

## Speaking Anxiety Viewed from Krashen's Affective Filter Hypothesis During Seminar Proposal Presentation

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### Abstract

*Speaking anxiety remains a common issue experienced by students learning English as a Foreign Language (EFL), especially when they are required to perform in formal academic presentations. This study investigated the factors contributing to speaking anxiety among final-semester students during seminar proposal presentations and examined how the anxiety influenced their ability to present and respond to examiners' questions from the perspective of Krashen's Affective Filter Hypothesis. The study employed a qualitative case study design involving 15 students of the English Education Study Program, Faculty of Culture, Management, and Business (FBMB), Universitas Pendidikan Mandalika. Data were collected through classroom observations, semi-structured interviews, and supporting documentation. The collected data were analyzed using the interactive analysis model developed by Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing. The results showed that students' anxiety was influenced by three major aspects: psychological, linguistic, and situational factors. Psychological aspects such as fear of making mistakes, nervousness, and low self-confidence appeared to be the strongest contributors. In addition, limited vocabulary, concerns about grammar, pronunciation difficulties, and pressure during question-and-answer sessions also increased students' anxiety levels. The study further found that anxiety affected students' fluency, concentration, confidence, and ability to explain ideas clearly during presentations. Many students experienced hesitation, difficulty organizing explanations, and problems responding spontaneously to examiners' questions. Viewed from Krashen's Affective Filter Hypothesis, these findings indicate that high anxiety can function as an emotional barrier that disrupts students' speaking performance in academic settings. This study highlights the importance of creating supportive learning environments and providing more opportunities for academic speaking practice to help students reduce anxiety and improve presentation performance.*

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## 1. INTRODUCTION

Speaking is widely recognized as one of the most challenging skills in English as a Foreign Language (EFL) learning. Unlike reading or listening, speaking requires learners to produce language directly and spontaneously while simultaneously paying attention to vocabulary, grammar, pronunciation, fluency, and comprehension. In many academic contexts, speaking ability is not only viewed as a language skill but also as an indicator of students' confidence and academic competence. University students, particularly those in

English Education programs, are expected to communicate ideas clearly through presentations, discussions, and other academic activities conducted in English.

One of the academic activities that demands strong speaking ability is the seminar proposal presentation. In this activity, students are required to explain their research background, research problems, theoretical framework, and research methodology in front of lecturers and examiners. They are also expected to answer questions and respond to feedback critically and appropriately. For many EFL students, this situation can become stressful because they must present academic content while using English accurately in a formal setting. As a result, students often experience nervousness, hesitation, or difficulty expressing their ideas during the presentation process.

In language learning, anxiety has long been considered an important affective factor influencing students' speaking performance. Horwitz, Horwitz, and Cope (1986) define foreign language anxiety as a feeling of tension, worry, nervousness, and fear associated with language learning situations. In speaking activities, anxiety commonly appears when students are afraid of making mistakes, being negatively evaluated, or failing to express ideas clearly. These emotional reactions may interfere with students' ability to communicate effectively even when they have prepared the material well. Several previous studies have shown that speaking anxiety can negatively affect learners' fluency, confidence, pronunciation, and overall speaking performance (Liu & Jackson, 2008; Öztürk & Gürbüz, 2014).

In higher education contexts, speaking anxiety often becomes more visible during formal academic presentations. Unlike ordinary classroom discussions, seminar proposal presentations are usually perceived as high-stakes academic activities because students are formally assessed by lecturers and examiners. In this situation, students are expected not only to demonstrate their understanding of the research topic but also to communicate their ideas confidently in English. However, many students still struggle to manage anxiety during presentations. Preliminary observations conducted in the English Education Study Program, Faculty of Culture, Management, and Business (FBMB), Universitas Pendidikan Mandalika, showed that several students experienced visible signs of anxiety during seminar proposal presentations. Some students appeared nervous, paused frequently while speaking, avoided eye contact, forgot prepared explanations, or experienced difficulty answering questions from examiners. These conditions indicate that emotional factors may strongly influence students' speaking performance in academic presentation settings.

