done because many students do not know the cause of anxiety and how to overcome it. The researcher used a mixed method to explore and explain students' anxiety data. This research involved 65 students from the fourth semester of the English Education Department, UIN Jakarta. In collecting the data, the researcher used An FLCAS questionnaire by Horwitz (1986) and an interview. The questionnaire results determined student anxiety category into five categories from low to high level of anxiety. After that, 10 students from the low anxiety and the high anxiety category were selected to be interviewed to find causes and solutions to deal with anxiety. The result of this study showed that 4 students were at very low anxiety levels, 3 students were included in the very low anxiety, 11 students were at moderate anxiety, 17 students were included in moderately high anxiety and, 30 students were at high anxiety levels. Furthermore, after identifying the interview result, the researcher found six factors causing students anxiety: students' poor English skills, the fear of misinterpretation, low self-esteem, fear of making mistakes then being criticized (fear of negative evaluation), lack of preparation, and excessive worry about tests. Researchers also drew several solutions that could be used to reduce student anxiety; change the mindset, prepare well, practice to improve student's English skills and confidence, and the last one is to be brave.

Based on review above, researcher find similarities, both studies discussing anxiety And the differences previous study conducted in IAIN Palangkaraya and the current study conducted at Islamic university mataram. The previous study use mixed method and the current study use a qualitative method.

## Research Method

This research is designed by using a qualitative descriptive approach, due to the focuses of the study to find out kinds of students' anxiety and the students' factor causes anxiety in presentation. Qualitative research is a way to understand the meaning of individuals or groups with human problems and even social problems in more depth. Descriptive qualitative research is suitable to this study. The use of suitable methods is very important to help the researcher conduct the study properly. The specific methodology of this study will use descriptive qualitative which can provide more general overview of phenomenology in a social environment study in

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English Education Study Program State Islamic University of Mataram. In addition, this research uses purposive snowball technique involved 31 undergraduate students of English language education study program in UIN Mataram who experienced English presentation. The sample of the interview involved 10 students to explore deeper experience about kinds of anxiety and factor that cause it in English presentation. Furthermore, the data collection techniques in this study were questionnaires and interview.

## FINDINGS AND DISCUSSION

### A. Kinds of Students' Anxiety in Presentation at Undergraduate Level of State Islamic University Mataram

Based on the questionnaire, it is found that the EFL students experience many kinds of anxiety problems in presentation. English as students' second language they uncommonly use English as their communication language, this condition make student do more effort to prepare. The table below show that many EFL students find difficulties in English presentation.

Based on the questionnaires, this table show the kinds of students' anxiety in English presentation. Students' nervousness during presentation in classroom is majority students' experience (58.06%). It means that student feel nervous when presenting in front of the class. Factors causing this nervousness is explained in the following findings. Another kind of anxiety it followed by shyness with speaking skills during presentations (41.94%) it means that students being shy during presentation. And next anxiety students fear during presentation (29.03%). It means that students feeling fear during presentation.

Table 1. Kinds of Anxiety

No	Statements	SA+A	Neutral	SD+D	Total
1	I am nervous during the presentation	58.06%	32.26%	9.68%	100.00%
2	I am shy during the presentation	41.94%	32.26%	25.81%	100.00%
3	I am fear during the presentation	29.03%	35.48%	35.48%	100.00%

Moreover, the researcher also conducted interviews with students to acquire their opinions about kinds of anxiety in English presentation obtain more detailed data from the questionnaire. The researcher relies on the findings from the interviews to support and persuade the students' questionnaire responses. Ten students who

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have experience in the English presentation as method of learning speaking were given the 8-question test.

Eight of Ten respondents elaborated on this answer by saying they are nervous. Moreover, they also claim that they feel the nervousness during presentation.

