LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 24, No. 1, April 2021

LLT Journal: A Journal on Language and Language Teaching
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

DEALING WITH SPEAKING ANXIETY: A CASE STUDY OF THE IMPLEMENTATION OF *SIDANG AKADEMI* AT A SCHOOL IN CENTRAL JAVA

Hilarius Raditya Priambada Purba and Slamet Setiawan
Universitas Negeri Surabaya, Indonesia
hilarius.18033@mhs.unesa.ac.id and slametsetiawan@unesa.ac.id
correspondence: hilarius.18033@mhs.unesa.ac.id
DOI:10.24071/llt.v24i1.2647
received 10 June 2020; accepted 22 October 2020

Abstract
Speaking skill becomes a very important issue in second language acquisition. Among the four English skills being developed, speaking is crucial for students. Speaking anxiety is one of the burdens experienced by the students so that the exploration of the willingness to communicate is needed to maintain the problem. Moreover, in the Indonesian context, English is still a second/ foreign language so that when the student is required to speak in public using English the problem will be double. This research discussed the implementation of *Sidang Akademi* (Academic Preliminary Meeting) in a private Senior High School in Central Java as an obligatory activity for the students. This research employs a qualitative study specifically a case study. The result of the study presents that the implementation of the activity causes the student to experience speaking anxiety caused by many factors. There are also some ways in managing speaking performance conducted by the student in the implementation of the activity.

Keywords: speaking skill development, speaking anxiety, public speaking activity

Introduction
Speaking skill becomes a crucial issue in second language acquisition. It insists that as one of the four English skills being developed, speaking is pivotal for students (Bright & McGregor, 1970). Speaking skills can directly contribute to the academic development of many second language learners and other far-reaching areas (Goh, Goh, & Burns, 2012). However, the speaking activity designed in class not yet sufficient for helping to develop speaking skills for the student. The deliberate design of the learning process for encouraging students to do a lot of talking in class activity might be, often, insufficient teaching of speaking as a language of communication skill (Goh et al., 2012).

Some studies have revealed the burdens about which the student thinks to be the most influential factor when they are exposed to present a public presentation as part of ways in improving their speaking skill. Speaking anxiety is one of the burdens they are experiencing so that the exploration of the willingness to

communicate is needed to maintain the problem (Amiryousefi, 2016; MacIntryre, 2007; Öz, Demirezen, & Pourfeiz, 2015; Riasati, 2018; Subekti, 2018, 2019a, 2019b; Toyama & Yamazaki, 2018; Yashima, Macintyre, & Ikeda, 2018). Moreover, in the Indonesian context, English is still a second/ foreign language (Crystal, 2003) so that when the student is required to speak in public using English the problem will be double. In addition, the exploration of a compulsory public speaking activity and willingness to communicate hasn't been sufficient in the Indonesian EFL context as they are mostly about the investigation using the FLSA (Foreign Language Speaking Anxiety) scales or another predetermined category.

Nonetheless, the studies conducted in this field only focus their study on the phenomena of speaking anxiety experienced by the student inside the classroom process, in this case, the English teaching and learning process (J. Dewaele & Dewaele, 2018; J. M. Dewaele, 2019; Fanhong, 2019). Furthermore, all of which hasn't explored the phenomena of developing speaking class in a formal course outside the formal teaching and learning process in the classroom. In the meantime, there is a public speaking activity attempted to develop students' speaking skill outside the classroom context. The development has been done, through a formal course. However, this program hasn't been explored academically/ empirically so that the writer intends to study the phenomena regarding the development of students' public speaking skills and the problem they face during the process. Therefore, the objective of this study is to explore the phenomena of speaking anxiety experienced by the students at a senior high school in Central Java regarding the implementation of the public speaking activity, namely *Sidang Akademi* (Academic Preliminary Research), and how they manage to overcome the problem.