The issue of speaking anxiety can be understood through Stephen Krashen's Affective Filter Hypothesis. Krashen (1985) argues that emotional variables such as anxiety, motivation, and self-confidence influence language acquisition and language performance. According to this theory, learners with high anxiety levels tend to develop a high affective filter that may block language input and interfere with language production. On the other hand, learners who feel more relaxed and confident are generally more capable of processing information and expressing ideas effectively. In academic presentation contexts, students with high anxiety may experience difficulty concentrating, organizing ideas, or responding spontaneously during question-and-answer sessions. Therefore, Krashen's theory provides a relevant perspective for understanding how emotional conditions influence students' speaking performance during seminar proposal presentations.

A number of previous studies have discussed speaking anxiety in EFL learning contexts. Liu and Jackson (2008), for example, found that fear of negative evaluation and low speaking confidence were major contributors to students' speaking anxiety. Similarly, Öztürk and Gürbüz (2014) reported that limited vocabulary, pronunciation difficulties, and fear of grammatical mistakes often caused anxiety among EFL learners during speaking

activities. In the Indonesian context, several studies also revealed that students frequently experience anxiety during classroom presentations and public speaking because of limited preparation, low confidence, and fear of making mistakes in front of lecturers or classmates. Although speaking anxiety has been widely discussed, most previous studies focused mainly on classroom interaction or general presentation activities. Research specifically examining speaking anxiety during seminar proposal presentations among final-semester undergraduate students is still relatively limited, particularly studies viewed from Krashen's Affective Filter Hypothesis.

Considering this gap, the present study focuses on speaking anxiety experienced by final-semester students in the English Education Study Program, Faculty of Culture, Management, and Business (FBMB), Universitas Pendidikan Mandalika, during seminar proposal presentations. This study aims to identify the factors contributing to students' speaking anxiety and to examine how anxiety affects students' ability to explain research content and answer examiners' questions during presentations. The findings of this study are expected to contribute to the discussion of affective factors in EFL academic speaking and provide practical insights for lecturers and students in developing more supportive academic presentation environments.

## 2. RESEARCH METHOD

### Research Design

This study employed a qualitative case study design to explore speaking anxiety experienced by students during seminar proposal presentations. The qualitative approach was considered appropriate because the study focused on understanding students' experiences, feelings, and perceptions related to anxiety in academic speaking situations. Creswell and Poth (2018) explain that qualitative research is suitable for investigating social phenomena in natural settings and understanding how participants interpret their experiences.

A case study design was selected because the research concentrated on a specific phenomenon occurring within a particular academic context, namely speaking anxiety among final-semester students in the English Education Study Program during seminar proposal presentations. Through this design, the researcher was able to obtain deeper and more detailed information regarding the factors causing anxiety and the ways anxiety influenced students' speaking performance during presentations.

This study was analyzed using Stephen Krashen's Affective Filter Hypothesis as the theoretical framework. The theory emphasizes that emotional factors such as anxiety, self-confidence, and motivation can influence language performance. In this study, speaking anxiety was viewed as an affective factor that potentially interfered with students' ability to communicate effectively during academic presentations.

### Research Setting and Participants

The study was conducted at the English Education Study Program, Faculty of Culture, Management, and Business (FBMB), Universitas Pendidikan Mandalika. The participants were final-semester students who had conducted seminar proposal presentations as part of their undergraduate thesis requirement.

The participants were selected through purposive sampling. This technique was used because the researcher intentionally chose participants who had direct experience with the phenomenon being investigated. Patton (2015) states that purposive sampling helps researchers obtain rich and relevant information from participants who are closely related to the research topic.

Several criteria were used in selecting the participants. First, the participants had to be students of the English Education Study Program at FBMB Universitas Pendidikan Mandalika. Second, they were final-semester students preparing their undergraduate thesis proposals. Third, they had experienced seminar proposal presentations conducted in English. Finally, all participants were willing to participate voluntarily and share their experiences related to speaking anxiety during the presentation process.

The number of participants involved in this study ranged from 10 to 15 students. The final number depended on data saturation, meaning that data collection was stopped when no new significant information emerged from the interviews and observations.

### **Research Instruments**

In qualitative research, the researcher acts as the primary instrument because the researcher is directly involved in collecting, interpreting, and analyzing the data (Creswell & Poth, 2018). In this study, the researcher interacted directly with participants during observations and interviews to obtain detailed information regarding students' speaking anxiety during seminar proposal presentations.

