

THE STUDENTS' ANXIETY IN DELIVERING ENGLISH PRESENTATION
(*Kecemasan Siswa dalam Membawakan Presentasi Berbahasa Inggris*)

Sardian Maharani Asnur
Alauddin State Islamic University
sardian.maharani@gmail.com

Abstrak

Kecemasan merupakan hal yang lumrah dialami oleh setiap orang pada saat berbicara di depan publik. Kecemasan itu sendiri dapat bertambah jika dilakukan dengan menggunakan bahasa asing. Tulisan ini bertujuan untuk memberikan gambaran khusus mengenai kecemasan siswa dalam membawakan presentasi berbahasa Inggris serta memberikan solusi cara untuk menghadapi kecemasan tersebut. Terdapat beberapa faktor yang mempengaruhi kecemasan siswa yaitu faktor internal yang meliputi takut salah, takut kritikan, konflik emosi, kecemasan berbahasa, pengalaman negatif, takut lupa materi presentasi, takut distop, dan pikiran negatif, dan faktor eksternal yang meliputi kondisi ruangan, gagal berlatih, gender, dan faktor fisik. Adapun strategi yang dapat dilakukan oleh siswa untuk mengatasi kecemasan mereka pada presentasi berbahasa Inggris yaitu, (a) berpikir positif, (b) membuat persiapan yang optimal, (c) berlatih berulang-ulang (d) percaya diri, dan (e) melakukan relaksasi.

Kata Kunci: *kecemasan, siswa, presentasi Berbahasa Inggris*

Abstract

Anxiety indeed an ordinary thing experienced by everyone when talking in public and can be increased if it is done by using a foreign language. This paper aims to provide a specific description of the students' anxiety in delivering English presentations as well as provide a solution on how to deal with the anxiety. There are several factors that affect student anxiety, namely internal factors which covers fear of failure, fear of criticism, conflicting emotion, speech anxiety, negative experience, fear of losing the thread of material, fear of being stopped, and negative thinking; and external factors which covers condition of presentation room, failing to practice, gender, and physical factor. Strategies that can be applied by participants to cope their anxiety in delivering English presentation are: (a) to keep thinking positively toward the audience, the speech, and their self as a speaker, to make good preparation, to rehearse, to keep self confidence, and to do relaxation.

Keywords: anxiety, students, English presentation

A. INTRODUCTION

In order to get the degree, most of English language department of universities in Indonesia requires their students to pass the last examination. That is to present the result of their scientific work or thesis in a form of presentation. Therefore, speaking skill is absolutely useful for them in facing this final examination. Their performance is also being assessed in this examination. Thus, their linguistic and non-linguistic competence must be excellent in order to get a good speaking performance. The presentation itself is hopefully can help them if they have opportunity to work in business field, where presentation competence, either using Bahasa Indonesia (as their mother tongue) or English (as their foreign language) is needed.

Presentation, which can be classified as one part of public speaking, commonly becomes a dreadful situation for some people, even if people who have proficiency in talking face to face. A businessman, who can perceive his or her business colleague, or a smart and supple people, can be broke if they have to talk or do a presentation in front of many people (Rogers, 2008). Many of them state that they are afraid about speaking in front of public; they feel more anxious than speaking in face to face. Even though a good competence in speaking in front of public is needed for several professions, but in particular condition, this competence is needed in almost any kinds of profession. Just the same, presentation skill is needed mostly by students who want to pass their degree in university or college in Indonesia.

Anxiety in public speaking is very common among both college students and the general population. Some estimates are

that as many as 20-85% of people experience more or less anxiety when they need to speak in public (Katz, 2000). Many people who speak for a living including actors, business people, and politicians, experience public speaking anxiety. In fact, some of these experienced public speakers feel that a little nervousness before a performance or speaking engagement gives them the ability to perform at their best.

