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AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN PERFORMING IMPROMPTU PRESENTATION

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Abstract: This study explores speaking anxiety among students during impromptu presentations. Speaking anxiety, characterized by discomfort and excessive worry, can impact students' well-being and necessitate social support. The research investigates students' experiences and influencing factors using a qualitative case study approach. Data was collected from 35 tenth-grade students at MAN 1 Garut through questionnaires and interviews. The questionnaire reached 35 participants from class X-4, while interviews involved 4 selected students. Results reveal that most students experience anxiety during impromptu presentations, manifesting as nervousness, mental withdrawal, and fear of making mistakes or negative judgments. To mitigate speaking anxiety, teachers can employ strategies such as improving body language and eye contact. The study emphasizes the importance of teacher support and motivation in helping students overcome anxiety. For students, the findings underscore the commonality of speaking anxiety and the need for more practice and mental health awareness when facing spontaneous presentations. Teachers' sensitivity and patience are key to addressing this issue effectively.

Keywords: speaking; speaking anxiety; speaking performance; speaking impromptu presentation

INTRODUCTION

The purpose of teaching English in speaking classes is to enhance students' language communication skills. According to Rika (2020), classroom interaction is crucial for effective learning; thus, teachers play a central role in guiding student. Teacher and student interactions include teaching materials, answering questions, providing feedback, and helping students overcome learning difficulties. Positive communication methods and teacher support can boost student motivation. These interactions foster an engaging and effective learning environment.

Nevertheless, as indicated by Constantine, Vida, Popescu et. al(2015) in Rina and Wawan(2020), for most English learners in Indonesia, learning English was acquiring basic skills and language characteristics. Learning basic skills is a hobby or talent that allows a person to do s/his job well. Linguistic features, characterized by the student's specific language style, aid communication. According to Robbins & Judge (2018, p. 71), the acquisition of

basic skills is an individual's ability to perform various tasks in a particular job. Linguistic features are a type of linguistic style presented in the form of sentences and paragraphs which are used as a means of communication, both orally and in writing, to convey thoughts and ideas to others in an easy-to-understand way. McNamara (2010) highlights that these encompass mechanical aspects of language, such as sentence structure and grammar. Effective texts exhibit good linguistic traits, using scientific language to convey relevant statements and logical support.

Selecting an appropriate strategy is pivotal in shaping the learning environment and interactions. Instructors must consider learning goals, student traits, context, and personal values. It might necessitate stepping out of comfort zones to implement novel strategies.

Complex speaking skill acquisition involves addressing sociocultural and linguistic factors. Negative attitudes can hinder presentations, contrasting with the issues discussed here. Insufficient preparation time is a significant challenge, inducing anxiety during impromptu English presentations, as noted by Rika (2020).

Previous research on speaking anxiety demonstrates its detrimental effects on students. For instance, when students are required to perform spontaneous presentations before a class audience, it triggers mental withdrawal for those grappling with speaking anxiety which is a significant hurdle in foreign language learning (Mulyani, 2018; Tercan & Dikilitaş, 2015). The origins of speaking anxiety are multifaceted, stemming from internal and external factors. This study delves into students' speaking anxiety and the causative elements within English classes. The research aims to assess the impact of speaking anxiety on students' speaking performance. Common of speaking anxiety include nervousness, speech difficulties during presentations, diminished focus, unusual bodily reactions, and personalized triggers for anxiety. These triggers encompass limited vocabulary, self-doubt, fear of errors, and insufficient preparation. Furthermore, factors such as peer and teacher responses, as well as the teaching approach, contribute to students' speaking anxiety.

The previous study provided a detailed explanation based on research on students' speaking anxiety and its relationship to students' speaking performance in language classes. The study describes the findings of several studies and provides information about the factors that cause speaking anxiety, the differences between male and female students in terms of speaking anxiety, and how speaking anxiety can affect students' speaking performance (Ahmed, Pathan, & Khan, 2017; Damayanti and Listyani, 2020; Djahimo, Bili Bora & Huan, 2018; Mohtasham & Farnia, 2017; Saputri, 2017; Suparlan, 2021). Meanwhile, the current research emphasizes important points in previous research and emphasizes more on the important role of a teacher in overcoming students' speaking anxiety.