To support the data collection process, several additional instruments were used, including observation sheets, interview guidelines, field notes, and documentation.

Observation was conducted during seminar proposal presentations to identify visible signs of speaking anxiety and to examine how anxiety affected students' speaking performance. The researcher applied non-participant observation, meaning that the researcher observed the presentation activities without actively participating in them. During the observation process, attention was given to students' physical and verbal reactions, such as nervous gestures, trembling, hesitation, long pauses, low voice volume, lack of eye contact, and difficulty answering questions from examiners. The researcher also observed students' fluency, confidence, pronunciation clarity, and ability to explain research content during the presentation. Important findings were recorded using observation sheets and field notes.

Semi-structured interviews were also conducted to obtain deeper information about students' experiences and feelings related to speaking anxiety. This type of interview allowed participants to express their opinions freely while still keeping the discussion focused on the objectives of the study. The interview questions explored several topics, including students' feelings before and during presentations, factors causing anxiety, difficulties in explaining research content, problems encountered while answering examiners' questions, and the influence of anxiety on speaking performance.

The interviews were conducted individually after the seminar proposal presentations in a comfortable setting to help participants speak more openly. Each interview lasted approximately 20 to 30 minutes and was recorded using a smartphone audio recorder with participants' permission. The recordings were then transcribed to facilitate data analysis.

Documentation was used as supporting data to strengthen the findings obtained from observations and interviews. The documentation included seminar schedules, presentation assessment sheets, photographs, interview recordings, transcripts, and field notes. These documents helped provide additional evidence and improve the credibility of the study.

### **Data Collection Procedures**

The data collection process was conducted through several stages. First, the researcher carried out preliminary observations in the English Education Study Program to identify the phenomenon of speaking anxiety during seminar proposal presentations. During this stage, several students appeared nervous, hesitant, and less confident while presenting their research proposals. These initial observations became the basis for conducting the study.

After identifying the research problem, the researcher requested formal permission from the Faculty of Culture, Management, and Business (FBMB) and the English Education Study Program to conduct the research. Participants were then selected purposively based on the predetermined criteria.

The next stage involved observing students during seminar proposal presentations. The researcher observed students' speaking performance, physical reactions, and communication behavior during presentations and question-and-answer sessions. Important findings related to anxiety symptoms and speaking performance were recorded in observation sheets and field notes.

Following the observation process, semi-structured interviews were conducted with selected participants. The interviews focused on exploring students' experiences, perceptions, and feelings related to speaking anxiety during seminar proposal presentations. All interviews were recorded and later transcribed for analysis.

In addition, documentation was collected throughout the research process to support the observational and interview data. The collected documents were organized systematically to assist the researcher during data analysis.

### **Data Analysis Technique**

The data obtained from observations, interviews, and documentation were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña (2014). The model consists of three interconnected stages: data condensation, data display, and conclusion drawing or verification.

The first stage was data condensation. In this stage, the researcher selected and simplified the raw data obtained from interviews, observations, and documentation. The researcher carefully reviewed the transcripts and field notes to identify information related to speaking anxiety during seminar proposal presentations. Relevant data were then coded and grouped into several themes related to the research questions and Krashen's Affective Filter Hypothesis.

The second stage was data display. After the data had been categorized, the researcher organized the findings into descriptive narratives and thematic classifications. Displaying the data in an organized form helped the researcher identify relationships among themes and interpret the findings more clearly.

The final stage involved drawing and verifying conclusions. The researcher interpreted the findings based on the emerging themes and continuously compared data from different sources to ensure consistency and accuracy. Through this process, conclusions were drawn regarding the factors causing speaking anxiety and the effects of anxiety on students' speaking performance during seminar proposal presentations.

### **Trustworthiness of the Data**

To ensure the trustworthiness of the findings, this study applied the criteria proposed by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability.

Credibility was achieved through triangulation by comparing data obtained from observations, interviews, and documentation. The researcher also conducted member checking by confirming several interview results with participants to ensure that the interpretations reflected their actual experiences.

Transferability was supported by providing detailed descriptions of the research setting, participants, procedures, and findings. These descriptions allow readers to understand the research context and determine whether the findings may be applicable to similar situations.

