

The Relationship Between Students Anxiety and Their English Presentation at SMKS GKST 2 Tentena

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Abstract : This study investigated the relationship between student anxiety and English presentation performance among 32 eleventh-grade students at SMK GKST 2 Tentena. Using a quantitative approach with a correlational descriptive design, the data of this study was collected through a modified Foreign Language Class Anxiety Scale (FLCAS) questionnaire and direct observation of student presentations. Results revealed that 84.4% of participants experienced high anxiety, 12.5% moderate anxiety, and 3.1% severe anxiety when presenting in English. Regarding presentation performance, 40.63% of students demonstrated good performance, 37.5% fair, 18.75% poor, and 3.12% excellent. Pearson correlation analysis yielded a strong positive correlation ($r = 0.840$) between student anxiety and English presentation performance, indicating that higher anxiety levels significantly impacted students' ability to present effectively in English. These findings suggest that addressing anxiety factors—such as fear of making mistakes, negative evaluation, lack of preparation, and limited language proficiency—could improve students' English presentation skills. The study recommends implementing strategies like adequate preparation, positive mindset development, English skill improvement, creating supportive environments, and teaching relaxation techniques to help students overcome anxiety and enhance their presentation performance.

Keywords: Relationship, Students Anxiety, English Presentation

INTRODUCTION

English is one of the essential skills in the academic and professional world. Liando & Tatipang,(2022) stated that: it is an undisputed fact that English as an international language is the most widely used around the world.

Some countries in the world use English as their national language such as England, The United States, Canada, and Australia. Even in all ommonwealth countries, they use English as their second language. English is also used as a formal language in The United Nation. English is an international language which is used as a language of communication that connects all nations and countries around the world (Liando et al, 2022). Sabudu et al, (2021) found that proficiency in English is one type of ability to be achieved in teaching English because English is an international language and the main means of communicating with westerners and understanding English books.

Public speaking anxiety is a common challenge that affects many language learners and can significantly affect their ability to develop effective communication skills in English. Anxiety about public speaking can be caused by a variety of factors, including lack of practice, negative thoughts about one's own abilities, and unsupportive environmental conditions, Sembodo (2018). Students who experience high anxiety tend to avoid opportunities to speak in English, which can ultimately hinder the development of their language skills. Asnur (2017), one of the main causes of student anxiety when making presentations is the fear of making mistakes or receiving criticism from the audience. This often makes students feel insecure, especially when they have to use English that is not their native language. Negative experiences in the

past, such as failures in previous presentations, can also exacerbate students' anxiety

Presentation in English is a form of formal communication used to systematically convey information, ideas, or arguments to the audience. This presentation not only requires an understanding of written English, but also good speaking skills so that the message can be conveyed clearly and effectively. According to Zhang and Liu (2018), presentation in English is a complex skill because it involves choosing the right words, setting the delivery structure, and mastering nonverbal elements such as intonation, facial expressions, and body movements.

In the world of education, presentations in English are often used as an evaluation tool to measure students' ability to communicate, think critically, and convey ideas with confidence. According to research conducted by Brown and Lee (2020), presentation skills in English can improve students' academic competence as well as build their confidence in public speaking. They also emphasize that consistent practice and the right approach can help students overcome difficulties in delivering presentations effectively. However, the challenges in conducting an English presentation are not only limited to language mastery, but also psychological aspects such as public speaking anxiety. According to research conducted by Cheng and Wang (2021), anxiety

in English presentations can be triggered by several factors, such as lack of practice, fear of mistakes, and pressure from the surrounding environment. Students who experience high anxiety tend to have difficulty organizing their thoughts, lose focus, and stutter speech. Research by Haver and Manley (2021) shows that fear of oral presentations in school is influenced by low self-perception and negative experiences in public speaking. Liando, N. V., & Lumettu, R. (2017). Finding that students' personal initiative is important to consider as one of several determinants of student achievement in English language skills. It is recommended that student encourage themselves to take the initiative to speak and that teachers provide corrections and suggestions to students to help them develop themselves.

