

The Anxiety of EFL Students in Presentation

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ABSTRACT

This study investigates at speaking anxiety of Students 'Presentation. The subject of the study was freshmen in English Education Department. The method used in this study was qualitative. Forty one students were selected to be participants. The data were gathered through questionnaire and semi-structured interviews. The most commonly used tool for assessing FLA is the FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). A modified version of FLCAS was used in this study. The original version of FLCAS is a 33-item, 5-point likert-scale instrument ranged from (strongly disagree to strongly agree) measuring students language anxiety. The result of the study showed that anxiety was exist in freshmen. It can be inferred from the result of mean score of questionnaire's result that the average score of student anxiety existence of FLCAS is in the existing class, which is 39.025. The result of contributing factors to students' speaking anxiety during presentation were over thinking, lack of preparation, bad experience, low proficiency, low self-confidence, afraid of making mistakes, and test. So it is suggested that before having presentation, the students should be doing repeated rehearsals and practice to eliminate the anxiety.

Keywords: Anxiety, EFL Students, Presentation.

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INTRODUCTION

Students' speaking anxiety is a common phenomenon that students commonly face. Generally, students face many problems in language acquisition effort. Usually there are some mistakes in teaching method that make students assume that English is difficult and it causes the anxiety to apply the language in classroom to interact each other. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations.

Consistent negative correlations have been found between foreign language anxiety and foreign language achievement (Horwitz et al., 1986; Phillips, 1992; Young, 1991). In one study, high-anxious American students studying French were found to receive lower

exam grades than their low-anxious classmates (Phillips, 1992). In addition, the high-anxious students demonstrated a negative attitude toward the oral exam.

The finding of Horwitz's study indicates that anxiety is a serious problem in EFL classrooms and can be attributed to a complex set of reasons. Despite its significant impact on language learning, EFL teachers have failed to identify students suffering from anxiety in speaking classes, even worse, instead of taking steps. Hence, anxiety is one of the well-documented psychological phenomena.

Speaking has some segments and functions itself. Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) has three part of speaking; talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches (Richard and Willy, 2002 : 201).

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Classroom presentation itself has the important role in teaching and learning process. Teacher can transfer knowledge to students, and also students can share knowledge on each other through a presentation. The presentation is very important because it needs a skill to make someone or a group understands what we are talking about. It also needs a confident to speaker to speak in front of a group to make them understand. Giving presentation in front of the class will be a problem for some students who have lack of confident. Speaking anxiety gives an essential problem on speaking as performance. Teacher needs to know the source of their anxiety to cope the students and encourage them to do better presentation in front of the class.

Thus, speaking anxiety takes significant effect on students' speaking performance especially in presentation. Considering what have been explained above, researcher attempts to investigate the students' speaking anxiety in presentation and finds out the reasons and sources of their anxiety.

LITERATURE REVIEW

Theoretical Framework

1. Speaking

Many definitions about speaking have been proposed by language theorist. Harmer (2001:269) defines speaking ability as the ability to speak fluently presupposed

not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It occurs in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation (Harmer, 2001: 204).

Gebhard (2009) similarly explains in his book that the primary goal of a communicative classroom is students' development of communicative competence in English especially in speaking. The way of communication, has two major effects. The first one is; it strengthens relationships between people involved in speaking so that they can more eagerly communicate with each other, the second one; it provides opportunities for language development to occur, both for the listener and the speaker (Mutmainah, 2016: 222).

Richards and Rodgers (2001:161), in their analysis of the theoretical base of communicative language teaching offer the following four characteristics of a communicative view of language:

- 1) Language is a system for the expression of a meaning
- 2) The primary function of language is for interaction and communication
- 3) The structure of language reflects its functional and communicative uses
- 4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Speaking skill on the other hand seems more difficult than any other skills. This, according to Bailey (2005) happens for two reasons; first, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right after then. Second, when you speak, you cannot edit or revise what you wish to say, as if you are writing.(Mutmainah, 2016: 223).

It is actually true when people are having a talk with the others, they barely have a chance to correct their own mistakes because speaking occurs under time constraints. The news anchor has a short period of time to speak yet it has to cover up the point of the news, unlike a newspaper journalist, he had time to edit and revise before published their text (Mutmainah, 2016: 223).

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the

interactional functions of speaking, in which it serves to establish and maintain social relation and the transactional functions, which focus on the exchange of information. And speaking as performance, the third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. One of example speaking as performance gives presentation in classroom.