However, for some people the anxiety becomes so intense that it interferes with the ability to perform at all. In the case of students, this may lead to avoiding certain courses or even majors where oral presentations are required, never speaking in class, or deciding against certain careers because they would require occasional speaking before a group. Students who are very anxious about public speaking in class or in their examination seminar may sometimes also avoid social events they would like to attend.

Since that the ultimate goal of English study program is the development of students' communicative competence in speaking English in any kinds of communication, so investigations centering on students' anxiety related to speaking English as second/foreign language particularly in presentation where speaking are mostly used and extremely useful to give explanation or bring forward the presentation seem to have a great pedagogical implication.

Regarding to the statement above, the writer is interested to conduct a library research on what factors which influence students' anxiety in delivering presentation and how to deal with the anxiety in delivering presentation.

B. DISCUSSION

As the ability to speak English is a very complex task considering the nature of what is involved in speaking, not all of the students in an EFL speaking class have the courage to speak. Since some researchers such as Williams and Andrade in 2008, Padmadewi in 1998, Tutyandari in 2005, Na in 2007 have found that oral-oriented activities in class produces the most foreign language anxiety. Young also found that many students feel more comfortable when they did not speak a foreign language in public. Otherwise, anxiety occurs when the student has to speak the foreign language in front of a group (Young, 1991). The fear of speaking in a foreign language is related to a variety of complex constructs such as communication apprehension, social anxiety, and low self-confidence (Gregersen, Young, and Cheng in Williams and Andrade, 2008). To sum up, the writer states that there is an interaction between fear of negative evaluation and self-perceived ability which affects anxiety level.

Hofmann (2009) conducted a research toward 201 students to do a presentation in front of video camera. The result of the research found that the regulation of anxiety suppression significantly affect the students' presentation, thus can be blocked their purpose to perform a good presentation, and will intend someone into unwilling experience.

In 2010, Asnur also had conducted a research toward 10 students of Business English Department who did presentation of their internship report to pass the final examination on their faculty. The result of the research found that 80% of the students experience the anxiety in delivering their

presentation especially by using English as their foreign language. Moreover, the research also found that there were several factors which influence the anxiety of Business English students in Business English internship presentation. The factors can be divided into two, namely internal factors and external factors.

All the studies above show that speaking in front of people, particularly by using English as foreign language, are influenced by some factors including anxiety factor that may result a bad or a good performance.

C. Public Speaking

1. What is Public Speaking

Public speaking is a speech delivered by an individual in front of a group of people or audience. It is also includes group presentations or impromptu speaking, and it is a strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

The public speech is a formal communication event, a showcase where the speaker becomes the center of attention and has a chance to star or to fail in the eyes of a number of people. Usually, people spend more time in preparing a public speech than planning the inter-personal and small group communication. The public speech is an established communication occasion with well-understood patterns of how people ought to behave and communicate. "Once people know what kind of speech occasion it is, people will also know a good deal about what is expected of us as a speaker or as an audience member" (Borman and Borman, 1981:158).

Furthermore, Bormann and Bormann (1981) state that for many public speeches the audience expects and appreciates activities that set the stage for the speaker. A simple format for a speech is to have a local dignitary call the meeting to order and introduce the speaker by identifying his background and experience. The speaker then delivers his message, and the person who introduced him thanks the speaker and closes the meeting. The basic format is often elaborated so that the speaker is preceded by music, group singing, or performances, by lesser personalities, to increase the audiences' susceptibility to the main speaker. Big revival meetings, for instance, often have prayers, announcements, songs, and introductions before the evangelist delivers the main message of the evening. Political rallies generally have music, introductions, and some enthusiastic partisan comments before the main speaker comes to the podium. After the speech, the audience may participate in questioning the speaker or in making comments. The occasion may call for music or some additional comments by other people.

2. Types of Public Speaking

In public speaking, we have to determine exactly *why* we are speaking. What is our purpose of doing on the speaking? What do we hope to accomplish? Most speakers have one of two general objectives when they prepare to deliver a speech or presentation. They either aim to inform the listener (to share new information or insight with the audience), it is what we called informative speech; or to persuade listeners (to convince audience members to believe in or do something), it is what we call persuasive speech.