Theory of Communication and Public Speaking

Communication Theory

The meaning that relies on the message is not value-free. Griffin (2012) argues that communication is a relational process that demands others to respond as the result of creating and interpreting messages. Nonetheless, human communication, in its implementation, carries on a motive to reveal as the ends (Herrick, 2008). People maintain communication to share their feelings and thoughts to meet other validation in a form of mutual understanding. In so doing, the communicator is successful to bring their messages in the process. Nevertheless, the message that is carried on the process of communication has been planned, invented, constructed, crafted adapted, and adapted based on the situation where the communication takes place. Therefore, the message brought in the communication process is not value-free as it is crafted, in such a way, to be coherent with the context.

Griffin (2012) proposes that in the communication process, there is a thing to maintain as a mutual conception that means the need for a record of a message that can be analysed by others. Furthermore, a message carried on in a communication process contains a symbol for the sake of meeting the goal of obtaining agreement and raising consciousness (Griffin, 2012; Herrick, 2008). The people's relationship or closeness is mattered in carrying on the symbol beyond the words uttered in the process (Griffin, 2012; Herrick, 2008). Nonetheless, bonding between two or more people is demanded in communication as one of the components (Griffin, 2012). As messages are presented not to mean things but rather than the people who, by

the process of interpretation, mean the words. Thus, as the communication takes place between two or more people, it is prominent if the relationships between the communicators are essential to promote the nature of the connection unless it isn't called a good communication. The product of effective communication results in the cognitive, emotional, and behavioural reactions of people to meet mutual understanding (Griffin, 2012; Herrick, 2008).

Communication Process

Communication is what people develop to fulfil their needs. Every communication has a motive (Griffin, 2012; Herrick, 2008). That motive is what to achieve in the process. The process, furthermore, is an attempt of acting information (Mehl, 2017). Communication has a broad context, but, in this context, the writer is to pay attention to human communication. Human communication is to make sense of a thing so that people can have a mutual understanding and value to share. People will conduct verbal and nonverbal communication to create meaning as the goal of communication (Mehl, 2017).

In the process of communication, Mehl (2017) proposes some models of communication as the element in conducting the process. Communication is for making sense. The steps require people to activate their prior knowledge. The information that people obtain while operating their five senses guides people to be able to identify the structure and pattern to know what the information is about. After making sense of it, it brings people to share through communication. Communication allows people to share what they know and what they want people to know. People can enable multimodality such as through music, art, clothing, and other media to convey what we think and feel to others. Next, communication is about creating meaning. It is an interactive process in which people attempt to be able to meet the goal (Osborn, Osborn, & Osborn, 2012). Thus, communication is a means of making meaning. Finally, the form of communication is the other thing to consider about which forms a verbal and nonverbal message. People employ many media or tools or ways or multimodality in order to present thought, concept, object, and experience. Besides, symbols are crafted to help people obtain meaning that is acceptable and understandable (Griffin, 2012; Mehl, 2017).

Rhetoric Theory

The general purpose of public speaking is to maintain the performance in front of the audience so that the argument given in the speech can really persuade the audience through the well-organized idea and the validity sense so that the speech can be attractive to the audience. It is clearly stated by the Greek philosopher Aristotle in his theory of Rhetoric (Hendrikus, 1991). He divides his theory into three main categories simply called *Ethos*, *Pathos*, and *Logos*.

The *Ethos* or credibility means that the speaker might be heard if he can convince the audience through the idea that he presents and the credibility of the speaker so that the audience might consider the speaker as worth listening to the listeners. *Pathos* or emotional is the ability of the person to persuade by appealing to the audience's emotion. In addition, the language choices also matter to give the good persuasion so that the listener might be convinced. *Logos* or Logical means that the speaker has to possess a good reasoning technique. This technique reflects the knowledge of the speaker as the reason is the heart of the argumentation. Thus,

if in the process of public speaking the speaker has these kinds of abilities, the point of the argument seems convincing and therefore the audience might really attract the speaker by the speech that they convey.

