

THE VARIATIONS ON SPEAKING ANXIETY IN PRESENTATION BASED ON GENDERS

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Abstract: The majority of educational institutions require their students to be present in class. This study aims to investigate the factors that influence speaking anxiety among English language education students during presentations. The study takes a qualitative descriptive technique, experiences. Purposive sampling is used to choose participants from the University of Muhammadiyah in East Kalimantan. Data are gathered via surveys, observations, and interviews. The Foreign Language Classroom Anxiety Scale (FLCAS) is used to assess anxiety. The study's goal is to learn more about how kids feel and manage with speaking anxiety, which will have consequences for classroom practices and teacher interventins.

Keyword: *Anxiety, Speaking Anxiety, Presentation*

INTRODUCTION

One of the four essential skills for learning English is (Zumarnis & Putriani, 2023) Speaking activity is also a procedure used to exchange ideas, views, opinions, and other information from the brain, therefore it can be concluded, that speaking is a dialogic process that includes creating, receiving, and processing ideas, views, opinions, and other information given by speech organs and emotion (R. K & Alamelu, 2020). Students' primary aim when studying English is to develop language abilities, particularly speaking. The capacity to talk is the most significant skill that will be applied to society and even the entire planet (Amelia, 2022). On the other hand, many people find speaking in front of others scary, particularly when English is not their native language (Daflizar, 2024). Several variables influence it, including anxiety, which is a component of emotional issues (Fauziah et al., 2022). According to researchers, anxiety is a component that affects emotional problems in the English language where English is not their primary language, so many people are afraid to speak English in front of others.

Anxiety is a psychological disorder that makes learning a difficult process. It is characterized by tension, stress, and concern, and it is one of the primary emotional determinants of foreign language learners (FL) (Amelia, 2022). Particular scenarios or stimuli, including public speaking, tests, or engaging in class, can induce specific situational anxiety, which frequently results in anxiety in educational settings (Daflizar, 2024) Students' attempts to study might be hampered by negative emotions including anger, anxiety, and which makes it harder for them to grasp and concentrate on their studies much like it does for other students (Farahdila Anggita & Tono Suwartono, 2020). According to researchers, what makes it difficult for students to have English conversations is speaking nervously so many of them find it difficult to understand and focus on their learning like other students do.

Anxiety about learning a foreign language may be influenced by gender, as males and females might have distinct learning traits in the classroom (Amelia, 2022). Students who are better at learning English are male students, while female students tend to show higher anxiety than male students in English classes (Saputra et al., 2023). One important aspect that has been identified for foreign language learners is gender. There are certain differences in foreign language acquisition between men and women that schooling cannot completely resolve (Amelia, 2022).

According to (Putri 2017) Anxiety problems are studied from a variety of different points of view that focus on factors that have a relationship with student anxiety, several studies find speaking activities cause an inability to understand and fear of negative evaluations then the main factor causing student learning anxiety is the teacher himself (Amiyanti, 2023). The majority of educational institutions require their students to be present in class. Giving presentations in class can be a difficult experience for students, but it can also be a rewarding learning opportunity (Kristanti & Hidayat, 2023). Presentations in front of the class cause problems of speaking anxiety and the task of teachers need to know the sources of anxiety in students to overcome and encourage them to present confidently in front of the class (Huda & Ma'mun, 2020). According to the researcher, teachers must know and solve the problem of anxiety in speaking English in students which affects students' confidence to present in front of the class.

According to researchers, there are various occurrences of speaking anxiety that exist at some institutions when doing presentations, indicating the need for adaptability and confidence, as confirmed by several studies on presentations. Students are very susceptible to anxiety when speaking during their presentations, and students must begin to adapt to the task of doing it like that. (Almira et al., 2018). Some students will find it difficult to present in front of the class if they lack confidence. An important issue with speaking as a performance is speaking anxiety (Huda & Ma'mun, 2020).