“However, in actual speaking situation, purposes are not always so clear cut as we have described here. Thus “persuasion speeches” usually contain informative material, while “information speeches” may sometimes contain elements of persuasion” (Gamble and Gamble, 1983:311).

There is one type of speech that introduced by Bormann and Bormann (1981), that is presentation. The presentation is a speech form that has emerged within the last few decades to meet the needs of the highly developed urban culture. Most of people now work in organizations, institutions, or corporations. Representatives from various groups within the company, the church, the governmental agency, or the school need to give and get information in formal agency, or the school needs to give and get information in formal communication settings officially approved by the organization involved

How the speaker give a presentation on examination or proposal can be crucial; when the speaker present their self and their ideas about their particular specialty to their peers and their superiors, they will make judgments about the speaker's skill, understanding, and competence on doing on the job.

Sometimes presentations are given repeatedly, especially for purposes of public relations. A company representative might give a presentation to visitors touring a plant. Another representative might go out to groups and schools in the community and give a presentation about the organization. The most common situation, however, and the more critical or important occasion, is the instance in which a presentation is prepared with a definite persuasive purpose, with a specific audience in mind. The

audience for a presentation may be one or two people only. But, more usually, presentations are given to groups of people ranging in size from five to twenty, or even, occasionally, hundreds (Bormann and Bormann, 1981).

3. Deliver the Presentation

After the speaker realizes what kind of speech that they want to deliver and have already prepared their speech, it is time to deliver it in front of the people. As a speaker, the speaker needs to consider the effective ways to deliver their presentation. When the speaker speaks in public, they have three basic tools at their disposal namely verbal, visual, and vocal (Gamble and Gamble, 1984).

In conducting a presentation, the speaker needs to address a group of people and try to get their attention and interest. Thus, the above dimensions are very suggested to apply by the speaker in order to make an effective communication toward their audience. Following are some of the points proposed by Ambekar (2010) which should be taken into consideration for making the communication effective, particularly in public speaking:

a) Speaking through eyes

The first thing that a good speaker does is first look at the audience and takes a pause before beginning his speech. This helps to create good impression on the audience. Throughout the speech speaker should have maintain eye contact with the audience. Every reaction has equal and opposite reaction. So if the speaker doesn't maintain eye contact with the listeners they will feel that they are being ignored and it is

quite likely that they also ignore whatever he is trying to convey.

b) Voice level

One more important thing while communicating is the level of voice that is he must be clear and audible to audience. A good voice can be strong point for being an effective speaker, although it's a natural gift but one can improve by skillful training and practice. Generally a good speaker knows with what tempo he should speak so that it's not too loud or too weak voice while speaking through amplifiers. Proper variation in pitch and tempo of the voice improves the quality of speech. Accurate pronunciation of words with due stresses wherever required must be done.

c) Audience Awareness

To make our communication successful get the clue about the audience and their interests. Some points that should be noted such as: get the rough idea of the strength of the listeners; think over the age, sex, background and interest of the listeners; see whether the audience is patient enough to handle you for hours. Check out if they are friendly or hostile; choose the approach that suits the audience; create a feeling such that each individual feels that the speaker is trying to talk with him and sharing the joy and sorrow of events with him; let the audience know depth of your knowledge regarding the subject; show your sincerity and whole heartedness for the subject; to keep the communications healthy do keep cracking jokes in between such that the jokes should not be appeared

to be deliberately told. They should relate to topic; and concentrate on your ideas and do not get distracted by the activities performed by the audience e.g. smiling, whispering.

d) Facial expressions

Face is mirror of an individual's personality. Facial expressions reveal what thoughts are running through a person's mind. For example, a smile expresses friendliness and affection. Raised eyebrows show surprise and furrowed forehead conveys fear and anxiety. All the emotions and various types of human behavior bring different expressions on face. So while communicating, see that the facial expressions reveal your interest for the subject on which you are communicating.