The benefits of knowing the relationship between student anxiety and their English presentations so that teachers can prepare appropriate teaching strategies by understanding that female and male students have different levels of anxiety. Teachers can help reduce excessive anxiety levels in students and can increase students' confidence. In this study, the researcher will conduct a correlation study to see the relationship between student anxiety and their English presentation.

RESEARCH METHOD

A research method is a method used to analyze, collect and interpret data to answer questions or test hypotheses. The method involves clear and logical steps to ensure that the results of the study are reliable and valid.

The approach used is a quantitative approach that focuses on the collection and analysis of numerical data. According to Wu & Little (2011), quantitative research is used to research a specific population or sample, with data collection using structured research instruments such as questionnaires which are then analyzed with statistical techniques.

The researcher did not plan to control for or alter independent variables (student anxiety), but to analyze the extent to which those variables influenced the dependent variables (presentation ability in English). Therefore, the research design used is a correlational descriptive design, which aims to describe and measure the relationship between students' anxiety and their ability to make English presentations.

The technique used to test the relationship between the two variables is Pearson Product Moment Correlation (Pearson's r). The formula for Pearson's Product Moment Correlation (r Pearson) is as follows:

$$r_{xy} = \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

(Sugiyono,2021).

FINDINGS

The results of the study on the relationship between student anxiety and their English presentation ability at SMK GKST 2 Tentena are presented here. Pearson Product Moment correlation test and descriptive statistics were used to analyze the data.

Findings of Student Anxiety

Student Anxiety Score

Table 1. Student Anxiety Score

No.	Respondent	Score
1	Student 1	61
2	Student 2	63
3	Student 3	52
4	Student 4	65
5	Student 5	55
6	Student 6	59
7	Student 7	59
8	Student 8	60
9	Student 9	56
10	Student 10	41
11	Student 11	54
12	Student 12	41
13	Student 13	66
14	Student 14	58
15	Student 15	64
16	Student 16	57
17	Student 17	39
18	Student 18	62
19	Student 19	59
20	Student 20	62
21	Student 21	71

22	Student 22	52
23	Student 23	60
24	Student 24	33
25	Student 25	61
26	Student 26	65
27	Student 27	62
28	Student 28	64
29	Student 29	65
30	Student 30	61
31	Student 31	61
32	Student 32	59
TOTAL		1847

From the table 4.1, the researcher concludes that the lowest score in student anxiety is 33 and the highest is 71.

Classification of Student Anxiety

Table 2. The distribution of the frequency and percentage of Student Anxiety

Anxiety Level	Score Range	Frequencies	Percentage
Low Anxiety	0 – 30	0	0 %
Moderate Anxiety	31 – 50	4	12.5%
High Anxiety	51 – 70	27	84.4%
Severe Anxiety	> 70	1	3.1%
Total	-	32	100 %

From the data in table 4.2, it can be seen that out of a total of 32 students, 4 students experienced Moderate Anxiety (12.5%) and 27 students High Anxiety (84.4%), indicating that anxiety during presentations is still a

challenge for many students. None of the students had Low Anxiety, while 1 other student (3.1%) had Severe Anxiety.

Findings of student presentation

Table 3. Student Presentation score

No.	Respondent	Score
1	Student 1	16
2	Student 2	10
3	Student 3	12
4	Student 4	18
5	Student 5	14
6	Student 6	15
7	Student 7	15
8	Student 8	16
9	Student 9	13
10	Student 10	10
11	Student 11	14
12	Student 12	10
13	Student 13	19
14	Student 14	15
15	Student 15	17
16	Student 16	14
17	Student 17	9
18	Student 18	16
19	Student 19	15
20	Student 20	16
21	Student 21	17
22	Student 22	12
23	Student 23	15
24	Student 24	8
25	Student 25	16
26	Student 26	17
27	Student 27	16
28	Student 28	17
29	Student 29	18
30	Student 30	11
31	Student 31	16

32	Student 32	15
	TOTAL	462

From the table 4.3, the researcher concludes that the lowest score in student presentation is 8 and the highest is 19.