The study examines the relationship between three Chinese students' speaking-in-class anxiety and their presentation performance, as well as the factors that contribute to oral anxiety during presentations. L2 students' anxiety causes mental blocks during presentations but has a lower impact on their presentation performance (Chen, 2015). Research indicates that anxiety levels among Korean students vary, and that anxiety levels rise when students don't fully prepare for their presentations (Tian, 2019). The lack of gender-specific data on linguistic anxiety is a topic that researchers think will be interesting to explore in the future, particularly with regard to speaking classes where men and women have different characteristics, cognitive capacities, and learning interests. The objective of this study is to examine the variables that affect students' speaking anxiety when they are learning English, with a particular emphasis on the effects of gender disparities and instructional strategies. The project also intends to investigate the association between speaking anxiety and students' proficiency in English communication, along with the methods teachers might employ to help students feel more confident when speaking and reduce their worry. By looking at these variables, the study aims to offer knowledge that can guide instructional strategies and assist in the creation of successful treatments that lessen speaking anxiety in language learners.

This study is important because it may help identify and treat speaking anxiety in English language learners, a widespread problem that hinders language learning and the development of communication skills. The study can help educators and policymakers develop more supportive learning environments by identifying the elements, such as gender inequalities and teacher conduct, that lead to speaking anxiety. Knowing how speaking anxiety affects students' capacity to communicate successfully in English may also help educators create focused interventions and instructional techniques that can assist students in overcoming their nervousness and advancing their language proficiency. In the end, this study may improve the standard of English language instruction and advance both the personal and professional development of language learners.

Speaking anxiety is a result of negative events in the past that impact the present, such as when presenters failed to deliver material and were scared by their audiences. A person who has been through a traumatic incident is more likely to develop anxiety when confronted with similar scenarios and settings. Speaking anxiety is one of the most important affective variables that influences foreign language learning and often has a detrimental effect on the students oral performance in English. (Almira et al., 2018). According to researchers, speaking anxiety can be a factor influencing the lack of asking to learn foreign languages, especially English, which has an impact on students' speaking skills.

Preparation and rehearsal time were linked to speaking anxiety (Sahid et al., 2018). According to the researchers, factors that became one of the first indicators of speech anxiety were the time of exercise and the preparation time they needed. Speaking anxiety has a detrimental influence on pupils, leading to hesitance, discomfort, lower self-esteem or self-confidence, and feelings of inadequacy, resulting in silence (Sulastrri & Ratnawati, 2018). According to researchers, with the many impacts of speech anxiety until finally affecting the quality of learning, the impact is felt not only at that time but is sustainable if you cannot think clearly

Anxiety levels can be influenced by personality traits, coping mechanisms, life experiences, and gender. Anxiety is often divided into four categories based on the level of difficulty and distress experienced: Mild anxiety, moderate anxiety, severe anxiety, and panic-level anxiety. Mild anxiety symptoms, such as social anxiety and restlessness, may appear in childhood and persist into adulthood. Left untreated, mild anxiety can develop into maladaptive coping strategies and more serious psychiatric disorders. Patients with moderate anxiety levels allow people to focus on what is important, resulting in selective but capable attention (Sulastrri & Ratnawati, 2018). Severe anxiety is Anxious people often concentrate on things that are more precise and in-depth. Panic level is related to fear and terror because of having lost control. People who experience panic are not capable doing something directed (Sulastrri 2018).

METHOD

The research employs a mixed-methods approach with a focus on an in-depth description of students' anxiety experiences during presentations. Through this approach, the researcher explores students' subjective experiences related to speaking anxiety with the aim of comprehensively understanding the factors that influence speaking anxiety. Using in-depth interviews, this research aims to capture the nuances and complexities of individuals' experiences in facing speaking situations in front of the class. The qualitative approach is a research process with limited goals but unlimited data depth. And for the quantitative research, we used questionnaires. The deeper and higher the higher the quality of the data obtained or collected, the higher the quality of the results of the study. Survey research is used to gather opinions, beliefs, and feelings (Farahdila Anggita & Tono Suwartono, 2020).