Maintaining the performance in the public, for instance, the public speaking requires the speaker to engage the audience as they are demanded to interact with others through the message they bring upon. The process demands the speaker to share a message through a public physical environment that permits both the speaker and the audience to be, collectively, engaged by listening and responding at the current moment that resulting in a persuading context by comprising emotions and thoughts (Crick, 2017; Herrick, 2008). Crick (2017) and Herrick (2008) argue that the participation between the speaker and the audience, are demanded to result in successful public speaking. The public speaking activity requires the maintenance of both speaker and listener to be in an interrelated situation so that the sharing of the message will take place. Therefore, the process of communication facilitates people to have a mutual state of understanding. Rhetoric is proposed as the art, in such a condition, that the process results in the achievement of intelligibility through the structured composition of symbol, of mutual understanding about the meaning set on the symbol through a thorough structures management.

Principles of Public Speaking

Public speaking is an activity that attempts the more people will result in having a mutual concept toward. Osborn et al. (2012) propose public speaking as a collaborative process that brings such a consequence that it needs people to interact with one another since the process happens by the involvement of two or more people. The process demands an interactive activity to facilitate the speaker to acknowledge himself to the listener, share knowledge to attain trust, or be accredited as a worth-listening speaker and assure the listener by considering the information they present. People interpret the information they obtain meaning that there is a collaborative process within the process. Besides, joint production is attempted to result in an agreement between speaker and listener (Griffin, 2012; Osborn et al., 2012).

In presenting the message in a public setting, to comprehend the elements of it may assist the speaker to promote a successful speech. Osborn et al. (2012) suggest seven elements in public speaking as the required elements to comprehend within the process. The first is the speaker who happens to carry on the oral message for the public. Moreover, it comprises the message as the essential point of the presentation that is defined as a goal to accomplish in the process in a way that the message can be brought well. Third, people should comprehend the circumstance underpinning the reason why the speaker speakers and listeners gather to respond to the speech. Next, it must come to such a consideration about the physical and psychological contexts where a speech is presented, namely the setting in public speaking. Besides, as public speaking is a collaborative process, it demands the audience as an important element to consider. Furthermore, interference is another thing to consider that is known as distractions or burdens that may disrupt the process of communication. As a final point, the process requires feedback as the element covering the perception of the audience's reaction to the information or message presented within the process.

Giving a public presentation needs people to be included in the activity to involve in a sustainable process. In so doing, Osborn et al. (2012) propose that public speaking is a dynamic process (Osborn et al., 2012). Nonetheless, some standards should be comprehended within the public presentation. The first is the need to consider the identification process prior to the presentation. In order to continue to the next step, a preliminary activity is the first thing to do. This process allows the people who involve in the process to anticipate the gap that can be in a form of the issue of individual, cultural, racial, and so on. Second, a good speaker is required to bring the process by considering ethical communication. The ethic permits people to discern the right or wrong of a public speaking behaviour that defining whether it is good or bad. The next is the accountable knowledge to promote within the process. It is about the knowledge about the issues, information, latest improvements, and local applications that may be pertinent to the topic. These standards must precede the share of knowledge as the goal to accomplish. On the other hand, "quoting out of context" is somewhat desirable to avoid that leads to the different meaning or understanding as to the result of distorted information. Finally, it demands the consideration of originality that the speaker should avoid plagiarism in the practice as they claim other's thoughts or ideas.