METHOD

The study was conducted to 35 high school students, comprising 24 girls and 11 boys, from one of the tenth-grade classes in Garut. Participants willingly completed questionnaires and interviews while being observed. The qualitative research methods employed data collection through questionnaires and interviews. A case study approach aligned with qualitative methods, following Creswell's (2012, p. 19) research planning, implementation, and evaluation framework, maintaining a structured and systematic process according to Webster (2012). The procedure involved meeting participants, seeking permission, conducting interviews about their experiences using English, and analyzing the interview data. The 15-question questionnaire identified students' speaking anxiety experience acquisition issues and the students' causes. Data were selected based on the highest to lowest percentage scores on the Likert Scale. The analysis involved summarizing questionnaire data to explain indicators and providing 5 questions to interview participants. Interview data collaborated with the questionnaire, involving a link page Google Forms accessed by 4 participants selected from a total of 35 students.

RESULTS AND DISCUSSION

This research was conducted in one of the X-4 high school classes in Garut. The researcher observed the speaking class students through data analysis using questionnaires and interviews which were distributed via the Google Forms link page to be filled out by the participants. After the data was collected, the researcher began compiling the participants' answers and grouping them. The researcher copied the students' answers into a file to be tidied up and further analyzed. The data was in the form of students' experience of speaking anxiety when making impromptu presentations in language class. The results will be discussed in the following parts:

How Do Students Experience Speaking Anxiety When Making Impromptu Presentation

In this section, the first research questions that the researcher was formulated as follow “How do students experience speaking anxiety when making impromptu presentation?” The researcher used Google Forms to conduct an open-ended questionnaire. This questionnaire consists of fifteen statements separated into three indicators; student feelings, student weaknesses, and student benefits during impromptu presentations. The data analysis result was aimed at finding out how students experience speaking anxiety when making impromptu presentations. This first research question has been answered by the questioner which has been adapted from Saputri (2017) and Damayanti and Listyani (2020). The data was obtained with a simple rating scale questionnaire; strongly agree (SA); agree (A); disagree (D); strongly disagree (SD), and evaluated by computing the percentage of each Questionnaire based on some indicators using percentage.

$$P = \frac{Fq}{N} \times 100\%$$

Where:

P = Percentage from Test and Questionnaire

Fq = Number of Frequency

N = Total Samples

The researcher chose questionnaire data with the highest value to the lowest percentage score on a Likert scale. The researcher then summarizes the questionnaire data into a file to explain it based on the indications of the questionnaire. The first indicator was whether or not students had anxiety in learning English during impromptu presentations in class. In addition, the results of the questionnaire were also correlated with the theory to strengthen the findings. In this case, the results of the student questionnaire are presented in pie chart 1, 2, 3:

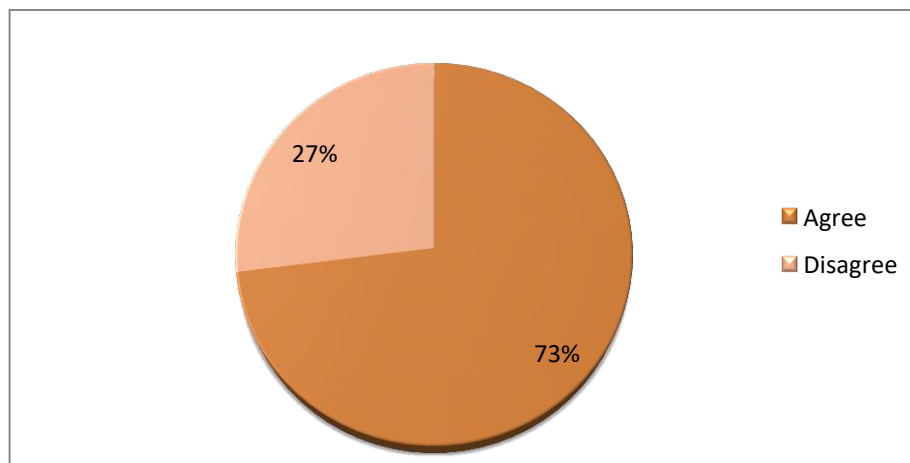


Chart 1. Students' feelings about impromptu presentations in class

Based on the first indicator (Chart 1), the feelings of most students with a percentage of 73% agree that learning to speak through impromptu presentations in English students are afraid of being asked questions by the teacher and other students when the presentation is finished, afraid of being evaluated negatively, and afraid of making mistakes. Meanwhile, there were 27% of students did not agree with this statement, they felt challenged and trained when they received instructions from the teacher for spontaneous presentations in speaking class. It can be concluded that some students do not have a problem with the impromptu presentation learning method or technique.

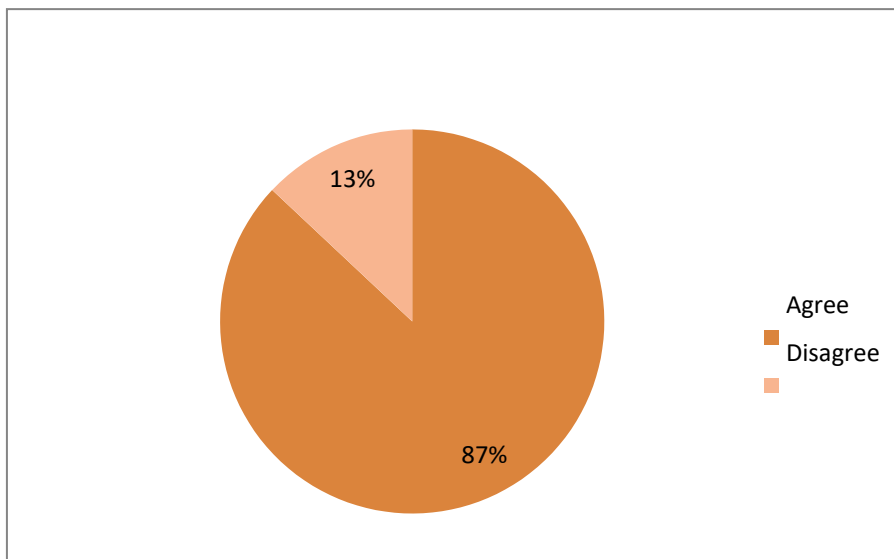


Chart 2. Weaknesses of students' when impromptu presentations in class

Another findings is based on the second indicator (Chart 2). It revealed that most students with a percentage of 87% agreed that learning to speak using impromptu presentations in full English made students lose ideas, forget words, and feel nervous. Meanwhile, 13% disagreed with this statement. It can be concluded that most students will continue to follow the learning according to the teacher's directions, and over time they will also understand if accompanied by continuing to learn and understand impromptu presentation techniques in a foreign language.