Dependability was maintained by documenting the research procedures systematically, including participant selection, interview procedures, coding processes, and data analysis stages. Field notes and research records were also maintained throughout the study.

Confirmability was ensured by basing the findings on participants' actual responses and observational data rather than the researcher's personal assumptions. The researcher continuously reviewed the collected data and supported interpretations with evidence from the field.

#### **Ethical Considerations**

Ethical principles were carefully considered throughout the study. Prior to conducting the research, the researcher obtained formal permission from the Faculty of Culture, Management, and Business (FBMB) and the English Education Study Program at Universitas Pendidikan Mandalika.

All participants were informed about the objectives and procedures of the study before participating. Participation was voluntary, and participants had the right to withdraw from the research at any time without consequences.

The researcher also obtained informed consent before conducting observations and interviews. Participants' identities were kept confidential by anonymizing personal information in interview transcripts and the research report. In addition, all collected data were used only for academic purposes and stored securely to protect participants' privacy.

### **3. RESEARCH FINDINGS**

This section presents the findings related to speaking anxiety experienced by final-semester students during seminar proposal presentations in the English Education Study Program, Faculty of Culture, Management, and Business (FBMB), Universitas Pendidikan Mandalika. The findings were obtained from classroom observations, semi-structured interviews, and supporting documentation involving 15 participants. Based on the data analysis, two major themes emerged from the study. The first concerns the factors contributing to students' speaking anxiety during seminar proposal presentations, while the second relates to the effects of anxiety on students' ability to explain research content and answer examiners' questions.

#### **Factors Contributing to Students' Speaking Anxiety**

The data showed that students' speaking anxiety did not originate from a single factor. Instead, it was influenced by a combination of psychological, linguistic, and situational aspects that interacted during the presentation process.

##### **1. Psychological Factors**

Among all identified factors, psychological aspects appeared to contribute the most to students' anxiety. Many participants admitted that they felt nervous and emotionally pressured when presenting their research proposals in front of lecturers and examiners. Most students were worried about making mistakes while speaking English, especially when they had to explain research concepts formally in an academic setting.

Several participants explained that they became anxious because they felt their speaking performance and academic competence were being evaluated simultaneously. As a result, they often overthought their answers and became excessively concerned about how the lecturers would judge their English ability.

One participant stated:

*"I felt nervous because the lecturers were not only assessing my research but also the way I spoke English. Sometimes I became afraid of making mistakes."*

Another participant shared a similar experience:

*“Actually, I understood my topic, but when the examiners asked questions, I suddenly became blank because I was too nervous.”*

The observation results also supported these statements. During the presentations, several students showed visible signs of anxiety such as trembling hands, tense facial expressions, frequent pauses, low voice volume, and limited eye contact. Some students repeatedly looked at their presentation slides even when they had already prepared the material beforehand.

Low self-confidence was another important issue identified in this study. Many participants admitted that they rarely used English in daily communication, which made them less confident when speaking in formal academic situations. Students who doubted their speaking ability tended to become more anxious during presentations, especially when responding to spontaneous questions from examiners.

## 2. Linguistic Factors

Besides psychological aspects, linguistic limitations also contributed significantly to students' speaking anxiety. The interviews revealed that many students struggled with vocabulary, grammar, and pronunciation while presenting their proposals in English.

Several participants explained that they often understood the ideas they wanted to express but found it difficult to deliver them clearly in English. Limited vocabulary frequently caused hesitation during presentations because students needed additional time to think of appropriate words.

One participant explained:

*“Sometimes I knew the answer in Indonesian, but I could not explain it well in English because I forgot the vocabulary.”*

Another participant stated:

*“When I forgot certain words, I became panic and lost focus during the presentation.”*

The findings also showed that grammatical concerns increased students' anxiety. Some participants admitted that they focused too much on avoiding grammatical mistakes while speaking. Instead of concentrating on delivering ideas smoothly, they became more worried about sentence accuracy. This often resulted in slower speech, hesitation, and reduced fluency.

Pronunciation difficulties were also mentioned by several participants. Some students were afraid of pronouncing words incorrectly because they worried that the examiners might misunderstand their explanations. Observation data showed that a few students spoke softly and unclearly because they lacked confidence in their pronunciation.