e) Postures

The body movements while speaking must coordinate with your convincing power. They must be such that they add to the things which are more effectively caught visually than verbally. For e.g. A head down shows the completion of a statement, raising of head indicates the end of the question. More frequent body movements reveal a state hurry or confusion in mind.

f) Dress sense

The clothing plays an important role in presenting ourselves to society. The people who wear dress suitable to their body structure look attractive. A person's physical appearance and dress creates a definite impact on the communication process. A dress should be such that it is not too modern for the people whom we are

interacting yet be able to create a positive impression on them.

A. Anxiety

The construct of "anxiety" is widely associated with unpleasant emotional state and is intricately intertwined with self-esteem, inhibition, and risk-taking. Casado and Dereshiwsky (2001) maintained that it is difficult to define anxiety. Definitions which are available in literature, generally describe anxiety as a cognitive-affective response characterized by physiological arousal and apprehension regarding the potentially negative outcome that the individual perceives as impending. Sarason (1986) defined anxiety as "distressing preoccupations and concerns about impending events" (p.21).

Anxiety, simply speaking, is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz, 1986).

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Language anxiety has been said by many researchers to influence language learning. Whereas facilitating anxiety produces positive effects on learners' performance, too much anxiety may cause a poor performance (Scovel, 1978)

Investigation conducted by Price (in Koba et al, 2000) revealed that having to speak a foreign language in front of other students resulted in the most anxiety for most of the students. Other responses were making pronunciation errors or being laughed at by others. Price then indicates

the role of the instructor. He says that those instructors who always criticize students' pronunciation might make students anxious.

Students experiencing public speaking anxiety say they are concerned they will be embarrassed if they speak. They say they are worried they will make a mistake, look "stupid" to others, or be judged unattractive. Some students say they get upset thinking about others looking at them or being the center of attention. Others express the belief that no one would be interested in anything they would have to say, or that nothing they would say would be worthwhile. The bottom line is fear of unfavorable evaluation by others (Katz, 2000:2).

In conclusion, anxiety, which is typically associated with self-deprecating thoughts, fear of failure, or worry over performance procedures, may compete for cognitive resources that normal cognitive processing will demand. Moreover, even superior students who are excessively concerned about their performance may become so anxious that they attempt to compensate by studying even harder because their compulsive efforts do not lead to their intended performance. Therefore, we can broadly think that anxiety is one of the most negatively influential variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor speaking performance.

1. Types of Anxiety

Anxiety as an affective state is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tension in the

face an expected danger (Blau in Aydin, 2008).

Scovel (1978) defines two categories of anxiety according to its effects, those are debilitating anxiety and facilitative anxiety. Facilitative anxiety are positive effects that help increase performance, it helps a learner to be more alert to a task and this is considered as positive factor in order to accomplish a task. Horwitz, et.al (1986) argued that anxiety is helpful only for simple learning tasks but not with more complicated learning such as language learning.

While, debilitating anxiety, on the contrary is negative, where a learner becomes too anxious and may not perform a task to the optimum level. It does harm to learners' performance in various ways, both indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language (Oxford in Cheng, 2005: P9).

2. Level of Anxiety

According to Townsend (1996), there are four level of anxiety those are low anxiety, moderate anxiety, high anxiety, and panic. Low anxiety related with strained situation happened in daily life and cause someone become aware and increase their perception. Low anxiety can motivate learning and provide improvement and creativity. Manifestation arise on this level are exhaustion, irritable, perception tended to increase, high awareness, able to learn, motivation is increase, and attitude base on the situation.

Meanwhile, moderate anxiety enables someone to focuses on important problem and turns aside the other problems,

therefore someone has main attention, but he/she can do something directed. Manifestation happened on this level are the increase of exhaustion, heart beat faster, breath heavily, muscle suspense increase, speak faster with high volume, narrow perception, able to learn but not optimally, concentration decrease, selective attention and focuses on stimulation that do not increase anxiety, offended easily, impatient, easy to forget something, easy to angry and cry.