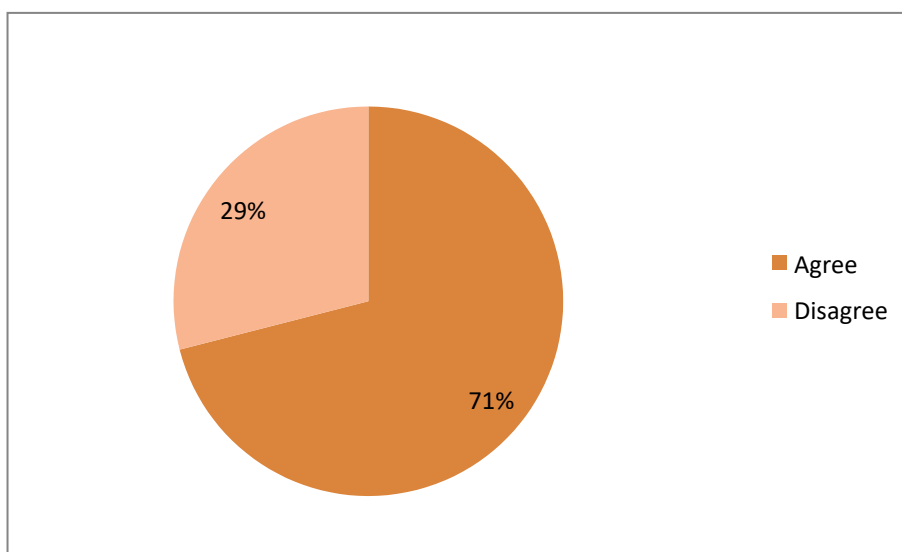


Chart 3. Students' Questionnaire on the Benefits of Speaking in Front of the Class when the Teacher orders the Students to give impromptu presentations

The findings based on the third indicator (Chart 3) revealed that some of the students with a percentage of 22% agreed that learning to speak English when making impromptu presentations, made them like it because it would increase vocabulary, improve pronunciation, and deepen knowledge. Meanwhile, 78% disagreed with this statement. However, as a result, it can be concluded that most students will continue to use the method established by the language teacher so that they can have other abilities to develop English and practice it in presentations.

Based on the analysis of the questionnaire data, it highlights the multifaceted nature of impromptu English presentations in the classroom as reported by Nawi & Yasin (2015) and Saputri (2017). While these presentations offer an opportunity to assess students' speaking abilities and communication skills, they can also evoke anxiety stemming from the fear of forgetting words or ideas during the presentation, leading to feelings of nervousness and insecurity. This lack of self-confidence often acts as a catalyst for anxiety, as students may question their language proficiency and doubt the quality of their presentations. Additionally, apprehension arises regarding post-presentation audience questions, with concerns about providing satisfactory answers or responding at all. Consequently, students express a strong expectation for continuous motivation, constructive feedback, and opportunities for skill development from their teachers. However, despite the anxiety-inducing aspects, impromptu presentations are acknowledged as valuable exercises for enhancing overall communication skills. It is concluded that the questionnaire results underscore the prevalent anxiety and perceived unpreparedness among students when tasked with impromptu language assignments involving presentations.

What Factors affect the students' speaking anxiety in performing impromptu presentation

This section is to answer the second question: "What factors affect the students' speaking anxiety in performing impromptu presentations?" The aim is to find out what experiences, feelings, and factors are related to students in language classes through impromptu presentations. The following was the interview data obtained from the five interview questions conducted to 4 students selected from a total of 35 students in a high school in Garut. In this case, the results of the students' interviews were presented in Table 1, Table 2, Table 3, Table 4, and Table 5. The Table 1 describes the result of 1st interview question:

Table 1. The results of 1st interview question

No.	Interview Questions	Students' Answers
1.	What matters anxiety you when you deliver an impromptu presentation? Is it because of your knowledge of the English language, or because you're afraid of failing and getting bad reviews from other friends, or because you had an unpleasant experience?	Student 1: I feel anxious during impromptu presentations mainly because of my limited English language skills. I'm afraid of stumbling or making mistakes. Student 2: Impromptu presentations make me nervous because I worry about not delivering the content effectively and receiving negative feedback from peers. Student 3: For me, it's a mix of both language concerns and fear of failing. I had a bad experience once, and it affected my confidence. Student 4: I feel anxious during impromptu presentations due to a past unpleasant experience. I fear making mistakes and being judged by others.

Based on the responses provided by the students to the first question in Table 1, responses reveal that a specific group of participants exhibited anxiety and fear, largely attributed to negative past encounters with impromptu presentations in front of peers. These adverse experiences have notably influenced their apprehension and disinclination towards spontaneous speaking in classroom settings. This emphasizes the enduring impact of past incidents on current speaking anxiety, emphasizing the role of prior experiences in shaping individuals' emotional reactions and attitudes toward public speaking situations. It is concluded that the interview findings underline how past negative encounters significantly shape individuals' apprehension towards impromptu presentations, highlighting the importance of addressing these past incident influences to alleviate speaking anxiety. The next Table 2 informs the result of 2nd interview question.