## 3. Situational and Academic Factors

The formal nature of seminar proposal presentations also played an important role in increasing students' anxiety. Most participants described the presentation room as a tense environment because they had to present in front of lecturers, examiners, and classmates while being academically evaluated.

The question-and-answer session was identified as the most stressful part of the presentation. Many students admitted that they became more nervous when they had to answer unexpected questions directly in English. In this situation, students were required to think critically, organize ideas quickly, and produce answers spontaneously at the same time.

One participant explained:

*“The hardest part was answering sudden questions because I needed to think about the answer and the English simultaneously.”*

Another participant said:

*“When the examiners asked difficult questions, I became panic and forgot what I wanted to say.”*

Observation findings showed that students generally spoke more fluently during prepared presentations than during question-and-answer sessions. During spontaneous interactions, longer pauses, hesitation, and silence appeared more frequently.

In addition, several participants mentioned that being observed publicly increased their nervousness. The presence of lecturers and classmates made them feel uncomfortable and afraid of making mistakes in front of others.

### **The Effects of Speaking Anxiety on Students’ Ability to Explain and Answer Questions During Seminar Proposal Presentation**

The findings revealed that speaking anxiety influenced students’ ability to communicate effectively during seminar proposal presentations. Anxiety affected not only students’ fluency but also their concentration, confidence, clarity of explanation, and responsiveness when answering questions.

#### **1. Reduced Speaking Fluency**

One of the most visible effects of anxiety was reduced fluency during presentations. Observation results showed that anxious students tended to pause frequently, repeat words, speak more slowly, and hesitate while explaining their research topics.

Several participants admitted that nervousness disrupted their speaking performance even though they had prepared the material before the presentation.

One participant stated:

*“I practiced many times before the seminar, but when I stood in front of the lecturers, I suddenly could not speak fluently.”*

The findings suggest that anxiety interfered with students’ ability to deliver ideas naturally during academic presentations.

#### **2. Difficulty Concentrating and Forgetting Prepared Material**

Another effect identified in this study was difficulty concentrating during presentations. Many students explained that nervousness caused them to lose focus while speaking. As a result, they sometimes forgot important points that had already been prepared beforehand.

One participant reported:

*“When I became nervous, my mind suddenly went blank, and I forgot the explanation that I had prepared.”*

Observation data also showed that anxious students frequently depended on presentation slides or written notes because they struggled to recall information during the presentation process.

These findings indicate that anxiety affected students’ cognitive performance, particularly concentration and memory retrieval during speaking activities.

#### **3. Difficulty Explaining Ideas Clearly**

The data further revealed that anxiety affected students’ ability to explain research content systematically. Some participants admitted that nervousness caused their explanations to become unclear or disorganized. A few students tended to provide very short answers or skip important information because they wanted to finish the presentation quickly.

One participant explained:

*“Because I was nervous, my explanation became unclear even though I actually understood the topic.”*

Observation results confirmed that anxious students often avoided elaborating their ideas and moved rapidly from one point to another without detailed explanation.

#### 4. Difficulty Answering Examiners' Questions

Speaking anxiety also strongly influenced students' ability to answer questions during seminar proposal presentations. Many participants admitted that they needed more time to respond because they were afraid of giving incorrect answers.

Some students experienced temporary silence before responding to questions, while others showed nervous behaviors such as trembling voices and lack of eye contact.

One participant stated:

*"I understood the question, but I became confused about how to answer it properly in English."*

Another participant explained:

*"Sometimes I needed a long time to answer because I was afraid my response would be wrong."*

These findings indicate that anxiety affected students' spontaneous speaking performance and reduced their confidence during academic interaction.

#### Findings Viewed from Krashen's Affective Filter Hypothesis

The findings of this study support Stephen Krashen's Affective Filter Hypothesis, which emphasizes the influence of emotional factors on language performance. Students who experienced high levels of anxiety tended to show symptoms such as hesitation, nervousness, reduced concentration, and difficulty expressing ideas clearly during seminar proposal presentations.

The data suggest that anxiety functioned as a psychological barrier that interfered with students' ability to process and produce language effectively. Students who were overly concerned about grammar, pronunciation, or negative evaluation appeared less fluent and less confident while speaking, even when they understood their research topics well.