2. Presentation

A presentation is a formal talk to one or more persons that “presents” ideas or information in a clear, structured way. All presentations have a common objective: they are given in order to inform, train, persuade or sell. According to dictionary.cambridge.org a presentation also defined as a talk giving information about something. A presentation also defined as a speech or talk in which a new product, idea, or piece of work is shown, and explained to an audience according to Olii in Maya Feby's thesis, “Presentation is a public speaking group, which means it also presents. Presentation should be viewed more than just a functional communication tool or decision maker”.

From definitions about presentation before, we can conclude that presentation is formal talk from someone to someone else or group which gives information about something, idea, product, works explained to audience.

The presentation is a talk with some segments and also has some main features. The main features of presentation performance are:

1. A focus on both message and audience
2. Predictable organization and sequencing
3. Importance of both form and accuracy
4. Language is more like written language
5. Often monologic

3. Anxiety

There are various definitions of anxiety in the literature. To begin with, general anxiety has been described as an “emotional state with the subjectively experienced quality of fear or a closely related emotion” (Anthony, 2004: 26). Freud described

anxiety as something felt, an unpleasant affective state or condition (Freud, 1924). Chiang (2012) defined anxiety as a synonym of worry, uneasiness, disquiet, disquietude and inquietude. According to Horwitz, (1986), "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Anxiety is also defined as distress or uneasiness of the mind caused by fear of danger or misfortune (Suleimenova 2012).

Muchlas (1976) stated anxiety as a subjective experience related to mental tension, uneasiness, and tension participated in conflicts or threat. Darajat (1929 : 27) defined anxiety as a manifestation of various mingled emotional process, which occur when a person experiences feelings (stress), or frustration and inner contradictions. Anxiety is a neurotic disability, insecurity, immaturity, and inability to cope with the demands of environmental reality, difficulties, and the pressures of everyday of life. According to Yusuf (2004:39) anxiety is a kind of fear that is projected toward future uncertainty.

Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful, we struggle, tremble, perspire, and our heart beats quickly.

METHOD

The qualitative method was chosen as main data of this research. Qualitative study was study intended for collecting information about the status of an existing indication, the statement of the phenomenon as it is at the time of the study. Generally, the investigative methods are eclectic, heuristic, and holistic, rather than prescribed, algorithmic, and linear. Emphasis is also placed on the researcher as human instrument, who develops not just rigorous skills but also empathetic understanding and personal creativity in the investigation and documentation of social complex life. For supporting the qualitative data, the researcher also use quantitative data that were obtained from questionnaire that used as minor data and be displayed the data in brief percentage. The data were obtained from respondents' perception from interview and questionnaire occurred in the field. That aim is to explore some characteristics from the certain situation. This study described the cause of anxiety. This research was used descriptive-qualitative research method.

This research was conducted in English Education Department Freshmen. The participants of this research were all members of 1C class of English Department

Freshmen in Walisongo State Islamic University in the Academic Year of 2017/2018. The researcher divided into two parts such as interview there were 5 students and for the questionnaire there were 41 students. The length of doing this research started from 1st November until the end of November 2017.

There are two kinds of source of data. The researcher used primary data and secondary data. Primary data was obtained from analysis in depth interview with respondents, and theories from books. Secondary data was obtained from questionnaire. The questionnaire was some written questions that were used to gain information from respondent which about some personal data or things they know.

This research focused on anxiety that may occurred in English Education Department freshmen while speaking English especially in presentation. Focusing on anxiety that manifested in freshmen of English Department as EFL and finding out the factors that may cause anxiety.

There were two main affected aspects to the quality of the research of data results, research instruments and quality of data collection (Sugiyono, 2013: 397). The researcher gained the data through some techniques and instruments. The instruments used by the researcher to get some data and information from the subject of the study. The instruments were used by the researcher interview and questionnaire.

Qualitative data analysis usually uses integrated technique of analysis from Miles and Huberman (1994). It consists three concurrent flows of activity: data reduction, data display, and conclusion drawing / verification (Miles and Huberman, 1994 : 10).

For the quantitative data, the researcher uses a modified version of FLCAS from Horwitz et al.(1986). The original version of FLCAS is a 33-item, 5 point. The scale ranged from strongly disagree to strongly agree measuring the students' language anxiety. The data analysis technique for quantitative data gained from questionnaire.