Foreign Language Anxiety

The development of public speaking is a pivotal skill to achieve success. However, the implementation of the activity has confirmed to result in communication anxiety (Osborn et al., 2012). Several studies show that most people, in the process of language acquisition, experience anxiety as a part of the process, especially in presenting a public speech or communication (Fadilah, 2018; Subekti, 2018, 2019a, 2019b). Besides, even the professional is reportedly dealing with such anxiety in the practice. The fact that public communication is an interactive process that requires more than one person in the process (Griffin, 2012; Osborn et al., 2012) brings such consequences that an ideal public speaking has to encounter in the process. the process allows others to examine or judge what we convey. Such conditions become the main reason why anxiety walks side by side with the public speaking process (Osborn et al., 2012). However, people will be trapped in such language anxiety unless they develop some steps to be able to deal with it. A communicator is demanded to recognize anxiety as a normal process that, deliberately, drives people to seek for the best technic they are most suitable with (Grice & Skinner, 2010). The anxiety cannot be avoided but rather to manage is what the authors propose. After considering it, people are entitled to channelling the anxious energy into a more constructive attitude that assists in the process of public communication.

Furthermore, the increase of L2 speaking anxiety has provoked as it plays a significant effect on the development of the skill. Galajda (2017) argues that the study in this field, under the umbrella of Second Language Acquisition, has provoked interest since anxiety is perceived to be the factor persuading the learner's performance. Speaking anxiety is seen as a trait or condition shaped by the situation or situation-specific that leads to such a state influencing the performance (Galajda, 2017; MacIntryre, 2007; Yashima, Macintyre, & Maiko, 2018). Long (2015), Yu (2011), Swain (2000) in Amiryousefi (2016) propose that in learning the language, the process needs to facilitate learners to implement the language for the

communication process. Moreover, Foreign Language Anxiety has steered the student to be unwillingly engaged in the process of communication (Amiryousefi, 2016; Galajda, 2017). As the result, the student may lead to more reluctance they experience during the process. In so doing, the condition brings them to an ineffective speaking development process, in the SLA context, in the bigger scope.

Nevertheless, a related study by Nerlicki (2011) as cited in (Galajda, 2017) confirms that some factors in the communication context lead to the speaking anxiety that come before and during the process of public presentation. There are some influencing factors bringing people to suffer speaking anxiety. For instance, the influencing factors before the process of communication are learner's personal disposition, how they perceive the process of teaching and learning, learning history, and the situation where the communication takes place. Nonetheless, there are also factors that influence their performances during the process of giving a speech or present in public such as the lack of linguistic competence and the direct feedback or critics given by the teacher. Another study by Piechurska-Kuciel (2011) as cited in Galajda (2017) presents that test anxiety leads people to the fear of negative evaluation as well as communication apprehension. Besides, the fear of negative evaluation performs in a social context where a person, involvement, and participation are required. The conditions, aforementioned, come as results of the perception and expected standards that are directed to a negative state in one's willingness to participate in any communication or social acts. The condition is also caused by a high level of communication apprehension (Galajda, 2017). These factors have driven the learner to experience nervousness, fear, and apprehension in the process of communication.

Method

This research discussed the implementation of *Sidang Akademi* (Academic Preliminary Meeting) in a private Senior High School in Central Java as an obligatory activity for the students. This activity is one of the maintained activities that are, at the same time, typical activities, attempted by the school to fulfill the curriculum developed in the school that is the developmental curriculum. The implementation of this activity is worth thorough exploration and study as every student there is fostered to develop and improve the ability to present their idea through a public presentation or public speech. Pertaining to this activity, the school encourages its students to develop their speaking English skills that are then interesting to explore. Nevertheless, the researcher investigated the phenomena by comprehending the implementation of the activity for the third-grade students as they are encouraged to implement the process by using English as the language to present.