Table 4. The distribution of the Frequencies and Percentage of Student Presentation

Performance	Score Range	Frequencies	Percentage
Poor	0 – 11	6	18.75%
Fair	12 – 15	12	37.5%
Good	16 – 18	13	40.63 %
Excellent	> 18	1	3.12%
Total	-	32	100 %

From the data in table 4.5, Showed 13 students were in the Good category (40.63%) and 12 Fair students (37.5%), indicating that most students were able to deliver presentations quite well, although there were still errors. A total of 6 students (18.75%) were in the Poor category, which means they have great difficulty speaking. Meanwhile, 1 students 3.1% were in the Excellent category, demonstrating excellent presentation skills with fluent and confident language mastery.

Normality Test

The researchers used the Kolmogorov-Smirnov test as a normality test method because it is suitable for sample sizes of 30 subjects or more. The sample used in this study was 32 students. Before conducting a correlation

analysis between students' anxiety and their English presentation performance, a normality test was performed to determine whether the data was distributed normally. The Kolmogorov-Smirnov test was used with a significance level of $\alpha = 0.05$. The following table presents the results of the normality test:

Table 5. Results of Data Normality Test with Kolmogorov-Smirnov Test

Variable	D-value	D-table	Sig	Description
Student Anxiety	0.169458	0.238	0.05	Normal
English Presentation	0.09796	0.238	0.05	Normal

Note: D Value < D table that shows data contributing normally

Based on the results of the Kolmogorov-Smirnov normality test, both variables had a D-value that was smaller than the D-table value ($0.169458 < 0.238$ and $0.09796 < 0.238$). The Student Anxiety variable (X) has a D value of 0.169458 with a table value of D 0.238 at a significance level of 0.05. In the English Presentation Performance (Y) variable, it has a D value of 0.09796 with a D-table value of 0.238, it can be concluded that the two variables are distributed normally.

The Relationship between Student Anxiety and Their English Presentation

Table 6. The Relationship between Student Anxiety (x) and Their English Presentation (y)

No.	Respondent	x	Y	x^2	y^2	xy
1	Student 1	61	16	3721	256	976

2	Student 2	63	10	3969	100	630
3	Student 3	52	12	2704	144	624
4	Student 4	65	18	4225	324	1170
5	Student 5	55	14	3025	196	770
6	Student 6	59	15	3481	225	885
7	Student 7	59	15	3481	225	885
8	Student 8	60	16	3600	256	960
9	Student 9	56	13	3136	169	728
10	Student 10	41	10	1681	100	410
11	Student 11	54	14	2916	196	756
12	Student 12	41	10	1681	100	410
13	Student 13	66	19	4356	361	1254
14	Student 14	58	15	3364	225	870
15	Student 15	64	17	4096	289	1088
16	Student 16	57	14	3249	196	798
17	Student 17	39	9	1521	81	351
18	Student 18	62	16	3844	256	992
19	Student 19	59	15	3481	225	885
20	Student 20	62	16	3844	256	992
21	Student 21	71	17	5041	289	1207
22	Student 22	52	12	2704	144	624
23	Student 23	60	15	3600	225	900
24	Student 24	33	8	1089	64	264
25	Student 25	61	16	3721	256	976
26	Student 26	65	17	4225	289	1105
27	Student 27	62	16	3844	256	992
28	Student 28	64	17	4096	289	1088
29	Student 29	65	18	4225	324	1170
30	Student 30	61	11	3721	121	671
31	Student 31	61	16	3721	256	976
32	Student 32	59	15	3481	225	885
Total		1847	462	108843	6918	27292

The researcher analyzed the following data using the pearson product moment correlation method to explain the research findings, based on the data presented above, the researcher obtained the following results :

$$n = 32$$

$$\sum x = 1847$$

$$\sum y = 462$$

$$\sum x^2 = 108843$$

$$\sum y^2 = 6918$$

$$\sum xy = 27292$$

Where :

$$r_{xy} = \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{32 (27292) - (1847)(462)}{\sqrt{[32.108843 - (1847)^2][32.6918 - (462)^2]}}$$

$$r_{xy} = \frac{873344 - 853314}{\sqrt{[3482976 - 3411409][221376 - 213444]}}$$

$$r_{xy} = \frac{20030}{\sqrt{[71567][7932]}}$$

$$r_{xy} = \frac{20030}{\sqrt{567669444}}$$

$$r_{xy} = \frac{20030}{23825}$$

$$r_{xy} = 0.840$$

Descriptive Statistics

A descriptive statistical analysis was conducted to get an overview of students' speaking anxiety and presentation:

Table 7. Descriptive Statistics of Student Anxiety and English Presentation

Variable	N	Mean	Standard deviation	at least	Maximum
Student Anxiety	32	57.71	8.49	33.00	71.00
English Presentation	32	14.43	2.83	8.00	19.00

Based on the table above, it can be seen that the average level of students' anxiety is 57.71 with a standard deviation of 8.49. The lowest student anxiety score is 33, while the highest score is 71.00. For English presentation, the average score obtained by students was 14.43 with a standard deviation of 2.83, where the lowest score was 8.00 and the highest score was 19.00.

Correlation Test

The Pearson correlation test was used to determine the relationship between student anxiety and English presentation skills.

Table 8. Pearson Correlation Test Results

Pearson correlation test was used to determine the relationship between student anxiety and student's Presentation.

Variable	r (Correlation Coefficient)	p-value	Interpretation
Student Anxiety vs English Presentation	0.840	0.001	Strong positive correlation

Based on Pearson's correlation analysis, the correlation coefficient (r) between students' anxiety and English presentation was 0.840, which showed a strong positive correlation. This score shows that there is a significant relationship between students' anxiety levels and their performance in English presentations.

DISCUSSION

From the data obtained, the majority of students (84.4%) experienced high anxiety, while 12.5% experienced moderate anxiety and

3.1% experienced severe anxiety. These results are in line with research conducted by Naser & Isa (2021) which found that the majority of respondents in their study also experienced moderate to high levels of anxiety when making oral presentations. The high level of anxiety in students of SMK GKST 2 Tentena can be caused by several factors. As explained by MacIntyre and Gregersen (2020), anxiety can interfere with the thinking process that hinders students' ability to compose words and sentences well. Students who feel anxious tend to stutter, repeat words frequently, or even have difficulty pronouncing certain words correctly.

Factors that can cause high student anxiety include: First, lack of English language proficiency, As explained by Toubot and Seng (2020), students who have limitations in vocabulary, grammar, or pronunciation tend to feel more anxious when speaking in public for fear of making mistakes. Furthermore lack of Preparation: Wang and Sun (2022) explain that immature preparation before a presentation can increase student anxiety. They are worried that they will forget the material or not be able to convey information properly.

The results showed that students' presentation abilities varied, with 40.63% of students in the good category, 37.5% adequate, 18.75% lacking, and 3.12% very good. This distribution shows that although many students

experience high anxiety, most of them are still able to give presentations well enough to good. This difference in presentation ability can be explained through various factors, as stated by Richards (2020), that speaking skills are one of the important aspects of language mastery, and presentation is one of the effective methods to practice fluency and clarity in speaking.

The Pearson correlation coefficient of 0.840 indicates a very strong relationship between students' anxiety and their English presentation ability. Interpretation of these results suggests that the higher the students' anxiety levels, the lower their presentation ability in English. These findings are in line with research conducted by Amini (2019) which found a significant correlation between anxiety levels and oral presentation skills in students of the English Education Study Program, University of Bengkulu. Anxiety can affect students' ability to speak, especially when they speak in front of the class. According to Dana & Aminatun (2022) also supports these findings, where they identified that 36% of students never felt confident when asked to speak in English and 24.4% began to panic when asked to speak in English without preparation.

CONCLUSION

Conclusion

This study investigated the relationship between students' anxiety and English presentation ability in grade XI students of SMK GKST 2 Tentena. The results showed that the majority of students (84.4%) experienced high levels of anxiety when making presentations in English. In terms of presentation ability, 40.63% of students showed good performance, 37.5% adequate, 18.75% lacked, and 3.12% were very good. Pearson's correlation analysis yielded a strong correlation coefficient ($r = 0.840$) between students' anxiety and presentation ability, confirming that there is a significant relationship between the two variables. The higher the anxiety level, the lower the student's presentation ability in English.

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