Table 2. The results of 2nd interview question

No.	Interview Questions	Students' Answers
2.	Do you like impromptu presentations? Why? Tell me more about your answers!	<p>Student 1: I don't particularly enjoy impromptu presentations because I prefer having time to prepare and organize my thoughts.</p> <p>Student 2: I find impromptu presentations challenging, but I like the spontaneity and how they push me to think on my feet.</p> <p>Student 3: Impromptu presentations can be exciting, but I still prefer having more time to plan and feel confident.</p> <p>Student 4: I enjoy impromptu presentations as they help me develop quick thinking and adaptability, but they also make me nervous.</p>

Analysis of the second question in Table 2 students' data underscores the nuanced perspectives of students regarding impromptu presentations. While some of the students expressed a lack of enjoyment due to a preference for prepared presentations that allow for organized thoughts, a considerable number felt less confident and experienced anxiety when required to present without prior preparation. Conversely, students also appreciated the spontaneity of impromptu presentations, recognizing their role in cultivating quick thinking and adaptability skills. This balance between comfort and challenge highlights the potential benefits of impromptu presentations in fostering adaptability; yet the majority still leaned towards structured presentations that afford more planning time for enhanced confidence. It is concluded that the interview findings showcase the divergent viewpoints among students, revealing both the challenges and benefits of impromptu presentations, ultimately emphasizing the importance of striking a balance between structured preparation and the development of on-the-spot communication skills. Meanwhile, the highlights of students greater confidence when participating in impromptu group presentations is presented in Table 3.

Table 3. The results of 3rd interview question

No.	Interview Questions	Students' Answers
3.	Do you feel more confident speaking in the teacher's random group assignment method than presenting it yourself in front of the class? Why do you think so? Will this make learning in speaking classes more comfortable?	<p>Student 1: I feel more confident in random group assignments because the pressure is shared, and I feel less exposed.</p> <p>Student 2: I prefer speaking in a group as it feels less intimidating than presenting alone in front of the entire class.</p> <p>Student 3: I feel more convenient in random group assignments as I can support and be supported by my peers.</p> <p>Student 4: I find presenting in a group more comfortable because we can help each other and share the responsibility.</p>

The students' answered analysis to the third question in Table 3 highlights that the students exhibit greater confidence when participating in impromptu group presentations due to the shared responsibility and reduced pressure among group members. Presenting as part of a group is perceived as less intimidating compared to facing the entire class individually. This increased comfort stems from the supportive atmosphere and the presence of peers. The findings emphasize students' preference for and confidence in group presentations, driven by the perceived distribution of pressure, enhanced ease in speaking before peers, and the ability to offer and receive support within the group. It is concluded, that the interview results underscore that students find increased confidence and comfort in impromptu group presentations, primarily attributed to the collaborative and supportive nature of such settings. Regarding the the pivotal role that peers played during impromptu presentations is described in Table 4.

Table 4. The results of 4th interview question

No.	Interview Questions	Students' Answers
4.	Do you think your friends are willing to make you feel confident in impromptu presentations? Mention the reason.	<p>Student 1: Yes, my friends are supportive during impromptu presentations. They provide encouragement and constructive feedback.</p> <p>Student 2: My friends are helpful as they give me tips and cheer me on during impromptu presentations.</p> <p>Student 3: I'm lucky to have supportive friends who boost my confidence and give positive reinforcement during impromptu presentations.</p> <p>Student 4: My friends are essential in helping me feel more confident. We practice together and offer moral support.</p>

The analysis of the fourth question in Table 4 underscores the pivotal role that peers played in enhancing students' self-confidence during impromptu presentations. The findings highlight that peer support, advice, and encouragement significantly contribute to students' comfort when confronted with spontaneous presentation assignments. This outcome affirms the influential impact of peer assistance in fostering self-assurance in public speaking scenarios. Through the provision of help, guidance, and positive reinforcement, peers effectively alleviate anxiety that often accompanies impromptu presentation tasks. This underscores the vital role of social interaction within educational settings, shaping the students' self-perception of the students' speaking skills and emphasizing the potent positive influence of peers in overcoming English learning challenges, particularly in the realm of impromptu presentations. The students' answer of last question is given in Table 5. The last interview question deals with the pivotal role of teacher during impromptu presentation as illustrated in Table 5.