Population and Sample

The research method applied in this study is a case study. In this case, researchers select research samples using a purposive sampling approach, taking into account a number of factors (Putri, 2017). Some groups of college students are selected by researchers to take part in the study based on anxiety symptoms they have during their English class presentations. Three tools are used in the study to collect data: questionnaires, interviews, and observations. In this context, the researcher must determine the population of one destination with the selected sampling, namely, by selecting several students majoring in English Language Education from the University of Muhammadiyah East Kalimantan who focus on second-year and semester 4 students for data collection.

The population of this study were students of the English Language Education Study Program at the University of Muhammadiyah East Kalimantan who were presenting in a speaking course. These students were chosen because they are a group involved in presentation activities in English during learning.

Instruments

In this research, the researcher uses three instruments to collect the data: a questionnaire, observation, and interview. In the questionnaire, the researcher will use the Foreign Language Classroom Anxiety Scale (FLCAS) as a measuring instrument to measure the level of anxiety experienced by individuals when learning a foreign language in the classroom. According to (H. K. E. & Horwitz, M. B., 1986), the designers of FLCAS, there are three contributors: testing anxiety, fear of communicating, and negative evaluation. Moreover, this questionnaire, the Foreign Language Class Anxiety Scale (FLCAS), has since become the standard in this area, and its reliability and validity have been tested in numerous studies. Foreign Language Classroom Anxiety (FLCAS) scale questionnaire, which measures students' speaking anxiety during class presentations, serves as an inspiration for the researcher. The FLCAS contains 33 items with varied values depending on Likert's scale. Each question includes a brief statement listing classroom scenarios that may cause anxiety related to learning a foreign language, along with a five-point Likert-style scale including the following responses: 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, and 5 = strongly disagree. The researcher modifies the positive terms to negative ones to make the final score easier to compute. To augment the data collected through the questionnaire, the researcher uses field notes of observation to improve the data for this study.

For interviews, in order to get in-depth responses from students and to make their answers more focused, interviews are conducted in Indonesian to avoid ambiguity and misunderstanding. Face-to-face, direct communication between the informant (interviewee) and the researcher (interviewer) is one of the primary features of an interview. It's critical to assess the strength of the psychological bond between the two. It is important for researchers to provide a setting that fosters comfort and cooperation among informants. The degree to which informants are willing to give truthful, pertinent responses based on their comprehension and the real circumstances will depend on this psychological attitude and interaction. A thorough psychological examination of foreign language learners must take into account several variables, including the development of strong psychological bonds, researcher-informant interactions, and data gathering through interviews.

Researchers see and comprehend the behaviors and reactions of informants or study subjects by using observational methods. This enables researchers to focus their attention on developing knowledge and understanding using data gathered from the observation process. The observation made by the researcher is to observe students when presenting the results of their group work to the front of the class. Each member of each group must speak or explain what they present according to the agreement of their group. Researchers sit at the back of the classroom, observing behavior, gestures, and fluency of speech.

FINDINGS AND DISCUSSION

Findings

Data Descriptive

Data were gathered through surveys and interviews with students in the English education study program at Muhammadiyah University of East Kalimantan who had taken speaking courses or classes. The questionnaire included 31 questions about students' perceptions of the influence of English on enhancing speaking skills. The questionnaire was completed online by 50 students (14 male and 36 female). Meanwhile, there were six interviewees: one male and four female students. Respondents were asked a total of seven semi-structured questions in order to gain supporting information on the elements found in the competition related to speaking ability.

The table below shows students' opinions on how the English speech competition has improved their speaking skills, based on a questionnaire given to students of Muhammadiyah University East Kalimantan.

