


## STUDENTS FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: August 10, 2022 Revised: August 17, 2022 Accepted: August 20, 2022 Published: November 30, 2022</p> <p><b>Keywords:</b> Coping strategy Fear Oral English Presentation</p>	<p>The purpose of this study was to determine the fear experienced or felt by students in oral English presentations and strategies used to overcome fear in oral English presentation. This type of research is qualitative using descriptive method. The sample in this study were students majoring in English education, semester 4 as many as 15 students. The power obtained by using a questionnaire and which is open-ended and then analyzed descriptively. The results of the research obtained are Student Fear of Oral English Presentations in Higher Education, students experience and feel types of fear which include fear of communication, fear of negative evaluation and fear of test. The strategy used in overcoming fear in oral English presentations are the first strategy that focuses on the problem called problem focused coping, for example exercise, making important notes, and seeking support and the second strategy that focuses on emotions is called emotion focused coping, for example self-control, staying away and positive thinking.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>Kasmawati Arlan, Muhammad Zia Ul Haq, Herlina Daddi. (2022). Students' Fear of Oral English Presentation. Indonesian Journal of Psycholinguistics, Vol 1 (3), 90-95</p>	
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### INTRODUCTION

In learning English there are several abilities or skills that must be mastered by students (Grieve et al, 2021). Some of the skills in English are speaking, reading, listening, and writing. Therefore, in language learning, students are highly demanded to be able to speak skills so that they can communicate both productively and receptively. One of the learning activities in the classroom that can improve the ability to communicate or speaking that is an oral presentation.

Oral presentation can be classified as one part of public speaking, usually it becomes a scary and terrible thing for some individuals. Experts and flexible people can perish if they have to give oral presentations in front of many people (Liang et al,2018). Some estimates are that as many as 20-85% of individuals experience more fear when giving oral presentations (Moneva & Tribunala, 2020). The ability to speak is very much needed and this competency is highly sought after in various professional circles, so that oral presentations are very much required by students to strive for success.

In the world of education students' speaking ability is the most important aspect, especially in doing oral assignments, one of which is oral presentation. Oral presentations are caused by high fear, experienced by students so that they can make presentations that are not good and effective compared to students who have low levels of fear Marinho et al (2017). Excessive fear threatens the powerlessness of memory and students' minds to carry out a good and effective learning process (Goleman, 1997). Speaking is the most important aspect in mastering a language, especially in English. Many students experience or feel fear in public speaking, especially in oral English presentations. So the researcher will analyze the students' fear of oral English presentation. In addition, doing an oral English presentation can help and train individuals or students in speaking and good in communication.

## RESEARCH METHOD

In this study, the approach used is descriptive qualitative research. From the qualitative approach is the state of nature and the perspective of the respondent and there is no purpose. Bogdan & Taylor (in Tillfors et al, 2008 ) stated that the qualitative method is a procedure to produce detailed data relating to written and written information. The research design is used to achieve the objectives and determine the object of the respondent to be studied.

Fear is an emotional process that a person feels in the face of difficulties or threats that will occur. In the view of Davidson, et al (in Perveen & Aleemi, 2018) stated that fear has idiosyncrasy or characteristics, including feelings of anxiety and readiness for something that will happen. Researchers investigated the fears felt by students in oral English presentations and the strategies used in overcoming students' fears. The subjects of this study were 4th semester students of the English education study program at Muhammadiyah University of Makassar.

## RESULT AND DISCUSSION

The data collected in this study were primary data obtained from questionnaires from the results of student answers as respondents with questionnaires that discussed the fears felt by students delivering oral English presentations, methods or strategies used by students in overcoming fears of oral English presentations in front of the class. Based on the data findings that have been obtained in the study, two findings were obtained, namely students' fear of oral English presentation and the strategies used by students in overcoming fear in oral English presentations.

### 1. Students' fear of oral English presentation

Speaking in front of the class is the most fear experienced by college students. There are several academic activities in the classroom that can improve students' speaking skills, but oral English presentation is the main source of student fear in higher education. In a previous study, Grive, et al (2021) found that the highest number of students was 80% who reported that oral English presentation was a source of fear that had an impact on learning. And also a study, Marinho, et al (2017) 64% of students who reported feeling fear in oral presentations.

Findings of this study, it can be seen that there are three types of fear felt by students who deliver oral English presentations, namely the fear of communication, fear of negative evaluation, and fear of test. For more details, see the figure below.