FINDING AND DISCUSSION

The most commonly used tool for assessing FLA is the FLCAS, developed by Horwitz et al. (1986).A modified version of FLCAS was used in this study. The original version of FLCAS is a 33-item, 5-point. The scale instrument ranged from (strongly disagree to strongly agree) measuring students language anxiety. The data of students' speaking anxiety is gained from questionnaire. There were fifteen questions list of questionnaire section. The

instrument ranged from strongly disagree (1 point) to strongly agree (5 points). Here the table of each number of questions with the percentage of students' answer of anxiety.

- a. I am not sure with my ability in speaking

Table 1 Questionnaire's Question Result No.1

No	Category	Frequency	Percentage
1.	Strongly agree	6	14%
2.	Agree	20	49%
3.	Disagree	14	35%
4.	Strongly disagree	1	2%
Frequency		41	100%

Through the table above, showed that 14% were strongly not sure about themselves when they are speaking English, 49% were not sure about themselves when they are speaking English, 35% were sure about themselves when they are speaking English, and 2% were strongly sure about themselves when they are speaking English.

From explanation above, for English Department freshmen while speaking English felt unsure with themselves. It showed from respondent percentage which answered between strongly agree and agree is 63% compared percentage between disagree and strongly disagree is 37%.

- b. I am nervous when my teacher asks me to do some presentation in English

Table 2 Questionnaire's Question Result No.2

No	Category	Frequency	Percentage
1.	Strongly agree	7	18%
2.	Agree	27	66%
3.	Disagree	6	14%
4.	Strongly disagree	1	2%
Frequency		41	100%

From table above, 18% students were strongly nervous when the teacher asks them to do some presentation in English, 66% students were nervous when the teacher asks them to do some presentation in English, 14% students were not nervous when the teacher asks them to do some presentation in English, and 2% students didn't felt any nervous feeling when the teacher asks them to do some presentation in English.

From data above, showed that nervous feeling appeared when the teacher asks the students to do some presentation in front of the class in English. This is from 84%

respondents answered agree and strongly agree, while respondents who answered disagree and strongly disagree only 16%.

Nervous is a psychological response when someone feeling anxious. It indicates someone who suffer anxiety. From the above data, it can be concluded that more than 50 percent of students experience nervousness when will perform some presentation using English.

- c. When I feel anxious then I forget some vocabularies I knew suddenly

Table 3 Questionnaire's Question Result No.3

No	Category	Frequency	Percentage
1.	Strongly agree	4	10%
2.	Agree	25	61%
3.	Disagree	11	27%
4.	Strongly disagree	1	2%
Frequency		41	100%

From data above, more than half respondents were 61% agree that they forget some vocabularies when they suffer some anxiety feeling, and 10% were strongly agree, for 27% answered disagree, and 2% answered strongly disagree.

It showed that forgetting some vocabularies would appear when students are anxious while doing presentation in English. Showed from 61% answered agree and 10% answered strongly agree. It related to anxiety because experience loss of control. Someone who experiences anxiety will lose control of themselves and cause them to panic so as to allow to forget the things to be conveyed even though it has been well prepared beforehand.

- d. It is embarrassing me to be volunteer to speak in front of the class especially in presentation.

Table 4 Questionnaire's Question Result No.4

No	Category	Frequency	Percentage
1.	Strongly agree	5	12%
2.	Agree	23	56%
3.	Disagree	11	27%
4.	Strongly disagree	2	5%
Frequency		41	100%

From data above, 56% percent respondents agree and 12% percent others strongly agree that they feel embarrassed when they asks to be volunteer to speak in front of the class especially in presentation. 27% answered disagree and 5% percent others answered strongly disagree that they feel embarrassed to be volunteer to speak in front of the class especially in presentation.

This embarrassing may cause from classroom atmosphere. When a student try to answer or try to speak in presentation section in the class in English, but unfortunately she/ he make mistake, then a whole class will laugh at her/him. This is why 68% students answered agree and strongly disagree about this question.

e. I feel worry about making mistakes in presentation

Table 5 Questionnaire's Question Result No.5

No	Category	Frequency	Percentage
1.	Strongly agree	6	15%
2.	Agree	23	56%
3.	Disagree	11	27%
4.	Strongly disagree	1	2%
Frequency		41	100%

From table above, 15% respondents were answered strongly agree, then 56% answered agree, 27% were disagree, and 2% left answered strongly disagree that they feel worry if they making mistakes in presentation.