Tabel 3. 1 Questionnaire

QUESTIONNAIRE											
No	Item	SA (%)		A (%)		N (%)		DS (%)		SDS (%)	
		M	F	M	F	M	F	M	F	M	F
1.	Saya tidak pernah merasa yakin pada diri sendiri ketika saya berbicara di kelas bahasa asing saya.	0	8.3	35.7	44.4	21.4	33.3	35.7	8.3	7.1	5.6
2.	Saya tidak khawatir membuat kesalahan di kelas bahasa	7.1	0	35.7	36.1	28.6	22.2	28.6	38.9	0	2.8
3.	Saya gemetar ketika saya tahu bahwa saya akan dipanggil di kelas bahasa.	7.1	8.3	21.4	55.6	57.1	25	14.3	11.1	0	0
4.	Menakutkan bagi saya ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa asing.	0	11.1	28.6	50	50	25	21.4	11.1	0	2.8
5.	Tidak akan mengganggu saya sama sekali untuk mengambil lebih banyak kelas bahasa asing.	0	8.3	42.9	41.7	50	27.8	7.1	22.2	0	0
6.	Selama kelas bahasa, saya menemukan diri saya berpikir tentang hal-hal yang tidak ada hubungannya dengan kursus.	14.3	8.3	57.1	44.4	21.4	36.1	7.1	8.3	0	2.8
7.	Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa daripada saya.	21.4	16.7	50	55.6	14.3	25	14.3	2.8	0	0
8.	Saya biasanya merasa nyaman selama tes di kelas bahasa saya.	0	8.3	78.6	50	14.3	33.3	7.1	8.3	0	0
9.	Saya mulai panik ketika harus berbicara tanpa persiapan di kelas bahasa.	0	11.1	64.3	75	35.7	13.9	0	0	0	0
10.	Saya khawatir tentang konsekuensi gagal dalam	7.1	19.4	64.3	63.9	14.3	13.9	14.3	2.8	0	0

11.	kelas bahasa asing saya. Saya tidak mengerti mengapa beberapa orang sangat kesal dengan kelas bahasa asing.	0	11.1	42.9	41.7	28.6	41.7	28.6	5.6	0	0
12.	Di kelas bahasa, saya bisa sangat gugup sehingga lupa hal-hal yang saya ketahui.	0	5.6	57.1	66.7	21.4	19.4	21.4	8.3	0	0
13.	Saya merasa malu untuk mengajukan jawaban di kelas bahasa saya.	7.1	5.6	42.9	44.4	42.9	36.1	7.1	13.9	0	0
14.	Saya tidak akan gugup berbicara bahasa asing dengan penutur asli.	7.1	0	35.7	22.2	42.9	36.1	14.3	38.9	0	2.8
15.	Saya merasa kesal ketika tidak mengerti apa yang dikoreksi oleh guru.	0	8.3	50	52.8	42.9	30.6	7.1	8.3	0	0
16.	Meskipun saya sudah siap untuk kelas bahasa, saya merasa cemas tentang itu.	7.1	2.8	71.4	47.2	14.3	30.6	7.1	19.4	0	0
17.	Saya sering merasa tidak ingin pergi ke kelas bahasa saya.	0	2.8	21.4	22.2	50	19.4	7.1	44.4	21.4	11.1
18.	Saya merasa percaya diri ketika berbicara di kelas bahasa asing.	7.1	2.8	14.3	38.9	71.4	30.6	7.1	27.8	0	0
19.	Saya takut bahwa guru bahasa saya siap untuk memperbaiki setiap kesalahan yang saya buat.	7.1	8.3	21.4	25	35.7	30.6	28.6	36.1	7.1	0
20.	Saya bisa merasakan jantung saya berdetak kencang ketika saya akan dipanggil di kelas bahasa.	0	5.6	42.9	61.1	42.9	27.8	14.3	5.6	0	0
21.	Semakin saya belajar untuk ujian bahasa, semakin saya bingung.	0	2.8	21.4	36.1	42.9	13.9	21.4	36.1	14.3	11.1
22.	Saya tidak merasa tertekan untuk mempersiapkan diri dengan sangat baik untuk kelas bahasa.	14.3	2.8	35.7	30.6	35.7	44.4	14.3	22.2	0	0
23.	Saya selalu merasa bahwa siswa lain berbicara bahasa asing lebih baik daripada saya.	7.1	8.3	64.3	61.1	21.4	25	7.1	2.8	0	2.8
24.	Saya merasa sangat sadar diri ketika berbicara bahasa asing di depan siswa lain.	7.1	5.6	42.9	47.2	21.4	36.1	28.6	11.1	0	0
25.	Kelas bahasa berjalan sangat cepat sehingga saya khawatir akan tertinggal.	14.3	13.9	50	41.7	21.4	22.2	14.3	22.2	0	0
26.	Saya merasa lebih tegang dan gugup di kelas bahasa saya daripada di kelas lain.	7.1	5.6	14.3	16.7	42.9	44.4	21.4	30.6	14.3	2.8
27.	Saya gugup dan bingung ketika berbicara di kelas bahasa saya.	7.1	5.6	28.6	38.9	50	41.7	14.3	13.9	0	0
28.	Saat menuju kelas bahasa, saya merasa sangat yakin dan santai.	7.1	2.8	28.6	41.7	50	36.1	14.3	19.4	0	0
29.	Saya gugup ketika tidak mengerti setiap kata yang dikatakan guru bahasa.	7.1	8.3	7.1	44.4	50	36.1	35.7	11.1	0	0