The following examples shows the responses from the interviewee:

R1: *Maybe, for people who are presenting in front of many people, they must feel nervous and anxious because they are not used to speaking or presenting in front of many people.*

R4: *at the time of the presentation of course I felt anxious and nervous and that might be natural for everyone.*

R6: *of course, what I felt during the presentation was nervous like it was difficult to say something*

And the other respondents say they feel fear in presentation. This the example of interviewee:

R8: *Maybe what affects my psychology is fear of being wrong, fear of being humiliated, which makes my psychology disturbed during the presentation.*

And the other students say they feel shy during presentation. this the example of interviewee:

R10: *I was shy, moreover I was also overthinking, which made it difficult for me to do the presentation.*

Based on explanation above EFL students experience the kinds of anxiety. The EFL students experience such as nervous, shy, and fear. the highest score show that students experienced the nervousness. And also followed by students experience the shyness and fear. This result in line with previous study on Students' Anxiety in Speaking English in Presentation Sessions: A Case Study.(Kristanti & Hidayat, 2023).

## B. Students' Causes of Anxiety Problems in Presentation at Undergraduate Level of State Islamic University Mataram

Based on questionnaires, it is revealed that internal and external factor causes the students' anxiety in presentation. The most contributing factor causes of the student's anxiety in presentation comes from internal factors namely insufficient Grammar (54.84%). The students feel fear because they don't have sufficient grammar during presentation. It means that students have lack of grammar and do not know the appropriate grammar when speaking using English in presentation. It is followed by factors where students find it fear due to insufficient vocabularies during presentation (51.61%). It means that students lack of vocabularies when doing presentation. Insufficient vocabularies make students difficult in presentation to say some words. and third factor that students don't know appropriate expression

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words (38.71%). It means that students have less expression words during presentation. And forth factor that students don't know appropriate body language. It means that students when doing presentation difficult to decide the appropriate body language. And then the last that students don't know how to pronounce words(22.58%). It means that students are not good enough to pronounce words in presentation.

Based on explanation above, most of students problems in presentation come from insufficient grammar, students don't know some grammar rules and also students don't know how to use grammar properly during presentation. It followed by insufficient vocabularies, students don't know some words and students don't remember the some words in English. And then students don't know the expression words during the presentation. It same as lack of vocabulary but it more specific like how to begin presentation and finish presentation and also some sentences that used to do in presentation.

There is external factor also students experience. The table show that students experience the external factor namely nervous to do presentation without preparation in classroom with(58.06%). It means that students nervous due to lack of preparation .In addition, then another factor contributing is fear with classmates will humiliate my pronunciation of sentences during the presentation (29.03%). It means that students have problems due to classmates as like students fear to humiliated by classmates. And also students fear of lecturer correct all the mistake during presentation with(19.35%) it means that students have problems with lecturer when students doing presentation, due to lecturer will correct the students mistakes .

Based on the explanation above, students factor causes anxiety in learning process in presentation comes from external also and this factor as barrier in when students doing presentation. The external factor that causes students anxiety come from nervous due to lack of preparation, and it followed by fear humiliated by classmates and fear of corrected by lecturer.

Table 2. Factor Causes Anxiety

No	Statements	SA+A	Neutral	SD+D	Total
<b>Internal Factor</b>					
6	I am fear because I didn't have sufficient grammar during the presentation	54.84%	38.71%	6.45%	100.00%

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		SA+A	Neutral	SD+D	Total
7	I am fear because I don't have sufficient vocabularies during presentation	51.61%	38.71%	9.68%	100.00%
8	I am fear because I don't know the appropriate expression words during the presentation	38.71%	38.71%	22.58%	100.00%
9	I am fear because I don't know appropriate body language during presentation	32.26%	38.71%	29.03%	100.00%
10	I am fear because I don't know how to pronounce words during presentation	22.58%	58.06%	19.35%	100.00%
<b>External Factor</b>		<b>SA+A</b>	<b>Neutral</b>	<b>SD+D</b>	<b>Total</b>
11	I am nervous about doing presentation without preparation in the classroom	58.06%	32.26%	9.68%	100.00%
12	I fear my classmates will humiliate my pronunciation of sentences during the presentation	29.03%	35.48%	35.48%	100.00%
13	I am fear lecturer correct all my mistakes during presentation	19.35%	38.71%	41.94%	100.00%

Moreover, the researcher also conducted interviews with students to acquire their opinions about factor causes anxiety problems in English presentation obtain more detailed data from the questionnaire. The researcher relies on the findings from the interviews to support and persuade the students' questionnaire responses. Ten students who have experience in the presentation as method of learning speaking were given the 8-question test.

eight of Ten respondents elaborated on this answer by saying they have problems such as insufficient vocabularies, insufficient grammar and they don't know how to pronounce words the presentation,. Moreover, they also claim that the fell the nervousness during presentation because lack of vocabularies, lack of pronunciation and insufficient grammar knowledge.