Making mistakes while speaking especially in presentation is highly anxiety-provoking of English Department Freshmen in UIN Walisongo. They assumed that as English learners, they must speak English flawlessly without any missing pronunciation or grammatical. The negative of being thought perfectionist that if they choose to become passive leaner rather than become active learner but people laugh if they make mistake.

f. I start to be panic when I have to speak up in a presentation without preparation in class

Table 6 Questionnaire's Question Result No.6

No	Category	Frequency	Percentage
1.	Strongly agree	17	42%
2.	Agree	18	44%
3.	Disagree	6	14%

4.	Strongly disagree	-	-
Frequency		41	100%

Data above showed that 42% respondents answered strongly agree, then 44% answered agree, for 14% others answered disagree that feeling panic appeared when respondents have to speak up in presentation without any preparation in class.

In this case, showed that students would panic when they have to speak without any preparation in presentation section in class. Showed from 86% respondents answered agree and strongly agree while only 14% respondents answered disagree.

Panic is one kind of feeling anxious. Moreover in this situation when the teacher asks to speak spontaneous without any preparation during presentation in the class, then students will panic suddenly and anxiety will increase.

- g. Sometimes I have a negative thinking when I have something to be uttered during presentation

Table 7 Questionnaire's Question Result No.7

No	Category	Frequency	Percentage
1.	Strongly agree	4	10%
2.	Agree	25	61%
3.	Disagree	12	29%
4.	Strongly disagree	-	-
Frequency		41	100%

From table above, more than half respondents were 61% agree that they have a negative thinking when that have something to be uttered during presentation, and 10% were strongly agree, for 29% others answered disagree.

It showed that negative thinking would appear when students want to speak up during presentation. Negative thinking is kind of factor for anxiety. Negative thinking cause anxiety if highly increase, it was proven from the table above that 71% students answered strongly agree and agree for the question about negative thinking that happened when the want to speak during presentation.

- h. I can feel my heart pounding fast when I am going to be called on in presentation

Table 8 Questionnaire's Question Result No.8

No	Category	Frequency	Percentage
1.	Strongly agree	1	2%
2.	Agree	28	68%
3.	Disagree	10	25%
4.	Strongly disagree	2	5%
Frequency		41	100%

From data above, more than half respondents were 68% answered agree that they feel their heart pounding when they called on for presentation, and 2% were strongly agree, for 25% answered disagree and 5% others answered strongly disagree.

It showed that feeling heart pounding would appear when students being called for presentation. Heart pounding is a kind of physical response for anxiety. Here 70% of freshmen students of English Department answered that they feel the heart pounding fast when they being called for presentation. It is quite high percentage which anxiety does exist among students in EFL learners.

- i. I always feel that the other students speak English better than I do

Table 9 Questionnaire's Question Result No.9

No	Category	Frequency	Percentage
1.	Strongly agree	12	29%
2.	Agree	24	59%
3.	Disagree	4	10%
4.	Strongly disagree	1	2%
Frequency		41	100%

From table above, 29% respondents answered strongly agree, 59% were agree with statement 'I always feel that other students speak English better than I do'. Then, 10% were answered disagree, and 2% others answered strongly disagree.

Respondents felt that other students speak better than themselves. In this case, the class atmosphere which made students not confident to speak out because they thought their friends speak better than themselves, then they choose to be passive in class learning process. It proven with percentage data that 88% students choose strongly agree and agree that other students speak English better than themselves, and only 12% respondents answered disagree and strongly disagree.

- j. I am still anxious even though I have prepared to practice before presentation started

Table 10 Questionnaire's Question Result No.10

No	Category	Frequency	Percentage
1.	Strongly agree	2	5%
2.	Agree	19	46,5%
3.	Disagree	19	46,5%
4.	Strongly disagree	1	2%
Frequency		41	100%

Through table above, showed that 5% students answered strongly agree, 46,5% answered agree, then 46,5% were disagree and 2% others were choose strongly disagree. It showed that students were panic although they had prepared well. Proven by percentage 51,5% respondents answered agree and strongly agree, while respondents who answered disagree and strongly disagree were 48,5%.

- k. I am afraid that the other students will laugh at me when I make mistake in presentation

Table 11 Questionnaire's Question Result No.11

No	Category	Frequency	Percentage
1.	Strongly agree	2	5%
2.	Agree	16	39%
3.	Disagree	21	51%
4.	Strongly disagree	2	5%
Frequency		41	100%

From data above, it explained that 39% respondents were answered agree, and 5% were strongly agree with statement 'I am afraid that other students will laugh at me when I make mistake in presentation'. 51% were disagree, and 5% answered strongly disagree with statement above.