The next is high anxiety, which is extremely reducing someone's perception. Someone with high anxiety tends to focuses on something detailed and specific, and also do not think too much on another problem. Someone who are on this level of anxiety need more guidelines in order to focuses on another area. Manifestation that arise on this level are sometimes complaint about vertigo, headache, insomnia, frequently urinate, diarrhea, area of perception become narrower, do not want to learn effectively, focus on him/herself and his/her desires to omit the high anxiety, feeling over a barrel, confused, and disorientation.

The last level is panic. Panic is related to agape with surprise, fear, and terror because of lost control. Someone who is panic cannot do something although by direction. Symptoms that usually occur on this level of anxiety are hard to breath, pupil dilatation, look pale, incoherent talk, cannot perceive on a simple order, scream, cry out, experience hallucination and deletion.

3. Symptoms of Anxiety

Anxiety is a general symptom that can be rooted in previous failure, being afraid to ankle mistakes to be citizen, being afraid to lose face, or lose face, or lacking of self-confidence. This can be blocking the

students' speaking performance in classroom or outside classroom (Nur, 1993).

Orchs (1991:18) obtained several symptoms of anxiety that may occur separately or in combination: 1) the voice might be sound quivers, too slow or too fast, and monotonous or unemphatic; 2) the verbal influency look stammers halting, too many awkward pauses, hunt of words or speech blocked; 3) the mouth and throat are allows repeatedly and breathes heavily; 4) the facial expressions, there is no eye contact, roll eye, tense face muscle, grimaces or twitches, and have a deadpan expressions; 5) the arms and hands will be rigid or tense, fidget, waves and hard about, motionless or stiff; and 6) Gross body movements, it will sways or paces or feet is shuffles.

Stage fright or speech anxiety or performance faced by an athlete before playing, a musician before being on the stage, a teacher before coming into the classroom, an applicant before a job interview are terms used for communication anxiety (Rahmat in Syarifuddin, 2006). The indications might be as follows: the heart sound of tapping is fast; the palm of hand and back perspire; the breath is panting; the mouth is dry and it is difficult to swallow; the muscle of chest, hands, neck and feet are tense; the voice is hoarse; speaking is fact and unclear; cannot listen and concentrate; and cannot remember what he said.

D. Factors of Anxiety in Presentation

Asnur (2010) divided factors of anxiety in presentation into two, namely internal factors and external factors as follows:

1. Internal factors

a) Fear of failure

The speaker fears of social blunder (or possibility of blundering). They were afraid if they could not answer the questions asked by the audience or would be asked unpredictable questions. This fact is in line with the idea of Linkguel (in Syarifuddin, 2006), but then he expressed that at least no meeting with success.

In writer's mind, basically there is no individual wants to make mistakes, because if they make mistakes it will obsess them all the time. Thus they will fail in doing things that they must do.

b) Fear of criticism

This is a common cause of public speaking anxiety. Individuals may fear that people may not pay attention to what they have to say, or that their speech won't be welcomed. When individuals are about to speak in public, they have a fear their ideas may be disregarded. It is supported by the idea of Buehler and Linkguel (in Syarifuddin, 2006) that one causes of anxiety in speaking in front of public is the individual is fear and may be over-sensitive to negative feedback from the audience.

c) Conflicting emotion

Some speakers experienced conflicting emotions in mind, where the participants want to be successful in the presentation, but they were also afraid to make a mistake in the presentation. This factor may hamper the students to get a better performance, but students who can prevent his/her conflicting emotions,

and make their thinking to be succeed higher than thinking to be failed because of mistake, absolutely can have a better performance.

d) Speech anxiety

Some speakers are worried about their linguistic competence such as their vocabulary, grammar, and pronunciation.

