
EXPLORING UNDERGRADUATE PUBLIC SPEAKING ANXIETY: A NARRATIVE INQUIRY WITH EFL STUDENT IN INDONESIAN UNIVERSITY

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ABSTRACT

What have to do for undergraduate student in EFL student to identify public speaking anxiety based on student experience. This research exploring undergraduate student public speaking anxiety experience. To know about public speaking anxiety undergraduate with EFL student. Can be identifying public speaking anxiety when on the performance This study was drawn upon constructivism paradigms. We employed the qualitative narrative inquiry Barkhuizen et al., 2014 Clandinin & Connelly, 1996 Connelly & Clandinin, 1990) to extract their experiences in such settings. We considered this inquiry as the most appropriate research design as it can exploring the undergraduate student public speaking anxiety with EFL student in Indonesian University. Two people in all voluntarily participated in this study. When it came to choosing participants, we used the ethical selection techniques suggested by Hammersley and Traianou (2012). First and foremost, researchers must honor the abilities and viewpoints of each participant in this study. The participants in the study have the right to revoke their consent at any moment, and the researcher must receive a letter of consent from them in order for them to enroll in the study. This study was designed to explore the experiences of undergraduate students for public speaking anxiety during speaking in the classroom. Including students' performance, interaction student with audience. The interview was part of a study by Hook, Valentiner, and Connelly (2013) that looked into the causes and effects of performance anxiety and interaction anxiety among students in a classroom. When asked if their students' fear was related to speaking in front of others or to learning a second language, participant said that her pupils' worry was "purely performance-

related." Additionally, participant mentioned that speaking in front of others was easier for her students to do if either only the teacher or a small portion of the class listened. She added that she could observe her students putting forth their best effort when this happened.

Key Words: *Speaking anxiety, confidence, nerves*

INTRODUCTION

One needs to make preparations that support appearing in public if they want to appear to speak flawlessly in front of an audience or on stage. Speaking in public is the most commonly reported fear in the general population (Dwyer & Davidson, 2012; Sawyer, 2016). Speaking in public the art of communicating orally to convey ideas, ideas, messages and opinions that aim to inform, entertain, influence and be carried out in front of an audience. Anxiety is the sensation we get when we are anxious or terrified about something. Anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry about everyday things. It is an b unrealistic, or out of proportion constant worry that dominates and interferes with daily functions like work, school, relationships, and social activities (ZiasSuleimenova,2013).

Anxiety about speaking English as a foreign language still affects the successful acquisition of English language skills and adaptation to the social and academic environment will be fortunately for these students. Speaking anxiety is a social anxiety disorder and refers to the anxiety that an individual experiences when giving a speech or preparing to speak in front of others. Public speaking anxiety represents a cluster of evaluation feelings about speech-making public speaking was related to interest in answers to different types of questions about an impending speech.

However, performance anxiety can manifest itself in many ways and can be caused by many factors such as flaws in communication between instructors and students, undesired grades, or other factors such as socioeconomic, gender or assessment issues. If the cause of the problem is not identified and help is not offered to students, these anxious thoughts might haunt students in societal context such as social groups, work related assignments, family or; communication in general where the students need to take the floor (Al-Issa & Al-Qubtan, 2010). For some scholar, anxiety significantly learning outcomes. Foreign language students frequently claim to experience "mental barriers" that prevent them from learning and express feelings of stress, worry, or anxiety while they learn the

target language. (Dall,1991). Literature said about anxiety symptoms of public speaking anxiety can present in a variety of ways, including physical symptoms, unreasonable thoughts (such as "I'm concerned I'll appear incompetent"), altered emotions, and avoidant conduct (Daly et al., 1997).

One third of the general population reports excessive anxiety when speaking to a larger audience, and a third of this group reports some clinically significant distress or impairment due to their PSA (Stein, Walker, & Forde, 1996). According to Ellist and Morris (1967), anxiety reactions can be classified as reflecting worry or emotion. Physical and behavioral responses that are characterized as emotional include blushing, a beating heart, and fidgeting. Cognitive responses like negative self-talk or thoughts unrelated to the job at hand are referred to as worrying (Zeidner 1998; Naveh-Benjamin 1991). Because it uses up cognitive resources that could be used for the activity at hand, like speaking a foreign language, worry is regarded to be the more incapacitating of the two (Tobias 1985).