Feeling afraid being laughed by other students is a factor of most anxiety in many cases of anxiety. This factor is not from internal aspect from individual itself, but also external aspect such as environment class learning. The silence/ passive students is not only because they are not competent. The researcher believes that not only knowledge, but anxiety may happen because environment atmosphere that pressure the individual in classroom learning process.

- l. Before doing presentation I feel very sure and relaxed

Table 12 Questionnaire's Question Result No.12

No	Category	Frequency	Percentage
1.	Strongly agree	1	2%
2.	Agree	12	29%
3.	Disagree	25	61%
4.	Strongly disagree	3	8%
Frequency		41	100%

From table above, it was explained that respondents who answered agree were 29%, and only 1% who answered strongly agree. Then, 61% respondents were answered disagree and 8% others answered strongly disagree with statement 'Before doing presentation I feel very sure and relaxed'.

Respondents who felt sure and relaxed before doing presentation is only 31% from table above, it proofed that 69% others still anxious before doing presentation, and could not enjoy yet to do presentation.

- m. I feel confident when I do a presentation in front of the class

Table 13 Questionnaire's Question Result No.13

No	Category	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	16	39%
3.	Disagree	24	59%
4.	Strongly disagree	1	2%
Frequency		41	100%

Through data above, it was explained that 39% answered agree, 59% were answered disagree, and 2% answered strongly disagree with statement 'I feel confident when I do a presentation in front of the class'. It was showed that there were unconfident feeling when students do a presentation in front of their classmates, proven by 61% students were answered disagree and strongly disagree for this question. Even they had prepared well since early they still felt unconfident in presentation.

- n. I would be enjoy during speaking in the learning process in classroom

Table 14 Questionnaire's Question Result No.14

No	Category	Frequency	Percentage
1.	Strongly agree	1	2%
2.	Agree	15	37%
3.	Disagree	22	53%
4.	Strongly disagree	3	8%
Frequency		41	100%

From table above, there were students would not be enjoy during speaking in the learning process in classroom proven by 53% respondents were answered disagree and 8% were answered strongly disagree in the question 'I would be enjoy during speaking in the learning process in classroom, and only 37% respondents answered agree and 2% others answered strongly agree with the question above. Enjoy feeling during learning process may appear when students comfortable during the process. Feeling uncomfortable in classroom indicated that anxiety does exist in freshmen of English Education Department.

- o. These are the symptoms of anxiety, give (√) if that symptoms condition happened to you when you deliver a presentation in front of the class

Table 15 Questionnaire's Question Result No.15

Category	Frequency	Percentage
Rapid breathing	6	15%
Heart palpitation	8	20%
Cold sweating	6	15%
Palms sweating	2	5%
Tremor	2	5%
Forgetfulness	9	20%
Worry	17	42%
Nervous	30	73%
Feeling depressed on chest	3	8%
Lost concentration	8	20%

Table above is anxiety symptoms that may happen in respondents themselves. For first symptoms, rapid breathing may happened by 15% respondents. Then, heart palpitation happened by 20%, cold sweating happened by 15% respondents, palms sweating happened by 5% respondents, tremor would be happened by 5% respondents. Then forgetfulness happened by 20% respondents, worry happened by 42% respondents,

nervous happened by 73%, and feeling depressed on chest happened by 8% respondents, and the last symptoms is lost concentration was happened by 20% respondents.

The table above contains manifestation of students' speaking anxiety during presentation. From table above, we conclude that speaking anxiety in presentation does exist in 1C class of English Department Freshmen and proven by the questionnaire result.