Generally, this research is a qualitative study as the researcher attempts a rich description and analysis of the phenomena. Specifically, this research is classified as a case study. Case study research is a qualitative approach in which the researcher focuses on a bounded system over a period of time, through detailed, in-depth data collection and reports the description of a case as well as case-based themes (Creswell, 2007). In accordance with that, a case study is an appropriate format in conducting and exploring the studies of language learning (McDonough & McDonough, 1997). According to Creswell (2007), the involvement of multiple sources of information is suggested to grab the complete illustration of the

phenomenon being investigated and thus, triangulation takes its role as an important aspect in the qualitative study. The sources of data are in a form of observation, documents and reports, interviews, and audio-visual material. This study is, generally, aimed to be able to give insight and explanation regarding the implementation of the activity and the problem of speaking anxiety that may follow as the result of the employment of *Sidang Akademi* (Academic Preliminary Meeting). The study was aimed to study the implementation of *Sidang Akademi* and the phenomena of speaking anxiety as the following impact. Yin (2009) proposes that the focus of the case study approach is to prompt the answer to "how" and "why" aspects of the phenomenon under study. In collecting the data, the researcher collected the data from multiple sources of data to perform the triangulation of the data to meet research reliability and validity. Nonetheless, a number of sources of data help to meet a fuller understanding of the phenomena under study (Bogdan & Biklen, 2003). The researcher conducted the observation process on the Saint Ignatius Loyola class. Moreover, to clarify and obtain the experience in the implementation of the activity, the researcher conducted a Focus Group Discussion with eleven students as the participants. Furthermore, the researcher also obtained the data of the implementation from the minutes of the activity that reflected how the activity was conducted and the students' performance during the implementation of the activity.

Findings and Discussion

From the data gathering process, the researcher obtained information related to the objective of this study. As stated clearly at the beginning, this study explores the phenomena of speaking anxiety as the following impact of the implementation of the activity, namely *Sidang Akademi*, as well as the way to manage the performance to be able to perform well during the public presentation. In presenting the data of the study, the researcher divides the result into two parts. The first part is "Speaking Anxiety in *Sidang Akademi*" and the second is "The Student's Performance Management". To come up with the theme, the researcher conducted the data reducing process by choosing the information based on the code to summarizing the segment of data (Bogdan & Biklen, 2003). Here, the data display as follows.

Speaking Anxiety in Sidang Akademi

Sidang Akademi has been designed as a compulsory activity developed by a school in Central Java to develop students' speaking skills both in Indonesian and English. Students in the first and second grade in the school implement the activity using Indonesian as the language to conduct the process. Whereas, the students in the third grade are encouraged, in the implementation, to manage their performance, as well as their English mastery for the whole process for them, is conducted in English. This condition brings students to experience more pressure in the process of preparing the material and during the process of the activity. The following data present some information to be the source of their anxiety during the implementation of the activity.

Through the group discussion process, a student revealed that he hadn't performed well. This phenomenon happened as the participant admitted that he stuttered when he presented what he had prepared as he was anxious. It is in line

with Osborn et al. (2012) that speaking in public has something to do with the cause of public speaking anxiety. This data was also in line with the observation that stated that students tend to be nervous during the presentation. This was because the student, during the presentation, produced some inappropriate gestures showing that they didn't seem to enjoy the presentation as well as pausing in the middle of the presentation. The gestures that indicate them to be anxious was that they smile without any reason, distracted themselves by touching part of bodies or things in their surroundings. When the student was failed to promote themselves as a good presenter that wasn't worth listening to, the audience would respond negatively by not paying attention to the presenters and doing other activities. This form of anxiety is perceived to be the factor influencing students' performance (Galajda, 2017). This was also confirmed by a participant who said that the participants tended to give a bad response when they didn't perform clearly and stuttered. This is in line with the Rhetoric theory proposed by Aristotle. One of the keys in public speaking is the *Ethos* or credibility meaning that if the speaker can convince the audience through the idea that he presents that determines whether or not the speaker is worth listening (Hendrikus, 1991). The unnecessary movement or gesture may be the result of how the student perceived the situation in which the communication takes place and the process of language learning (Nerlicki, 2011 as cited in Galajda, 2017)

