PERFORMANCE ANXIETY EXPERIENCED BY EFL STUDENTS IN PUBLIC SPEAKING ANXIETY

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ABSTRAK

Berbicara di depan publik adalah sebuah mata kuliah wajib yang telah lama ditawarkan kepada mahasiswa pendidikan bahasa Inggris, namun berbicara bahasa inggris di depan para audiensi bisa menjadi test yang sangat sulit bagi beberapa mahasiswa karena mereka mungkin mengalami kecemasan yang menghalangi mereka dari memberikan sebuah penampilan lisan yang sukses. Kecemasan berbicara di depan publik adalah sebuah bentuk dari fobia sosial yang berkaitan dengan berbicara di depan publik dan juga kecemasan berbicara di depan publik pada umumnya muncul ketika ada sebuah komunikasi antara pembicara dan audiensi. Penelitian ini bertujuan untuk mengeksplorasi faktor kecemasan kinerja yang mempengaruhi kecemasan berbicara di depan publik diantara mahasiswa pendidikan bahasa Inggris dan menjelaskan mengapa faktor kecemasan kinerja muncul. Penulis menggunakan penelitian campuran dan mengaplikasikan pertanyaan pendahuluan, kuestioner, dan fokus grup diskusi sebagai instrumen untuk mendapatkan informasi secara langsung dari para mahasiswa dalam belajar mata kuliah berbicara di depan publik. Temuan menunjukan bahwa kecemasan kinerja lebih mempengaruhi mahasiswa dengan nilai lebih tinggi dari pada mahasiswa dengan nilai menengah atau mahasiswa dengan nilai lebih rendah. Alasan mengapa faktor kecemasan kinerja muncul karena kegugupan hadir biasanya sebelum memulai pidato. Lalu, ketakutan membuat kesalahan hadir karena mahasiwa berfikir bahwa para audiensi tidak akan memahami pidato mereka jika membuat kesalahan baik secara sengaja dan tidak sengaja. Kecemasan dan perasaan tidak berdaya menjadi maaslah mereka dikarenakan menjadi pusat perhatian.

Kata kunci*: Berbicara di depan publik, Kecemasan berbicara didepan publik, Kecemasan kinerja*

ABSTACT

Public speaking is a compulsory subject which has long been offered to Indonesian EFL students of English Education Program; however, performing spoken English in front of an audience can be a very difficult task for some students as they may experience anxiety, which hinders them from giving a successful oral performance. Public speaking anxiety is a form of social phobia dealing with public speaking; also, public speaking anxiety regularly arises when there is a communication between speaker and audience. This paper explores performance anxiety factor affecting public speaking anxiety among Indonesian EFL students of English Education Program and explains why performance anxiety factor occurs. The writer uses mixed method research and applies preliminary questions, questionnaire, and focus group discussion as instruments to obtain information directly from the students in learning public speaking subject. The findings show that Performance anxiety more affected the higher-scores students than middle-scores students or lower-score students. The reasons why performance anxiety factor occurred because nervousness appeared generally before starting the speech. Then, afraid of making mistake came because students thought that the audience would not get the understanding about their speech if they made mistake either intentionally or unintentionally. Also, anxiousness and feeling of helplessness became their problems due to being the center of attention.

Keywords: Public speaking, Public speaking anxiety, Performance anxiety

INTRODUCTION

EFL is regarded as English as a foreign language and English is taught for those who learn English in non-English speaking countries (Peng, 2019). Indonesia has applied English as a foreign language because in-which people should learn English in the condition where the language is not used for communication in their daily life and English is not spoken in the society (Setiyadi, 2008). English has four skills, namely: speaking, listening, reading and writing. Speaking is an interaction process between a speaker and a listener; hence, speaking is a major skill (Hussain, 2017). Speaking is the one of the essential parts in English skills that should be mastered by students besides reading, writing, and listening. According to Brown (2001, p. 250) speaking is categorized into two types which are dialogue and monologue. Monologue occurs when someone uses spoken language that try to convey information, idea, or opinion in lectures or speeches. Based on Jaffe, (2016, p.2) Public speaking occurs when a person prepares and delivers a talk for a group that listens, generally without interrupting the speaker's flow of ideas. English public speaking is a compulsory subject in English education program at one of private University in Bogor; also, this subject is given for second- semester students. Performing spoken English in front of an audience can be a very difficult task for some students as they may experience anxiety, which hinders them from giving a successful oral performance (Anandari, 2015). As pointed out by Hassani & Rajab (2012), anxiety is defined as the human emotion of communication apprehension related to a stimulation of being anxious. EFL students mostly will feel anxious when they are assigned to deliver a speech in public (Nurlaili, 2016). Public speaking Anxiety is the common problem dealing with public speaking activities (Liu, 2018). Public speaking anxiety is the fear or dread of giving a speech in front of an audience (O'Hair et al., 2017, p.155). Public speaking anxiety regularly arises when there is a communication between speaker and listener or audience. EFL students may find difficulties during public speaking subject (Zhang & Ardasheva, 2019).