On the other hand, students who demonstrated stronger self-confidence appeared more capable of controlling nervousness and communicating their ideas more effectively during presentations. These students generally responded to questions more calmly and spoke more fluently during discussions.

Overall, the findings indicate that emotional conditions, particularly anxiety and self-confidence, played an important role in students' academic speaking performance during seminar proposal presentations.

## DISCUSSION

The findings of this study show that speaking anxiety remains a significant issue experienced by final-semester students during seminar proposal presentations. The anxiety experienced by the participants was influenced by psychological, linguistic, and situational factors, and these factors affected students' ability to communicate their research ideas effectively in English. The results also confirm the relevance of Stephen Krashen's Affective Filter Hypothesis in explaining how emotional conditions influence students' speaking performance in academic contexts.

One of the most dominant findings in this study relates to psychological factors, particularly fear of negative evaluation and low self-confidence. Many participants admitted that they became nervous because they felt that both their research competence and English-speaking ability were being assessed simultaneously during the presentation.

This condition caused students to worry excessively about making mistakes while speaking. Such findings are consistent with Horwitz, Horwitz, and Cope (1986), who explain that fear of negative evaluation is one of the major components of foreign language anxiety. In the context of seminar proposal presentations, students appeared to perceive the situation as academically demanding and emotionally stressful, especially because they had to present in front of lecturers and examiners.

The findings also indicate that self-confidence plays an important role in determining students' speaking performance. Participants who rarely practiced English orally in daily communication tended to feel less confident during presentations. As a result, they became more anxious when answering questions or explaining research content in English. This finding supports Liu and Jackson (2008), who found that students with lower confidence levels are generally more likely to experience speaking anxiety. In this study, lack of confidence often made students hesitate, avoid eye contact, or speak with low voice volume during presentations.

In addition to psychological factors, linguistic limitations were also found to contribute significantly to students' anxiety. Many participants experienced difficulty expressing ideas spontaneously because of limited vocabulary and concerns about grammatical accuracy. Several students admitted that they mentally translated ideas from Indonesian into English before speaking, which slowed down their responses and increased nervousness. This finding is similar to the study conducted by Öztürk and Gürbüz (2014), which reported that limited vocabulary mastery and fear of grammatical mistakes frequently become sources of anxiety among EFL learners.

Another important point revealed in this study is that students tended to focus more on language accuracy than communication effectiveness. While presenting, some participants became overly concerned about grammar and pronunciation, causing them to lose fluency during explanations. This condition reflects the cognitive pressure often experienced by EFL learners in formal speaking situations. Students not only needed to organize academic ideas but also had to monitor vocabulary, pronunciation, and grammatical structure at the same time. Consequently, speaking became less spontaneous and more stressful.

Situational factors also played a major role in shaping students' anxiety during seminar proposal presentations. The formal atmosphere of the seminar room, the presence of lecturers and classmates, and the academic evaluation process contributed to students' nervousness. Most participants identified the question-and-answer session as the most stressful part of the presentation because they had to respond immediately to unexpected questions in English. In this situation, students were required to think critically while simultaneously managing their language production. This often caused panic, hesitation, or temporary mental blocks during interaction with the examiners.

The observation findings showed that students generally appeared more fluent during the prepared presentation session than during spontaneous discussion sessions. This suggests that speaking anxiety becomes more visible when students are placed in unpredictable speaking situations that require immediate responses. Similar findings have been reported in previous studies discussing public speaking anxiety and classroom presentation anxiety among EFL learners.

The study further revealed that speaking anxiety negatively affected students' speaking performance in several ways. Students who experienced high anxiety levels often showed reduced fluency, difficulty concentrating, unclear explanations, and limited ability to answer questions effectively. Some participants admitted that they forgot prepared

explanations once they stood in front of the examiners. Others explained that nervousness caused them to lose focus even though they understood the research topic well.

These findings strongly support Krashen's Affective Filter Hypothesis. According to Krashen (1985), learners with high anxiety levels tend to develop a high affective filter that interferes with language performance. In the present study, anxiety appeared to function as an emotional barrier that reduced students' ability to communicate ideas clearly during academic presentations. Students who became too worried about mistakes or negative judgments often experienced hesitation, silence, and reduced fluency during speaking activities.