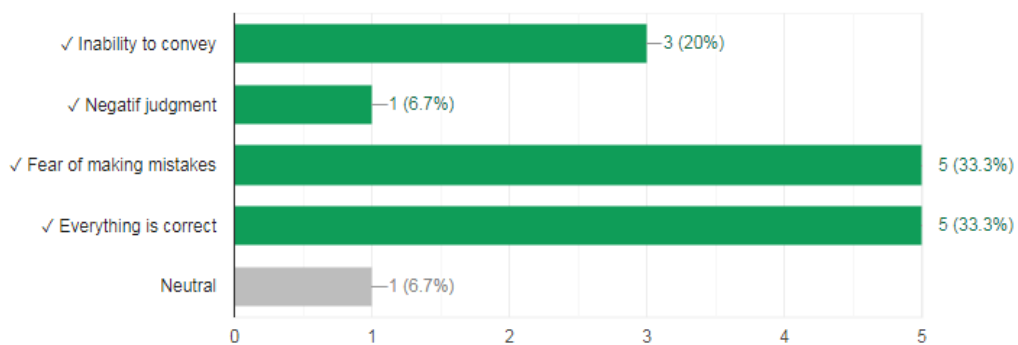


Figure. 1 Bar chart of the results percentage of students fear in oral English presentation

The first fear that students feel and experience is the fear of communication. The communication fear in question is discomfort in communicating in front of many people, causing students' fear in oral English presentations. Communication fear has been described in the literature as an internal fear related to the perception of speaking related to the delivery and personal feelings experienced by individual speakers (LeFebvre, et all. 2018).

The second fear is the fear of negative evaluation, the meaning of this fear is a fear that is based on a feeling of fear of situations with poor achievement and causing negative judgments from others. Fear of negative evaluation is an external fear related to attention related to the audience during an oral presentation (LeFebvre, et al 2018).

The third fear is the fear of testing. The fear in question is the fear that causes failure, the fear of not being able to answer the questions given, the fear of making mistakes and the fear of being punished and the fear of forgetting the material. Based on previous research. Fear of test was reported as much as 23% in the study and explained that this fear is a self-regulation ability (LeFebvre, et al 2018).

## 2. Strategies used in overcoming fear of oral English presentation

Most students feel fear when doing oral English presentations, so there are several ways or strategies that students use to overcome their fears. Some of the ways used by students can be seen below.

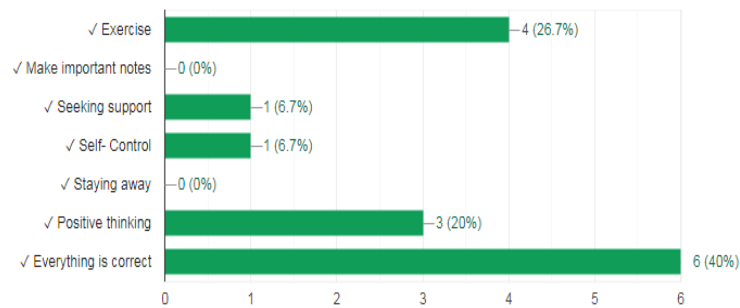


Figure 2 Strategies used by oral English presentation students

Based on the findings of this study, the supporting item in using a coping strategy is problem focused coping. Addressing the focus of the problem refers to practice, making important notes, seeking support. In connection with previous research, (Folkman and Lazarus, 1990) supporting items in overcoming problems using a coping strategy that is problem-focused coping to overcome the focus of the problem refers to planful problem solving, searching social support, confrontive.

And emotional-focused coping, this type of coping strategy that focuses on emotions is self-control, control, and positive thinking. The findings of this study have a relationship with previous research, (Folkman and Lazarus, 1990) emotional-focused coping is coping that focuses on emotions, namely self-control, control, and positive reappraisal or positive thinking, accepting responsibility and escape/avoidance.

## CONCLUSION

Based on the finding of research and discussion, it can be conclude that:

1. There are three types of fear that are felt and experienced by students when delivering oral English presentations, namely communication fear, fear of negative evaluation and fear of test. Communication fear in question is inability to convey, fear of being criticized, blank and confused. Fear of negative evaluation is the fear of being judged negatively or badly by others, fear of being in front of many people, afraid of being seen by others, avoiding eye contact, looking down, body shaking and sweating and not confident. Meanwhile, the fear of test is the fear of making mistakes, the fear of not being able to answer questions and the fear of failure.
2. The strategy used by students in overcoming fear in oral English presentations is coping strategy. Coping strategy is a method used by students in overcoming the fears experienced and felt which are considered as obstacles and challenges as well as threats that can be detrimental, especially in oral English presentations. In this study, students used two types of coping strategies, the first focused and problem-oriented called problem focused coping, that are exercise, making important notes, seeking support and the second focused and emotion-oriented called emotion focused coping, that are self-control, staying away, positive reappraisal or positive thinking.

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