30.	Saya merasa kewalahan dengan jumlah aturan yang harus dipelajari untuk berbicara dalam bahasa asing.	0	5.6	42.9	38.9	35.7	38.9	21.4	0	0	0
31.	Saya takut siswa lain akan menertawakan saya ketika saya berbicara dalam bahasa asing.	0	11.1	14.3	36.1	64.3	36.1	14.3	11.1	7.1	2.8
32.	Saya mungkin akan merasa nyaman di sekitar penutur asli bahasa asing.	14.3	2.8	7.1	41.7	71.4	44.4	7.1	11.1	0	0
33.	Saya gugup ketika guru bahasa mengajukan pertanyaan yang belum saya persiapkan sebelumnya.	21.4	11.1	28.6	55.6	21.4	30.6	28.6	2.8	0	0

Overall, this questionnaire aims to understand students' anxiety levels, self-confidence, and perceptions of learning a foreign language. Based on the questions, here are the main conclusions that can be drawn: From the above analysis, it can be concluded that anxiety and uncertainty are the dominant factors that affect students' experience in foreign language classes. Many students feel anxious, lack confidence, and often compare themselves to other students they consider better. Although some students feel comfortable and ready for language classes, anxiety remains a major challenge. Teachers need to develop teaching strategies that can reduce this anxiety, such as providing constructive feedback, creating a supportive learning environment, and encouraging active participation without fear.

According to the questionnaire results, the majority of students had different perspectives on their experiences in foreign language studies. 35.7% of male students and 44.4% of female students said they've never felt secure speaking in a foreign language lesson. Concern over Making Mistakes in Language Class: 35.7% of male students and 36.1% of female students said they did not worry about making mistakes in language class. There is evidence that worrying about being called on in language class causes 57.1% of male students and 55.6% of female students to tremble when they know they will be called on. Fear of Not Understanding What the Teacher Says revealed that when a teacher spoke in a foreign language and a 50% percentage of male and female pupils were unable to grasp what the instructor was saying, they felt terrified. 42.9% of students who identified as male and 41.7% of students who identified as female agreed that they would not be bothered to take extra foreign language classes. Research on Concentration During Language Class reveals that 44.4% of female students and 57.1% of male students spend language class daydreaming about other topics. According to the survey on comfort during language tests, 50% of female students and 78.6% of male students report feeling at ease during these sessions. Students who had to speak in class without preparation experienced terror in 64.3% of cases for male students and in 75% of cases for female students.

In reference to the explanation of panic when speaking ill-prepared in language lessons, 64.3% of male students and 75% of female students reported experiencing panic. According to the survey, 64.3% of male students and 63.9% of female students are concerned about what would happen if they failed their foreign language studies. then in Language Classes: Getting Uneasy and Ignoring 66.7% of female students and 57.1% of male students concur that they occasionally become so anxious in language lessons that they forget what they know. 42.9% of male and 44.4%

of female students, respectively, explained why they felt uncomfortable to ask questions in their language lesson when asked about this feeling. The response to the query Uneasy When Speaking with Native Speakers In speaking a foreign language alongside native speakers, 35.7% of male students and 22.2% of female students said that they wouldn't feel anxious. According to the explanation of concerns about not understanding the instructor's corrections, 52.8% of female students and 50% of male students expressed frustration when they did not comprehend the corrections made by the teacher. 8.3% agreed, 61.1% disagreed, 7.1% strongly agreed, 64.3% were indifferent, and 21.4% strongly disagreed. Many students believe that other students are more fluent in foreign languages than they are. They feel extremely self-conscious while speaking a foreign language in front of other pupils, as seen by the 7.1% highly agreed, 5.6% agreed, 42.9% neutral, 47.2% disagreed, and 21.4% strongly disagreed responses. The language lesson moves so quickly that I'm afraid I'll fall behind: 14.3% strongly agree, 13.9% agree, 50% neutral, 41.7% disagree, and 21.4% strongly disagree.