In recent years, a growing body of literature has investigated these issues in various contexts. Horwitz and colleagues defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process" (Horwitz, and Cope 1986; Horwitz 1986). They believed that the construct of foreign language anxiety was more than the sum of its parts. Students frequently describe speaking in the foreign language as their most nerve-wracking experience. We are aware that speaking in public while speaking one's own tongue is frequently accompanied by anxiety and panic (Daly and Stafford, 8; McCroskey, 20, 21), and numerous researchers have discovered that speaking a foreign language in class may also be quite anxiety inducing. Compared to reading, writing, or listening, speaking is more prone to worry. Speaking was the language ability about which language learners felt the most anxiety, according to Horwitz, Horwitz, and Cope (15), while speaking-oriented activities earned higher anxiety ratings from language learners than any other in-class activities, according to Koch and Rrrell (18, p. 113). Recent research by Price (25, p. 105) She writes, "having to speak in the foreign language in front of peers" was the largest source of concern, describing the agony her interviewees frequently felt when required to do so. Students show significantly less anxiety in reading class than in discussion class, which contributes to teachers' and students' intuitive perceptions that language classrooms requiring oral communication are more

anxiety-provoking than those requiring less speech. (kim,1998).in hence,

Accordingly, this research aims to explore undergraduate student in public speaking anxiety when in the classroom. Which one the participant can be to know and overcome the speaking anxiety. The findings of this current study can bridge the gap in the existing literature in providing insights for university lecturers about the learners in EFL setting classroom.

METHOD

This study was drawn upon constructivism paradigms. We employed the qualitative narrative inquiry (Barkhuizen et al., 2014; Clandinin & Connelly, 1996; Connelly & Clandinin, 1990) to extract their experiences in such settings. We considered this inquiry as the most appropriate research design as it can explore the undergraduate student public speaking anxiety with EFL student in Indonesian University. Two people in all voluntarily participated in this study. When it came to choosing participants, we used the ethical selection techniques suggested by Hammersley and Traianou (2012). First and foremost, researchers must honor the abilities and viewpoints of each participant in this study. The participants in the study have the right to revoke their consent at any moment, and the researcher must receive a letter of consent from them in order for them to enroll in the study.

To explore one of the researcher's personal experiences utilizing Orai Application to conduct his public speaking learning activities, this auto-ethnographic study generate the data for developing self-narratives through several procedures as follows, (1) making a rooster about the plan for public speaking learning activities, (2) evaluating and reflecting on the results of public speaking learning activities through Orai Application on daily basis, (3) writing self-narrative diary journal after each of the learning session. Further, to analyze the generated data, this study employs thematic analysis (Braun & Clarke, 2006) following these steps: (1) repeatedly reading the generated data in order to familiarize ourselves with the data, (2) giving the generated data a code, (3) giving each codes themes, (4) reviewing themes, (5) defining and naming themes, and (6) presenting the analysis report.

RESULTS AND DISCUSSION

In the current study the participants (n=1) were Indonesia university student recruited. Nervousness may cause some student to avoid and delay signing up for the foreign language course, while other students may make up illnesses in order to skip class or hide in the back row, lying on their desks. For instance, because anxiety

slows down their ability to process information, anxious pupils may find it difficult to follow a spoken discourse in language classes. Naturally, the words or phrases cannot be processed or used later if they are not entered into the system. Students' nervousness throughout the processing phase can affect their speaking correctness and fluency.

Students may not be able to acquire new words, phrases, grammar, etc. when they are anxious since worry serves as a distraction. Students who take the time to think about material more carefully, integrate it with what they already know, and make an effort to comprehend both what they hear and how it is structured will have a greater comprehension of the language and how to apply it. Communication in a foreign language might be affected by anxiety arousal at the output stage. Many people have experienced "freezing-up" on a crucial test; they are aware of the right response, but it refuses to enter their minds. This occurs when anxiety interferes with the ability to retrieve information. When using the foreign language in speech or writing, similar effects can be seen. Even though the right word might be on the "tip of the tongue," nothing you do will make it come to mind.

No	STATEMENT	5	4	3	2	1
1	I never feel enough sure of myself when I speaking english	*				
2	I always panic when I start speaking english	*				
3	In a speaking class, I can get so nervous I forget things I know	*				
4	I fell confident if I speaking English with my friends			*		
5	I feel uncomfortable when my teacher speaking English to me		*			
6	I feel anxious while waiting to speak English.				*	
7	I want to speak less because I feel shy while speaking English.	*				
8	I dislike using my voice and body	*				

	expressively while speaking English.					
9	Even if I am very well-prepared I feel anxious about speaking English.			*		
10	I keep thinking that other students are better at speaking English than I.	*				
11	I can feel herat beating when I am going to be called On my name					
12	I always feel that the other students speak English better than I do.	*				
13	I can feel confious when I speaking English in the class			*		
14	I enjoy if I making conversation with my friends		*			
15	I still nervous when I speaking English even was make prepare well last night	*				

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Note :

- 5 : strongly agree
- 4 : Agree
- 3 : Undecided
- 2 : Disagree
- 1 : Strongly diasgre

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only the teacher or a small portion of the class listened. She added that she could observe her students putting forth their best effort when this happened.