Table 5. The result of 5th interview question

No.	Interview Questions	Students' Answers
5.	Do you think the teacher encourages you to increase your speaking performance by providing positive feedback? What feedback did you get from your English teacher in your class?	<p>Student 1: Yes, my teacher's positive feedback motivates me to improve my speaking skills. They praise my progress and effort.</p> <p>Student 2: My teacher's encouraging words and feedback inspire me to work harder on my speaking abilities.</p> <p>Student 3: Positive feedback from my English teacher helps me build confidence and strive to do better in speaking classes.</p> <p>Students 4: My teacher provides constructive feedback, which helps me identify areas for improvement and boosts my motivation to speak better.</p>

The fifth analysis of student feedback (Table 5) underscores the pivotal role of the language teacher in shaping the students' learning journey. Through the teacher's valuable and constructive feedback, students gained insights into areas that needed improvement, fostering not only a sense of confidence but also a heightened motivation to excel. This support system translated into tangible academic progress, evident in the students' improved language learning outcomes. The teacher's engagement in providing feedback not only cultivated a positive learning atmosphere but also empowered students to embrace challenges with enthusiasm. The outcomes suggest that the teacher's supportive approach significantly contributed to heightened self-assurance, increased effort, and ultimately, enhanced achievements in English language acquisition during impromptu presentations.

Based on the analysis of the interview results, it can be concluded that many factors affect students' speaking anxiety which in line with the study conducted by Mulyani (2018) and Suparlan (2021). For example, when students suddenly have to appear in front of the class to carry out presentations, of course, that would cause students' mental withdrawal, feelings of anxiety, nervousness, and fear of making mistakes. On the other hand, the researcher revealed that in that class the teacher also participated in motivating and supporting students so they didn't have excessive feelings of anxiety because was made them even more depressed and uncomfortable when learning in language class.

How Do Students Experience Speaking Anxiety When Making Impromptu Presentations

It has been discussed previously the first findings related to students' experiences in learning English and how students experience speaking anxiety when making impromptu presentations in a language class for 35 students in a high school in Garut. The researcher found that most of the students had a lack of vocabulary, grammar, and overall weak English speaking. However, questionnaires and interviews given by researchers to students proved that some students preferred to speak a second language because it can add insight, train mentality and anxiety, build self-confidence, practice grammar, and increase vocabulary, as stated by Richards (2008, p. 16) speaking is one of the important skills in learning English. It is a productive language skill that enables individuals to communicate their thoughts, opinions, and feelings effectively with others. Likewise, proficiency in speaking is also often used as a measure of success in learning a language, as good speaking skills, knowledge of topics, self-confidence, and the use of appropriate voice intonation and facial expressions contribute to successful speaking performance. Different experts propose different definitions of speaking, but generally, it involves the use of language orally to communicate with other people. This included the application of grammatical rules to express thoughts and feelings in language and included the fluency, understanding, and processing of information in communicative contexts. Then, the researcher would discuss the similarities and differences between the previous research and the current research. Following the similarities in previous research, the experts only explained the meaning of speaking anxiety. But there are also differences, in this study the researcher found the experience and factors of students' speaking skill along with their explanations of speaking anxiety.

The researcher found the experienced students' speaking anxiety when making impromptu presentations: 1) Most of the students have speaking anxiety English language; 2) the students are afraid of being negatively evaluated by their teachers and friends; and 3) the students are also afraid of being asked questions and worry about not being able to answer them properly when the presentation is over. In addition, students find it difficult to find ideas when achievements take place, students feel anxious if run out of words when standing in front of the class. On the other hand, it can be said that the statement above was a student's weakness, because everyone may have their strengths and weaknesses. However, besides that, there are also benefits for the students when making impromptu presentations. Students are required to continue practicing and always have previous preparations even though impromptu presentations are not scheduled deliberately to train mentally and better pronunciation. Also,

the students can have additional vocabulary, and increase knowledge and experience to be able to perform even better. As stated by Nawi and Yasin (2015), spontaneous presentations devoid of prior preparation, contrast with public speaking, which requires a willingness to plan, prepare, and practice. Such learning was vital for fostering self-reliant, active, and consistent English proficiency among students through impromptu presentations. The students should embrace the notion that delivering speeches on any subject isn't arduous. The key was initiating practice with strong thinking skills.