Table 16 Questionnaire Respondents' Score Result Of Anxiety In Presentation Using English

NO	INFORMANT CODE	QUESTIONNAIRE RESULT
1	RU	38
2	NU	41
3	SR	42
4	MS	45
5	RAB	46
6	DSZ	39
7	AS	43
8	AWN	37
9	ASS	43
10	ISP	41
11	DI	44
12	DSA	40
13	FMM	36
14	IRD	35
15	YC	22
16	NW	32
17	SAN	37
18	MFK	38
19	ASP	29
20	YDF	34
21	FL	33
22	BSP	36
23	DH	26
24	NUL	45
25	MNW	40
26	AF	37
27	FF	39
28	KJK	40
29	ZU	37
30	ANU	42
31	FAS	30

32	AM	41
33	HA	39
34	HM	32
35	MIU	45
36	NI	45
37	AP	39
38	KAQ	47
39	HRA	45
40	AW	54
41	LH	46

For knowing the average values about anxiety in presentation using English the researcher is used the pattern.

$$M_x = \frac{\sum X}{N}$$

M_x = mean (average)

$\sum X$ = Total of variable X

N = Number of Cases

$$M_x = \frac{1600}{41}$$

$$M_x = 39,025$$

Table 17 Category of Anxiety Existence

No	Score	Meaning
1	43-56	Strongly Exist
2	29-42	Exist
3	15-28	Not Exist
4	0-14	Strongly Not Exist

According the result above in 15 questions in questionnaire that given to 41 respondents of English Education Department Freshmen which questions related to anxiety in Presentation using English is Anxiety does Exist Category. It showed that the average value of questionnaire is 39,025 which mean anxiety is in exist category.

The Factors of Students' Speaking Anxiety in Presentation

In order to identify the factor of students speaking anxiety, the researcher conducted some interviews towards freshmen of 1C students in UIN Walisongo Semarang. Six students waschoosen to be respondents as the score from the questionnaire, and students with the highest score was choose as respondents. The questions asked are written first in

interview guidelines. Questions are asked one by one and directly answered by the respondents. These questions totaling about 11 key questions, leading to background of respondent, response of the anxiety, and the factor that cause respondents' anxiety during presentation in front of the class.

According to Dornyei and Subasu in M Shaukat Ansari, the common sources can be enumerated as fear of making mistake, test and assessment, social comparison, and competition (Dornyei, 2001), negative evaluation and perceived low ability (Subasu, 2010). From interview result earlier, the researcher can highlight the factor that cause students' speaking anxiety in presentation of English Department Freshmen in UIN Walisongo Semarang.

From the first interview result with the respondents, the reason of the anxiety in every presentation because of the overthinking and lack of preparation and test. however, the lack of students' preparation before presentation could make she/ he feel anxious during presentation, the students' will be worry when the other students or the teacher will ask her/ him about the material of presentation, when he/ she did not prepare well, it could make anxiety arouse. The other reasons of students' speaking anxiety during presentation are bad experience and lack of pronunciation. Student with bad experience in speaking has a bad memory about speaking, and always feel anxious in every time he/ she speak in front of many people, in this case in class presentation. Students who are not able to pronounce the English word correctly, will feel afraid to speak in front of many people. He/ she will feel afraid of making mistakes and laughed at by other students when he is wrong in pronunciation of the word in English (Interview).

Low self-confidence, and low- proficiency are the other background of students speaking anxiety in this case in presentation. Student with low self-confident always feel that the other students are smarter than him/ her, and low proficiency for instance grammar, vocabulary, and pronunciation. And the last factor of students' speaking anxiety in presentation according to the interview result conducted before is afraid of making mistake. The students' thought that as English learners, they must speak English flawlessly without any missing pronunciation or grammatical. Based on the interview the negative of being thought perfectionist made them to become anxious or worry in speaking in front of the other students in this case in presentation.

From the data analysis result, the researcher found that speaking anxiety of English Education Department Students of UIN Walisongo was in exist category. The highest

score of speaking anxiety is 54, the lowest score is 26, and the average is 39.025. And based on the interview result, the researcher found that reasons of speaking anxiety in presentation are overthinking, lack of preparation, bad experience, low proficiency, low self- confidence, afraid of making mistakes, and test.

CONCLUSION

Anxiety is undeniable; it is one of the realities that sometimes exist. It will disturb the process of language learning and the students can't achieve the maximum result. Learners can easily feel anxious when exposed to foreign language situation. Anxiety often happens when student does presentation, moreover freshmen of English Department Students.

Giving presentation in front of the class will be a problem for some students who have lack of confident. Speaking anxiety gives an essential problem on speaking as performance. Teacher needs to know the source of their anxiety to cope the students and encourage them to do better presentation in front of the class. There are many ways how to reduce the anxiety that sometimes happen to freshmen especially. A good lecturer should understand students who sometimes feel nervous or uncomfortable in doing presentation. The lecturer should motivate them all the time to reduce their anxiety in order their task in presentation will run well and smoothly.

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