The evidence that the more mistakes the speakers make, the more nervous they will be, and the less likely they are to perform well at speaking thus resulting in a vicious circle. Individual may feel anxious about their way of speaking, worrying that they may stutter or forget their speech. As a result, speech anxiety involves any negative instances in speaking that may occur pertaining to the individual's deliverance of his speech. Individuals who may feel speech anxiety may be those striving for perfection in their speech and are obsessed with scenarios where something might go wrong.

e) Negative experiences

It is common for people who have had negative experiences in public speaking to experience anxiety the next time they're in front of an audience. The individual may replay the negative incident in the past and relive this experience, causing him to feel hesitant in speaking again in public. Negative experience of the students in carrying out the presentation may also hamper their performance. Thus, it is better for them to omit thought about their negative experience in the past.

f) Fear of losing the thread of material

The speakers are afraid if they forgot the material will be present or

their speech, thus it increases their anxiety.

According to Asnur (2010) The factor of anxiety is related with speakers' failure of practice and strategy on preparation, because if they failed to practice their speech and lack of preparation, they would make them lost their words and forget their material to be presented during the presentation and even at the beginning of presentation.

g) Fear of being stopped

In Asnur's research (2010), she found that the factor that mostly influences the students' anxiety is being stopped. They were afraid during they conducted their presentation the observer would stop their presentation because of their performance that might be not very well. Indeed, there is one rule in Business English Department of State University of Makassar when the students conduct their report presentation, they will be stopped by the examiners or the head committee of seminar and in consequences they have to conduct their presentation once more on the other day. It became the students' main anxiety, but for several students especially students who have low anxiety level, it became their motivation as well.

h) Negative thinking

Some speakers, who could not overcome their negative thinking before and during the presentation, failed on their performance. It is shown that what we think in our mind that is the thing that will happen to us.

2. External factors

a) Condition of presentation room

The condition such as number of audience include in this factor of anxiety. The way of the audience, supervisors, and examiners stared and followed their presentation had also increase their anxiety. Some of them were also anxious by the new situation of the room. This factor is in accordance with Linkguel (in Syarifuddin, 2006) idea, who stated that one factor that may influence speaker's anxiety is because the inexperienced speaker had not yet met the situation and does not know what to expect.

b) Failing to Practice

Failing to practice the speech and techniques of public speaking may cause public speaking anxiety because the individual may feel unprepared and unworthy to stand in front of the audience. Being a great public speaker takes a lot of practice in rehearsing the speech and exercising public speaking techniques. Inexperienced public speakers mostly feel this anxiety.

c) Physical factor

The negative thinking once again leaves the presenter in anxious feeling and turn out in a poor performance. Unhealthy feeling of bad condition of speaker's healthy will also make them anxious. The unhealthy condition will get speaker's mind in negative thinking, such as worry if they will be fall down or unconscious during the presentation that their voice would not pass her lips, and such negative thinking as that.

B. Strategies to Cope With Anxiety in Presentation

According to the book of lists, the fear of speaking in public is the number 1 fear of all fears while the fear of dying is number 7. Over 41% of people have some fear or anxiety dealing with speaking in front of groups (Laskowski, 1996).

Everyone, even experienced speakers, has some anxiety when speaking in front of a group of people. This is perfectly normal. The best way to deal with this anxiety is to first acknowledge that this fear is perfectly normal and you are not alone. To reduce your fear, you need to make sure you properly and thoroughly prepare yourself before you speak. Lawkowski (1996) then states that proper preparation and rehearsal can help to reduce this fear by about 75%, proper breathing techniques can further reduce this fear by another 15%, mental state accounts for the remaining 10%.

Adler and Rodman (2006) then suggest four simple ways to overcome the anxious feeling about present a public speech:

1. Be rational. Listen to your thought processes, your internal voice, and try to figure out if the basis for your stage fright is rational. Then dispute any rational beliefs.
2. Be receiver-oriented. Concentrate on the audience rather than on yourself. Worry about whether they are interested, about whether understand and about whether or not you are maintaining human contact with them.
3. Be positive. It is important to build and maintain a positive attitude toward the audience, the speech, and yourself as a speaker. Some communication consultants suggest that public

speakers should concentrate on three statements immediately before speaking. The three statements are:

“I’m glad I’m here”

“I know my topic”

“I care about you” (“you” of course being the audience)

Keeping these ideas in mind can help you maintain a positive attitude.