What Factors affect the students' speaking anxiety in performing impromptu presentation

The second finding was about what factors influence students' speaking anxiety during impromptu presentations. The researcher found that several factors contribute to speech anxiety, including self-confidence, fear of negative evaluation, limited vocabulary, grammar problems, and attitudes toward English. Strategies such as preparation, seeking support, and practicing in a supportive environment can help overcome this anxiety, as stated by Creswell (2017) speaking anxiety is a psychological condition in which individuals experience excessive fear and nervousness when speaking in public or in a second language like English. It can hinder effective communication, affect daily life, and affect social and work relationships. A teacher must also be able to play an important role for students. Some things that can be done are to frequently motivate students who have speaking anxiety to continue to practice English well so that they can reduce excessive fear and anxiety during impromptu presentations in language classes. It can be concluded that speaking is an important skill in language learning, and speaking anxiety can hinder students' speaking ability. Impromptu presentations offer an opportunity for students to practice and build confidence in speaking spontaneously. Creating a supportive language environment and implementing effective strategies can help improve students' speaking skills and reduce speech anxiety.

The factors of students' speaking anxiety during impromptu presentations can involve several interrelated elements. First, the feeling of being unprepared and the lack of adequate preparation can trigger anxiety because students do not have time to plan the contents of the presentation. Second, the feeling of performing in front of others quickly without the opportunity to thoroughly prepare can lead to fears of poor performance or failure. Third, uncertainty about the topic or material to be presented can also increase anxiety because students feel they do not have full control over the information to be conveyed. Fourth, attention and judgment from classmates or teachers can be an additional burden, worrying about the possibility of negative assessment. Taken together, these factors contributed to students' speaking anxiety at impromptu presentations, influencing their comfort and confidence in the situation. As stated by McCroskey (1970), there are internal psychological factors that influence speaking anxiety. People with speech anxiety are often afraid of being rejected or shunned by others because of their inability to communicate. Speech anxiety was not only related to foreign languages but also to the general communication context. These factors, including concerns about judgment, failure, and rejection, can significantly affect a person's ability to communicate confidently and effectively in a variety of situations.

CONCLUSION

The main objective of this study was to explore students' experiences and feelings related to impromptu presentations in English class. To achieve this, the study used a two-pronged approach. First, a set of 15 questions from the questionnaire was distributed to 35 participants via a Google Forms link, resulting in a written response. Collected data is analyzed, quantified and then interpreted as a percentage. Second, 5 interview questions were asked to a smaller group of 4 participants selected using the same link page Google Forms data collection method used in the questionnaire. This approach allows for a deeper exploration of the research questions of the present study.

Based on the results, several conclusions can be drawn. First, in a foreign language class with 35 students, most of them felt nervous and insecure at the time of facing impromptu presentations in English. However, the opposite view emerged, with some students feeling less anxious and seeing these exercises as challenges to help improve their skills. Second, the teacher's support and motivation boosted the students' confidence greatly. Conducted at a high school in Garut, this study uses questionnaires and interviews to explore participants' experiences, whose responses form the main findings.

In summary, this study highlights that the process of participating in impromptu presentations builds students' mental resilience and confidence, helping to reduce anxiety about unprepared presentations suffered before. Speech-related anxiety is a common phenomenon, especially in educational settings. Thus, language teachers play a central role in encouraging and motivating students to progress in second language expression. While acknowledging the limitations of this study, future scholars interested in the field are encouraged to embark on further research to gather specific information and to expand the analysis to better understand the student experiences in impromptu presentations. We recommend engaging a larger number of participants to capture more views. Diversifying the context with the sources described can help deepen a student's experience in impromptu presentations in the language classroom.

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