It is assumed by 35.7% of men and 30.6% of women that language instructors are willing to remedy students' errors. When the call comes for me in English class, 42.9% of men and 61.1% of women feel their hearts race. 36.1% of men Unlike 42.9% of females who feel normal, they become more confused the more they prepare for language examinations. While 44.4% of women felt normal, 35.7% of men agreed that they did not feel under pressure to prepare adequately for language sessions. It was said by 64.3% of men and 61.1% of women that they believe other students are always better at speaking a foreign language than they are. It was also mentioned by 42.9% of men and 47.2% of women that speaking a foreign language in front of other students makes them feel extremely self-conscious. The justification indicated that 50% of men and 41.7% of women agreed that language sessions move so quickly that they worried about falling behind. Compared to previous courses, they feel more tense and apprehensive in my language lesson, with 42.9% of men and 44.4% of women feeling normal.

In my language class, 41.7% of women and 50% of men believed that speaking was usual. 41.7% of female respondents said they felt extremely at ease and confident before starting language instruction. 50% of men felt normal, in contrast. When the language teacher spoke in a language they could not understand, 44.4% of the female respondents reported they felt anxious. When learning to speak a foreign language, 42.9% of men and 38.9% of women felt overwhelmed by the amount of rules they had to learn. When they spoke in English, 64.3% of male students said it was reasonable for them to be scared that other pupils would make fun of them. conversely, 36.1% of women concurred. It was considered usual by 71.4% of men and 44.4% of women to feel at ease in the company of native speakers of a foreign language. 55.6% of males said that when language professors ask them questions they haven't studied for, it makes them anxious.

Interview

In qualitative interactions, namely interviews, students are identified as having anxiety about speaking English during presentations. The students replies were translated from Indonesian into English.

1. Mild Anxiety

Mild symptoms that often occur in students when speaking indicate mild anxiety. The following remark from certain students supports this:

"... for example, in English, it's so sudden and I don't have anything prepared. Usually I'm more nervous, and then I'm like, I'm confused too, afraid of being wrong too, depending on the interlocutor." (AA)

“Sometimes I am worried about the order of the grammar. But I am more worried if, for example, what I am talking about is not understood by everyone. I'm more afraid of not getting to that point than the arrangement, because people sometimes still understand the right or wrong arrangement. But for example, in my opinion, the meaning is more important than the arrangement. I was worried about how people or the audience would receive my words.”(AA)

“I felt that they were watching me, appreciating my presence in front of me, and correcting me because they knew I was doing something wrong.” (RA)

“Because I'm already prepared, suddenly I'm corrected; it immediately makes me wow; it turns out I was corrected.” (NA)

“I was a bit nervous, but it's normal, and it's nervous because I'm just waiting for my turn.” (GK)

2. Moderate Anxiety

Moderate anxiety levels are almost exactly the same as mild anxiety but require selective attention. The following remark from certain students supports this:

“I like to speak English, but when I am in front of people, I am not confident, not brave.” (GK) “Fear of being wrong.” (PA)

“I'm not too confident, but if I were told to speak, maybe I would still be brave; I'm not too bad either.” (GK)

3. Severe Anxiety

A person with a high level of anxiety tends to focus on something more detailed and specific, which ends up causing intense anxiety. The following remark from certain students supports this:

“I can't talk right away” (PA)

“Yes, sometimes I bring a cellphone too; sometimes if I am nervous about the vibrating sound or the speed of speaking, it is not clear.” (SA)