Studies have pointed the factors in public speaking anxiety, Kelsen (2019) found that exploratory factor analysis identified four public speaking anxiety factors: positive mindset, physical symptoms, preparation anxiety and performance anxiety. These factors were analyzed by PRPSA (Personal Report on Public Speaking). Then, Hsu (2012) pointed positive attitude towards speech anxiety, emotional consequences of speech anxiety, physical consequences of speech anxiety, insufficient preparation, feeling of helplessness and perfectionist were the underlying factors towards the students' public speaking anxiety. Although studies regarding factors that affect public speaking anxiety have conducted; However, there seem to be a lack in studies regarding the performance anxiety factor in public speaking anxiety of Indonesian EFL student's context.

Accordingly, concerning the result of previous studies that found many factors of public speaking anxiety, this study investigates the performance factor affecting public speaking anxiety of Indonesian EFL students who have English public speaking subject and explains why performance anxiety factor occurs.

THEORETICAL FRAMEWORK

Definition of English as Foreign Language

The teaching and learning of English are divided into two categories which are ESL and EFL. EFL is regarded as English as a foreign language and English is taught for those who learn English in non-English speaking countries; hence, it refers to the language that does not play the same important role as mother tongue (Peng, 2019). EFL is mostly used by non-native

English learner, such as Indonesian learner.

Indonesia has applied English as a foreign language because in-which people should learn English in the condition where the language is not used for communication in their daily life and English is not spoken in the society (Setiyadi, 2008).

Definition of Speaking

Speaking is the one of the essential parts in English skills that should be mastered by students besides reading, writing and listening. Speaking is an interaction process between a speaker and a listener; hence, speaking is a major skill (Hussain, 2017). The functions of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. In

speaking, there is a process of communication, which conveys a message from a speaker to a listener and interprets the message, which contains information. In addition, Communication is used by the speaker and the listener to exchange the information. According to Brown (2001, P. 250) spoken language is divided in two types: first, Dialogue, is a communication activity that involves two or more speakers, which have a function as a speaker and as a listener to do communication. Dialogue can be done in conversation because it allows communicating spontaneously and it gives the speaker and the listener to have a chance for receiving or exchanging the information such as greeting, agreeing, apologizing, suggesting, and asking (Husain, 2017). Second, Monologue, occurs when someone uses spoken language that try to convey information, idea, opinion, etc. such as in lectures or speeches and usually the listeners receive information without interrupting. The process of information in monologue only allows the speaker as a main part, because the communication happens in one line. The general terms of monologue are planned and unplanned (Brown, 2001).

Definition of Public Speaking

According to O'Hair et al., (2017, p.103), communication scholars typically identify four forms of communication: dyadic, small group, mass, and public speaking. Public speaking occurs when a speaker delivers a message with a specific purpose to the audience of people who are present at the delivery of the speech. The way to do public speaking activity is not only in an outside public area, but also it can be done even in a classroom as long as it has academic purposes of the teacher and the learners. The speaker and audience are the main part of a public speaking activity. Based on Jaffe, (2016, p.2) Public speaking occurs when a person prepares and delivers a talk for a group that listens, generally without interrupting the speaker's flow of ideas. The idea that the speaker delivers should be understandable based on a certain topic in order to make the audience obtains the idea. According to O'Hair et al., (2017, p. 145), types of public speaking is divided in three types: first, informative speech is a speech providing new information, new insights, or new ways of thinking about a topic. The general purpose of an informative speech is to increase the audience's understanding and awareness of a topic; second, persuasive speech is a speech whose goal is to influence the attitudes, beliefs, values, or acts of others; special occasion speech is a speech that is prepared for a specific occasion and for a purpose dictated by that occasion.