Another problem of anxiety was when the student failed to find the same diction of such words to replace the diction that they didn't know. A student said that she had prepared the material for the presentation, but suddenly she forgot the term and she failed to replace it with another term as she had limited vocabulary. Another student confirmed this by saying that he couldn't find a similar term to convey the message. This condition brought them to experienced stuttering when presenting or pause the presentation to think for a while about the term to use in the presentation. Nonetheless, a student presented that he would find it difficult to arrange a good sentence as he had to figure out the best grammar for the context in his speech. Moreover, a student added that pronunciation was another thing bringing them to speak confidently. Meanwhile, sometimes she had to pause to manage her pronunciation and to find the way to pronounce correctly. Thus, in this case, the problem of anxiety came as a result of the minimum level of English mastery. This is also confirmed by a study from Nerlicki (2011) as cited in Galajda (2017) that lack of linguistic competence is the source of speaking anxiety.

Another thing to be the source of anxiety was the lack of knowledge about the topic being presented. A student confirmed that she experienced anxiety when she knew nothing about the topic that she presented. Although she had prepared the material, she was not familiar with the topic. Nevertheless, even when she had found the material or source, she ended up being confused as the material was not supportive/ relevant to the topic or she failed to connect the topic and the source she obtained. This student confirmed that the factor of lack of vocabulary didn't appear to affect her in the implementation, rather than how to convince the audience employing the material she had prepared. This is in line with the study conducted by Nerlicki (2011) and Piechurska-Kuciel (2011) in Galajda (2017) who propose that learner's disposition, how they respond to the language learning process and the speaker's expectation results in speaking anxiety.

Another student presented that the source of anxiety came from the response given by the facilitator of the activity. He revealed that that thing represented direct assessment from the facilitator. The anxiety came when they were afraid of the direct assessment. In line with this, the direct comment said by the facilitator during the presentation came into account. This is in accordance with the concept that the judgment that was given by others also brings the people to experience speaking anxiety (Osborn et al., 2012). A student confirmed that he was ever stopped in the middle of the presentation because the process didn't meet the facilitator's expectations. This brought the student to experience anxiety as they were directly assessed. This is in line with the concepts proposes by Nerlicki (2011) and Piechurska-Kuciel (2011) in Galajda (2017) who emphasize the direct correction given by the teacher such as sudden interruption and test anxiety bring people to a result of fear of negative evaluation that also become the factor regarding speaking anxiety. Well, this is also indicated the unclear goal that they share within the implementation of the activity.

Being engaged in the process is also important to be able to follow the process. Meanwhile, a student presented in the process of the discussion that she had a lack of focus when she had to present the material she had prepared. She admitted that the pressure in the presentation, actually, influenced the engagement to the process. The impact made the failure to rebut the opponent in the debating process. She added that during the process, she had to memorize what she had prepared and also figured out what she wanted to convey. Nevertheless, self-perception plays an important role in the process of giving a speech in public. It was presented by the student how self-perception affected the way she presented in public. She would mostly compare herself to the other presenters that made her feel less than them. She observed her colleagues on how they managed their presentations and, some of them used slides-show to assist them in the presentation. She felt inferior as she didn't make it the way others managed their presentation. This shows that self-esteem and self-perception, truly, help the student in dealing with their presentation as well as preventing speaking anxiety. These phenomena are also with the concepts saying that leaner's disposition, how they perceive the language learning process, and the speaker's expectation of the process will be the factor bring speakers to experience speaking anxiety (Nerlicki, 2011; Piechurska-Kuciel, 2011 as cited in Galajda, 2017)

One thing to be the most reason that would affect the student on whether or not they experienced speaking anxiety was preparation. The preparation dealt with collecting material, time management, making drafts, and practice to present. Three participants said that the lack of practice made them failed in the process of presentation. This was because they felt unready for what they were going to present during the implementation of *Sidang Akademi*. Another reason was that the time was limited to prepare the whole presentation as they had to manage their study as well. The example was the student had to prepare the material within the examination week so that the preparation couldn't be optimal. This is in line with the theory proposed by Nerlicki (2011) and Piechurska-Kuciel (2011) as cited in (Galajda, 2017) who propose personal character and perception toward the learning process determine the process of speaking in public and whether or not it brings one to experience speaking anxiety.