Adding clarity, it may be said that language proficiency anxiety may be caused by feelings of insecurity related to not understanding the proper way to utter a phrase or mispronouncing a word, as well as general concerns about seeming foolish or saying a sentence incorrectly due to a lexical or grammatical error. Finally, participant made the observation that speaking concerns certainly English, but that English was more challenging because it is most students' second language. More crucially participant begin on a simpler or lower level for their classes before beginning a speech or presentation assignment, with brief impromptu speeches or "3-minute" presentations.

talks' on a specific topic, with some teachers allowing enough time for their students to get ready speaking before student have spoken. According to participant , "it depends on the assignment." what they must do, for instance, the "3-minute talk," where the major objective is that they don't have enough time to get ready. Participant can evaluate each by doing this. the student's impromptu speaking skills and how they respond to public speaking in a little bunch.

The results first showed that learners source of fear of negative evaluation that influences how often learners choose to communicate in

English classroom

"I still nervous when I speaking English even was make prepare well last night" Furthermore, due to a potential fear of appearing foolish, certain participants reported that they tended to study more in order to avoid mistakes during speaking activities. The following extract is typical in illustrating this point.

"I keep thinking that other students are better at speaking English than I".

In situations, the teachers are knowledgeable and equipped to provide anxious students with suitable and controlled classroom environments so they can feel less anxious and more comfortable speaking in front of others. Whether the anxiety has to do with performance or language proficiency, the teachers are knowledgeable and equipped to provide supportive services to students who struggle with speech anxiety. The answers provided by both participants even go into the areas of the two sub questions, "what obstacles (i.e. stress, anxiety) exist in the classroom for speaking, and what creates a speaker friendly environment (i.e.

confidence) within the classroom), as well as “how can teachers best support and assess English-speaking confidence during individual presentations in the classroom?”

In both cases, both interviewed teachers make it clear that being positive and clear with assignments, along with what control measures (class size, speech time) that can be implemented during speaking assignments, are key elements to limiting anxiety levels among their students.

Speaking fluency issues can come from a small vocabulary. According to Freed (1995) and Luoma (2004), fluency in speech refers to flow or smoothness, a controlled speaking rate, the duration of an utterance, connection, and the absence of excessive halting, unsettling hesitation indicators, and pointless repetitions. In the current research, a sizable several participants said they frequently paused to search for to use proper language, to arrange words properly, or to consider the material it was exceedingly challenging for them to speak clearly and fluently at the same time during a conversation. The participants additionally thought quite anxious and lost my train of thought while speaking in front of international students or one's peers. The finding on speaking anxiety in the foreign language classroom showed a broad overview of the pupils' educational experience. First of all, the majority of pupils did not devote much time to their English classes. Second, most of them had little experience traveling, researching, or conversing with peers to develop their English-speaking skills. In order for students to apply their information in the right context, they should be exposed to the proper use of language. In this study, I discovered that a large number of pupils experienced input that was unclear. They were concerned because they were confused by what their lecturers were saying. Some students thought of English as "a kind of language that I do not know," and the teacher was like a machine that created the language quickly for them (student A1, personal communication, March 2010).

CONCLUSION

Speaking anxiety can manifest itself within any speaker of English, whether native or second language speaker, speaking anxiety can prove to hinder advancing speaking in front of others due to several reasons (discussed below). Although, further discussion within an EFL context is that students that are in the process of learning of learning and improving their English as a second language potentially inhibit more anxiety than native speakers. This additional anxiety might stem from performing orally in a new language, elongating distance from the ‘safety’ and familiarity of their native

language. This, along with grasping different rules of grammar, language intonation, sentence structures would add to any pre-existing speaking anxiety that students may inhibit in their native language, but exacerbates when speaking a second language during the learning of process of it. the reasons for speaking anxiety are numerous and vary in different forms, degrees of anxiety, physical, and mental manifestations for every individual in a classroom, which has been explained by both interviewed teachers. The findings of this study demonstrate that having high levels of anxiety can have a number of negative effects, including a lack of confidence in one's abilities, difficulty speaking in front of an audience, minimal conversation participation, a failure to strike up a conversation, and ultimately becoming a self-conscious and inhibited speaker. And The finding on speaking anxiety in the foreign language classroom showed a broad overview of the pupils' educational experience. First of all, the majority of pupils did not devote much time to their English classes. Second, most of them had little experience traveling, researching, or conversing with peers to develop their English-speaking skills. In order for students to apply their information in the right context, they should be exposed to the proper use of language. The dread of failing, the panic, and the introduction of new content can all contribute to increased anxiety in language learners. All of these unfavorable circumstances may affect their desire to learn English, obstruct their progress, and ultimately affect how well they speak English. This research only one participant can be not to be generalization. Many people should participate in this study, which should use a quantitative approach to reach a bigger audience.

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