The following examples shows the responses from the interviewee:

R4: *I'm really worried because I'm still lacking in speaking vocabulary, grammar, and pronounce. Because I feel very lacking.*

R6: *Yes, I am very worried about my English skills, because my skills are very minimal, especially in grammar and vocabulary.*

R8: *I feel that my weaknesses seem to be in pronunciation, grammar and vocabulary.*

Based on interview, students have problems causes their anxiety. The most problems come from internal factor that causes students anxiety such as students have insufficient vocabularies, students didn't have grammar have sufficient grammar knowledge, and students lack of pronunciation. It is in line with previous

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studies on EFL Learners' English Speaking Difficulties and Strategy Use (Shen & Chiu, 2019)

In English Language Teaching Department class, lecturer and students should speak English to develop students' speaking skill. There are many activities that students do in the classroom such as doing a group discussion, individual task, and do some presentation both group and individually.

Students should be able to communicate using English when doing presentation in classroom. Presentation as learning method speaking that make students should have capability in speaking. Students should have good preparation when doing presentation from speaking aspect and comprehend the material. Shen and Chiu state that even though students have good preparation and often to speak in front of group students still experience the anxiety such as nervousness, shyness, and fear.(Shen & Chiu, 2019)

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The current study conducted by the researcher found that students who have experience in English presentations feel kinds of anxiety during presentations such as nervousness, shyness and fear. Horwitz mentioned that there are some kinds of anxiety: of anxiety: nervous, shyness, and fear. This is in line with previous study conducted by Yusuf Ahmad which discovered the students difficulties in presentation because they feel anxiety.

In addition, the research proved that EFL students factor causes anxiety problems in English as barriers or obstacles comes from internal factors such as pronunciation, grammar, vocabulary, and confidence. This is in line with a previous study by Farahdila Anggita which discovered the students cause anxiety from internal factor.

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The researcher also found in this current study some external factor also effect to causes anxiety. The factor that causes anxiety comes from external and this in line with previous study by Nadiatul Ikhsaniyah which demonstrated that afraid being criticism and negative evaluation from classmates make students become anxiety

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In addition the research proved that EFL students factor causes anxiety problems in English as barriers or obstacles comes from internal factor such as pronunciation, grammar, vocabulary, and confidence. This is in line with previous study by Farahdila Anggita which discovered the students cause anxiety from internal factor.(Farahdila Anggita & Tono Suwartono, 2020)

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anxiety commonly happened to students who do the public speaking and do the presentation.(Nova et al., 2022) Speaking in front of group to share the thoughts, ideas , and opinions it part communication competence. Anxiety also can be decrease with keep thinking positively and believe to own self that making mistake it doesn't matter.

## Conclusion

presenting in English are necessary for EFL students to assist students improve their communication skills.(Ariawan, 2021) To help pupils enhance their speaking skills, the lecturer or teacher and the students in the English Language Education Department should communicate in English. Students engage in a variety of classroom activities, including group discussions, individual tasks, and group and individual presentations(Kholidi et al., 2022). Students should share the materials

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they utilize for their English presentations with their classmates. Students should give presentations in English because they are ELT students.

This research aimed to know students experience of kinds of anxiety in presentation and the factor causes anxiety that they experience in presentation. This research uses a qualitative descriptive method. This research took 31 population at Undergraduate Students of English Language Education Study Program State Islamic University as respondents. The researcher takes 10 student as random sample of interview to explore more depth about their experience and problems of anxiety in English presentation

Furthermore, the data collection techniques in this study were questionnaires, documentation, and interview. results obtained from this study are the students experience several the kinds of anxiety in presentation such as nervous, shy and fear. And the factor causes anxiety in presentation come from internal factor insufficient vocabularies, insufficient grammar knowledge, and lack of pronunciation.

Based on the questionnaires and interview, the students experience anxiety such as nervous, shy and fear. The students experience anxiety due to lack of vocabularies, in sufficient grammar knowledge, and students don't know how to pronounce some words.

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