The Student's Performance Management

In order to be able to perform well, there were some ways or techniques prepared by the student in their presentation. This section is to show the exploration about which the student managed the whole thing regarding their giving speech in public. The first thing to do was exploring the material related to the topic or theme of the presentation. In the implementation of *Sidang Akademi*, there were some topics or themes explored every week. The student, based on the division, presented different topics for every meeting. During the process of data collection, the exploration of the material was important. A student said that he would likely take as many as possible sources to support his presentation. Another student would look for connection and comparison of the topic and the issues that happened globally to make it contextual. Another student tried to find experts or qualified sources to know about the topic and be able to present a qualified presentation based on the source. Another student prepared his presentation by looking at the important role in that field to observe what it was like to present such material. He referred to Oprah Winfrey as he got to present a talk show. He admitted that Oprah had shown how to make a talk show interesting and what language used by her to manage her show. In addition to the student preparation, some of the participants said that the exploration of material and the making of a script or draft would likely be done in Indonesia. They used Indonesia first to make it clear about what they want to present. These are also suggested by Aristotle in giving a speech public to meet the *Logos* or Logical. It is the way speakers are demanded to possess the good reasoning technique reflecting the knowledge of the speaker as the reason is the heart of the argumentation (Hendrikus, 1991).

When it came to the presentation, the student would mostly prepare media that could support their material. This is in with Grice & Skinner (2010) who suggests seeking the best technic that people are most suitable for in order to be able to perform well. People would likely do so to grab the audience's attention. A student said that he made a PowerPoint slide show to make her presentation run well. Another student would use a blackboard and marker to explain to the audience about the topic. The way students develop such a way in their presentations is in accordance with Mehl (2017) suggesting that verbal and nonverbal communication to create meaning as the goal of communication. Besides, a student said that the interaction between presenter and audience was important that was also proposed by Aristotle as *Pathos* or emotional meaning how the presenter convince by appealing to the audience's emotion (Hendrikus, 1991). Interaction allowed the process to run interactively and made the presentation done well. When the interaction happened, a positive one, they would be less anxious so that they could present the material well as they can come to persuasion by involving emotions and thoughts (Crick, 2017; Herrick, 2008). This is in line with the concept proposed by Griffin (2012) that the communication process demands a thing to be held as a mutual conception. So the attempt of making an interaction is the way how the student tried to propose a concept to be received by others to meet a conception. Nonetheless, interaction making is the way to meet a relational bonding between two or more people as it is one of the components of communication (Griffin, 2012; Osborn et al., 2012).

Conclusion

After presenting the information about the factors influencing students to experience speaking anxiety and the way the student managed their performance, it can be concluded that the obligatory speaking activity namely, *Sidang Akademi* brings them to feel the speaking-anxiety during the performance. Such anxiety was indicated by the stuttering happened when presenting and also the making of unnecessary movements that distract the performance. Nonetheless, many factors are influencing their performance in *Sidang Akademi*. They were a minimum level of English mastery or lack of linguistic competence, lack of knowledge about the topic, the response that was given by the facilitator, not engaged to the process, the feeling of inferiority, and their readiness to speak in public by preparing the presentation. Whereas, the student also employed some ways to manage their performance. They were the use of media to help to convey the presentation by using a PowerPoint slide show, blackboard, and marker. Besides, the student also maintained the interaction between the presenter and the audience to make the process run interactively.

References

Amiryousefi, M. (2016). Willingness to communicate, interest, motives to communicate with the instructor, and L2 speaking: A focus on the role of age and gender. *Innovation in Language Learning and Teaching*, *12*(3), 221-234. https://doi.org/10.1080/17501229.2016.1170838

Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods* (4th ed.). Boston: Pearson Education Group, Inc.