Public Speaking Anxiety

Public speaking anxiety is one of a particular phenomenon that someone feels when dealing with speaking or giving a speech in front of public or audience. Public speaking anxiety is the fear or dread of giving a speech in front of an audience (O'Hair et al., 2017, p.155). Public speaking anxiety can be categorized into the type of communication apprehension, Public speaking anxiety is a part of social anxiety that affect learners when they are doing public speaking in the classroom. Due to getting nervous, afraid, or worry to deliver the idea to audience so that they imagine situation or condition that have happened yet. Two types of speaker; low-anxious speaker and high-anxious speaker causing this case.

The first type of speaker is those who have self-confidence because having enough self-confident helps the speaker to be brave to speak and who have got a chance to speak in public more because it gives the speaker low of feeling anxious due to the experience. The second type of speaker is those who have experienced a failure of public speaking, that experience always arises every time the speaker wants to do public speaking. For both types, public speaking anxiety is quite common because it is natural nervous for speaking in public and it is also a process to develop their communication skill. However, public speaking anxiety truly should be overcame because learners without public speaking skill may find that career choices and advancement become limited, creating barriers to career success (Arnold, 2018) and public speaking anxiety has been regarded as one of the factors that influence language learning (Zewen, 2015).

METHOD

Due to the purpose of the research, the writer employs mixed method approach. Creswell (2014) points out, mixed method is an

approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, the inquiry of the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. This research is classified as case study, case study is an in-depth research about individual, group, organization, activity program, in certain time (Agustivano 2015).

This research is conducted in English department program at one University in Bogor. The participants of this research are nine students of English educational program that have followed public speaking subject; they are divided into three groups: higher-scores, middle-scores and lower-scores.

Instrument

Instrument as a tool of facilitation is used by the researcher for collecting the data in order to answer the problems. Data collection includes preliminary questions for categorizing and validating all of the participants into higher-scores group, middle-scores group and lower-scores group; Questionnaire for investigating performance anxiety factor affecting public speaking anxiety; focus group discussion for explaining why performance anxiety factor occurs.

Data Collection and Data Analysis

The researcher collects student's categories data using preliminary questions. These preliminary questions are employed to make a small number of students to get three groups of students which are higher-scores, middle-scores and lower-scores. The preliminary data is analyzed by calculating the scale responses, coding the scale result, and evaluating data for getting three groups of students.

The quantitative data is collected by close-ended questionnaire using Likert scale through google form to obtain information from individuals regarding their views toward public speaking anxiety. The questionnaires are distributed based on respondents' categories: the higher-scores, middle-scores, and lower-scores. In addition, the quantitative data is calculated by distribution responses table and it is analyzed through number average Likert scale.

In reverse, the qualitative data is collected by focus group discussion using open-ended questions. Probe questions, follow-up questions, and exit question direct the discussion. Focus group discussion is implemented through room chat so as the researcher records the discussion for making the data description based on respondents' interaction in a group that focuses on discussing participants' experiences. The qualitative data is analyzed by classifying the keywords used by respondents often as indicators of important themes, then analyzing discourse from the group discussion.

FINDINGS AND DISCUSSION

The research findings present the performance anxiety factor affecting public speaking anxiety and the reason why performance anxiety factor occurs in public speaking anxiety.

Preliminary Data

This research was expected to obtain more variable quantitative data; hence, preliminary data was used to categorize all of the participants into higher-scores group, middle score-groups, and lower-scores group. Two main questions were employed to validate the students; also, they were categorized from the highest competence to the lowest competence of public speaking and the highest score to the lowest score of the public speaking subject. The preliminary data indicated students into three groups: speaking anxiety from each group; besides, the findings from the qualitative data analysis using focus group discussion through chat room showed the reason why performance anxiety factor occurred during the public speaking subject. Descriptive text was employed to explain both quantitative and qualitative findings based on each factor.

Performance anxiety

These tables explained the average results of performance anxiety from higher- scores students, middle-scores students, and lower-scores students. There are three statements dealing with performance anxiety. The results as followed:

3.	While giving a speech I am nervous I forget what I have known	3	Responses on a scale of "Unsure"

Table 2. Indicates the number average Likert scale of middle-scores EFL students towards performance anxiety.