4. Be prepared. If we are fully prepared, our speech will represent less of a threat. Devote enough time to each step of message preparation so we can feel secure. Be especially sure to leave enough time to practice the presentation.

Especially for the students or speakers who have to conduct a presentation using a foreign language, the strategies below might help them to reduce their anxiety. These strategies are suggested by Asnur (2010) based on her research:

1. To keep thinking positively toward the audience, the speech, and their self as a speaker,
2. To made good preparation, include the presentation material, power point slide, the appearance, the speech, and the health,
3. To rehearse, practice speech by the assistance of the supervisor and colleague as well, include asked to correct the grammar, pronunciation, and performance,
4. To keep self-confidence, which can be built through well preparation, positive thinking, good appearance, keep healthy, and smile, and
5. To do relaxation before the presentation and during the presentation.

All of the above suggestion about reducing the anxiety of public speaking can be very valuable for anyone who wants to deliver a presentation, include the students.

C. CONCLUSION

Public speaking is a speech delivered by an individual in front of a group of people or audience. Public speaking can be divided into two, namely: (1) persuasive speech is a speech delivered to convince people, reinforce or change the listener's beliefs and (2) informative speech, is a speech conducted to offer more information about something, to update and add the knowledge of the audience, or to provide needed background material of the audience.

From the explanation about types of public speaking, thesis or proposal presentation can be included in the type of informative speech. In the presentation by using English as foreign language, the students have to present the proposal before they conduct a research or the result of their thesis after conduct a research.

Performing in front of a group of other students, colleagues and lecturers is an inextricable part of the students' experience. Yet speaking in public can unsettle or even frighten some students.

There are numbers of sources of anxiety, those are: 1) internal factors include fear of failure, fear of criticism, speech anxiety, conflicting emotion, negative experiences, negative thinking, and fear of losing the thread of material; and 2) external factors include condition of presentation room, failing to practice, and physical factor.

The anxious feeling of a person can be viewed from his voice, verbal influence, mouth and throat, facial expressions, arms and hands, and also gross body movements.

In overcoming the anxious feeling while delivering a presentation, such strategies proposed in the pertinent ideas can be very valuable for the students, in order to get a better performance. Such as the idea proposed by Asnur (2010), those are (1) to keep thinking positively toward the audience, the speech, and their self as a speaker, (2) to made good preparation, include the presentation material, power point slide, the appearance, the speech, and the health, (3) to rehearse, practice speech by the assistance of the supervisor and colleague as well, include asked to correct the grammar, pronunciation, and performance, (4) to keep self-confidence, which can be built through well preparation, positive thinking, good appearance, keep healthy, and smile, and (5) to do relaxation before the presentation and during the presentation

In relation with Teaching English as Foreign Language (TEFL), lecturers or teachers need to be more concern on the students' linguistics competence especially oral skills. Since, speech anxiety still became one of the most main factors that influence students' anxiety. Therefore, they have to conduct such strategy in teaching and learning process to make a better output of students' linguistics competence. In addition, the teachers or lecturers may also include presentation tasks in their teaching and learning process to make students familiar with the presentation state.

To improve the students' linguistic competence in order to decrease students' speech anxiety because of lack of vocabulary, poor grammar, and miss

pronunciation, the students are proposed to actively joint English meeting clubs and to speak to the native speaker or people who can speak English fluently as often as possible. Thus, it will increase their vocabulary, improve their grammar, and directly learn the pronunciation.

Strategies stated on the discussion above can be followed by other students or people who want to conduct a presentation or want to be a presenter in order to success in presenting their presentation.

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