Bright, J. A., & McGregor, G. P. (1970). *Teaching English as a second language: Theory and techniques for the secondary stage*. Boston: Addison-Wesley Longman Ltd.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publication, Inc.

Crick, N. (2017). *Rhetorical public speaking: Civic engagement in the digital age* (3rd ed.). New York: Routledge.

Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.

Dewaele, J., & Dewaele, L. (2018). Learner-internal and learner-external predictors of willingness to communicate in the FL classroom. *Journal of the European Second Language Acquisition*, *10*(10), 1–14.

Dewaele, J. M. (2019). The effect of classroom emotions, attitudes toward English, and teacher behavior on willingness to communicate among English foreign language learners. *Journal of Language and Social Psychology*, *38*(4), 523–535. https://doi.org/10.1177/0261927X19864996

Fadilah, E. (2018). Willingness to communicate from Indonesian learners' perspective: A dynamic complex systems perspective. *Journal of ELT Research*, *3*(2), 168–185. https://doi.org/10.22236/JER

Galajda, D. (2017). *Communicative behaviour of a language learner: Exploring willingness to communicate*. New York: Springer International Publishing.

Goh, C. C. M., Goh, C., & Burns, A. (2012). *Teaching speaking*. Baden-Württemberg: Ernst Klett Sprachen.

Grice, G. L., & Skinner, J. F. (2010). *Mastering public speaking* (7th ed.). Boston: Allyn & Bacon.

Griffin, E. (2012). *A first look at communication theory* (8th ed.). New York: McGraw-Hill.

Hendrikus, P. D. W. (1991). *Retorika, terampil berpidato, berdiskusi, berargumentasi, bernegosiasi*. Yogyakarta: Kanisius.

Herrick, J. A. (2008). *The history and theory of rhetoric* (4th ed.). Boston: Allyn & Bacon.

MacIntryre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, *91*(4), 564–576. https://doi.org/10.1111/j.1540-4781.2007.00623.x

McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers.* New York: Routledge.

Mehl, M. (2017). *Principles of communication: Public speaking*. New York: Pearson Learning Solutions.

Meng, F., & Feng, C. (2019). Coping strategies for students' learning anxiety in college English classroom. *Proceedings of the 2019 4th International Conference on Humanities Science and Society Development* (ICHSSD 2019), Atlantis Press.

Osborn, M., Osborn, S., & Osborn, R. (2011). *Public speaking: Finding your voice* (9th ed.). Boston: Pearson.

Öz, H., Demirezen, M., & Pourfeiz, J. (2015). Willingness to communicate of EFL learners in Turkish context. *Learning and Individual Difference*, *37*, 269–275.

Riasati, M. J. (2018). Willingness to speak English among foreign language learners : A causal model. *Cogent Education*, *5*(1), 1–17. https://doi.org/10.1080/2331186X.2018.1455332

Subekti, A. S. (2018). An exploration of learners' foreign language anxiety in the Indonesia university context: Learners' and teachers' voices. *TEFLIN Journal*, *29*(2), 219–244.

Subekti, A. S. (2019a). Situational willingness to communicate in English: Voices from Indonesian non-English major university student. *Indonesian Journal of English Teaching and Applied Linguistics*, *3*(2), 373–390.

Subekti, A. S. (2019b). Willingness to communicate in English of non-English major university students in Indonesia. *Lingua Cultura*, *13*(1), 55–66. https://doi.org/10.21512/lc.v13i1.5155

Toyama, M., & Yamazaki, Y. (2018). Exploring the components of the foreign language classroom anxiety scale in the context of Japanese undergraduates. *Asian-Pacific Journal of Second and Foreign Language Education*, *3*(1), 4–27.

Yashima, T., Macintyre, P. D., & Ikeda, M. (2018). Situated willingness to communicate in an L2: Interplay of individual characteristics and context. *Language Teaching Research*, *22*(1), 115–137. https://doi.org/10.1177/1362168816657851

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). California: Sage Inc.