No.	Statements	Mean	Signification
1.	When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow	3	Responses on a scale of "Unsure"
2.	Perspire just before starting a speech	2.66	Responses on a scale of "Disagree"
3.	While giving a speech I am nervous I forget what I have known	3.66	Responses on a scale of "Unsure"

Table3. Indicates the number average Likert scale of lower-scores EFL students towards performance anxiety.

Table 10 indicated that higher-scores students agreed that the third statement (mean 4/ item 3) as a problem affecting performance anxiety. Followed by the first statement (mean 3.33/ item 1) and the second statement (mean 3/ item 2). Besides, middle-scores students disagreed that the second statement (mean 2.33/ item 2) was a cause of performance anxiety because the first statement (mean 3.33/ item 1) occupied the high rating scale of middle-scores students followed by third statement (mean 3/ item 3) as explained in table 11. Table 12 indicated that lower-scores students acknowledged that the third statement (mean 3.66/ item 3) was on a high rating scale of performance anxiety factor followed by the first statement (mean 3/ item 1). On the other hand, they disagreed that the second statement (mean 2.66/ item 2) was a problem affecting performance anxiety factor.

In a field of performance anxiety, it can be concluded that that higher score students

No.	Statements	Mean	Signification
1.	When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow	3.33	Responses on a scale of "Unsure"
2.	Perspire just before starting a speech	3	Responses on a scale of "Unsure"
3.	While giving a speech I am nervous I forget what I have known	4	Responses on a scale of "Agree"

agreed that third statement (mean 4/ item 3) as a high rating scale. Performance anxiety is the factor that mostly occurs in public speaking anxiety encountered by higher score students. Although higher EFL students have known well and memorized their materials of public speaking but nervousness makes them forget about it. Nervousness gives higher score students problems in public speaking.

The causes of performance anxiety

Focus group discussion findings explained that causes affecting performance anxiety were nervous, afraid of making mistakes and being the center of attention.

Participant 2 said, "*I was nervous before starting the speech but after a while feeling nervous slowly disappeared*". Participant 3 supported by participant 6 and participant 8 said "*feeling afraid of making mistakes was the cause of public speaking anxiety, because we thought the audience would not understand what I was talking about if I made a mistake*". In addition, participant 7 said, "*I always felt being the center of attention, so I felt anxious*". Participant 9 gave opinion that "*when my turn was coming, I wanted to finish it quickly because I got a feeling of helplessness*"

Nervousness appeared generally before starting the speech. Then, afraid of making mistakes came because students thought the audience would not get an understanding of their speech if they made mistakes either intentionally or unintentionally. Last, anxious and feeling of helplessness became their problems due to being the center of attention.

DISCUSSION

Referring to the research finding above, this section is provided to discuss the quantitative findings and qualitative findings.

According to the quantitative findings, the higher-scores students showed an agreement to the third statement (mean 4/ item 3) about performance anxiety, which nervous makes them forget their material of public speaking while they have known what they want to talk about in public speaking. These findings were limited by researcher view about public speaking anxiety factors based on previous studies where established in different places and respondents. Hence, to make this research spreads widely, students' views are needed to give more variation in public speaking anxiety factors.

The qualitative findings were served to complete the gaps in this research. According to the qualitative results, findings of focus group discussion explained several causes affecting performance anxiety, first, is nervousness, it came generally before starting the speech but after a while feeling of nervous slowly disappeared during the speech. Then, due to afraid of making a mistake they thought the audience would not understand their speech. Last, being the center of attention made them feel anxious and feeling of helplessness when they were delivering the speech to the audience (Catagay, 2015, Nurlaili, 2019, Plangkham & Porkaew, 2010, Rio, 2018).

CONCLUSION

In conclusion, Performance anxiety affected the higher-scores students, because they agreed that nervousness made them forget their material of public speaking while they had known what they wanted to talk about in public speaking. The reasons why performance anxiety factor occurred because nervousness appeared generally before starting the speech. Then, afraid of making mistake came because students thought the audience would not get the understanding about their speech if they made mistake either intentionally or unintentionally. Also, anxious and feeling of helplessness became their problems due to being the center of attention.

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