“At least it hurts every day; a little bit of feeling too.” (SA)

Discussion

The study's findings identify many major elements that contribute to speaking anxiety among English language learners at Muhammadiyah University of East Kalimantan. According to the research, students suffer from speaking anxiety, which impairs their ability to engage in and perform effectively in speaking activities. This research question was: “How does the role of gender in the manifestation of speech anxiety in language learners?” and “How does the level of anxiety differ from individual student?” through discussion will center on the primary themes found through the survey, interviews, and observations, such as the influence of anxiety on learning, gender disparities, teacher roles, and the implications for instructional tactics. According to the research, a large number of students suffer from nervousness when speaking in English

classrooms, limiting their ability to perform and contribute. This is similar with other research, such as (Amelia, 2022) and (R. K & Alamelu, 2020) which found that worry might impede language acquisition and communication abilities. Students reported feeling apprehensive, having bodily symptoms such as shaking, and fearing unfavorable feedback from classmates and professors. These findings are consistent with those of (Amiyanti, 2023), who noted that negative emotions might impair learning. The study demonstrates that anxiousness not only impairs students' immediate performance, but it might also have long-term consequences for their language learning experience.

The findings show considerable gender disparities in anxiety levels. Female students reported higher degrees of anxiety than their male peers. Previous research, such as (Saputra et al., 2023) and (Almira et al., 2018) shows that women may suffer higher levels of anxiety in language learning settings. The causes of these gender inequalities might be complex, involving social, psychological, and educational aspects. Understanding these distinctions is critical for establishing tailored treatments that meet the unique requirements of male and female pupils. Teachers play an important role in reducing or increasing speaking anxiety. The data imply that teacher conduct and instructional practices have a considerable influence on student anxiety levels. Negative feedback, a lack of support, and high expectations may all contribute to increased anxiety, whereas good reinforcement and a helpful teaching atmosphere can help to alleviate it. This is consistent with the study of (Huda & Ma'mun, 2020) and (Kristanti & Hidayat, 2023) who stress the role of instructors in controlling classroom anxiety. Teachers must be conscious of their effect and use techniques that create a more welcoming and supportive learning environment.

The study emphasizes the necessity of efficient teaching methods to reduce speaking fear. Anxiety may be decreased in the classroom by implementing techniques including giving students plenty of preparation time, promoting peer support, and fostering a calm atmosphere. By identifying certain areas in which students experience anxiety, the Foreign Language Classroom Anxiety Scale (FLCAS) has made it possible to provide more focused therapies. The results imply that students' confidence may be gradually increased by progressive exposure to speaking challenges, customized feedback, and collaborative learning activities. The study underlines the importance of addressing speaking anxiety in English language education. Future research should dive deeper into the root causes of anxiety, which include both societal and individual factors. Longitudinal studies may also investigate the long-term effects of anxiety on language learning outcomes. For practitioners, the findings emphasize the need for ongoing professional development to equip teachers with effective strategies for controlling classroom anxiety. Creating a supportive and caring learning environment is crucial for helping students overcome their fears and achieve their language learning goals.

CONCLUSION

According to a study conducted by Muhammadiyah University of East Kalimantan on speaking anxiety in English language learners, a sizable portion of students report feeling quite anxious when speaking. They struggle to participate and do well in language acquisition as a result of this anxiety. Gender disparities are one of the significant elements identified by the research, as female students report higher levels of anxiety than male students. Teachers have a crucial role as well because of how they behave and how they approach teaching, which may either help or worsen students' nervousness. The results highlight the necessity of focused treatments and instructional techniques to lessen speaking fear. Students may overcome their

concerns with the use of collaborative learning activities, positive reinforcement, and a classroom climate that is both helpful and non-threatening. Furthermore, teachers must grasp the influence of students' nervousness and apply strategies to help students feel more confident and comfortable when completing speaking tasks.

Future studies should dive deeper into the origins of speech anxiety, taking into account cultural and individual differences. Long-term research is also recommended to investigate the influence of anxiety on language acquisition results in the long run. Ongoing professional development is required for practitioners to equip teachers with the skills needed to properly manage classroom anxiety.

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