The findings also suggest that anxiety affects not only language production but also cognitive processing. Several participants reported experiencing mental blocks and difficulty recalling prepared information during presentations. This indicates that emotional pressure may interfere with concentration and working memory during academic speaking tasks. As a result, students who actually had sufficient understanding of their research topics sometimes failed to communicate their ideas effectively because of nervousness.

On the other hand, students who demonstrated stronger confidence appeared more capable of controlling anxiety during presentations. These students generally spoke more fluently, responded to questions more calmly, and maintained better interaction with the examiners. This finding indicates that emotional readiness and confidence are important factors supporting successful academic speaking performance.

The findings of this study provide several practical implications for English language teaching, particularly in higher education contexts. Since speaking anxiety significantly influences students' academic performance, lecturers should create learning environments that encourage students to practice speaking more confidently and comfortably. Activities such as classroom discussions, presentation practice, mock seminars, and small-group speaking activities may help students become more familiar with academic speaking situations before facing formal seminar presentations.

In addition, lecturers may need to provide constructive feedback that supports students' confidence development rather than focusing excessively on errors. Supportive classroom interaction and gradual speaking practice may help reduce students' fear of negative evaluation. Students also need more opportunities to use English actively in academic communication so that they become more accustomed to speaking spontaneously in formal situations.

From a theoretical perspective, this study contributes to the discussion of affective factors in EFL learning by demonstrating how Krashen's Affective Filter Hypothesis can explain students' speaking difficulties in academic presentation settings. While previous studies often focused on classroom speaking anxiety in general contexts, this study specifically highlights anxiety experienced during seminar proposal presentations among final-semester undergraduate students. Therefore, the findings expand the understanding of how emotional factors influence academic speaking performance in Indonesian EFL higher education contexts.

#### 4. CONCLUSION

This study explored speaking anxiety experienced by final-semester students during seminar proposal presentations in the English Education Study Program, Faculty of Culture, Management, and Business (FBMB), Universitas Pendidikan Mandalika. The findings indicate that speaking anxiety remains a common challenge faced by students in formal academic speaking situations, particularly when they are required to present and defend their research proposals in English.

The study found that students' anxiety was influenced by several interconnected factors. Psychological aspects, especially fear of negative evaluation, nervousness, and low self-confidence, appeared to be the strongest contributors to anxiety during presentations. In addition, linguistic difficulties such as limited vocabulary, concerns about grammar, and pronunciation problems also affected students' confidence while speaking. Situational pressure, particularly during question-and-answer sessions and formal academic evaluations, further increased students' anxiety levels.

The findings also revealed that speaking anxiety had a noticeable impact on students' speaking performance. Students who experienced higher levels of anxiety often showed hesitation, reduced fluency, difficulty concentrating, and problems explaining their ideas clearly. Some participants also experienced mental blocks and needed more time to answer examiners' questions during the presentation process. These conditions demonstrate that anxiety can interfere with students' ability to communicate academic ideas effectively, even when they understand the research topic well.

Viewed from Krashen's Affective Filter Hypothesis, the findings suggest that anxiety functions as an emotional barrier influencing language performance. Students with higher anxiety levels tended to struggle more during presentations because nervousness reduced their confidence and affected their ability to process and produce language smoothly. In contrast, students who showed better confidence appeared more capable of managing pressure and communicating their ideas more effectively during academic presentations.

This study contributes to the discussion of affective factors in EFL academic speaking, particularly in the context of seminar proposal presentations. The findings also provide practical implications for lecturers and higher education institutions. Creating supportive learning environments, providing more opportunities for speaking practice, and encouraging students through constructive feedback may help reduce anxiety and improve students' academic speaking performance. Activities such as mock presentations, classroom discussions, and presentation simulations may also help students become more prepared and confident in formal presentation settings.

Although this study provides important insights into speaking anxiety in academic presentations, it was conducted within a limited context involving final-semester students from one university. Therefore, future researchers are encouraged to conduct broader studies involving larger participant groups, different educational settings, or mixed-method approaches to obtain deeper understanding of speaking anxiety in EFL academic contexts.

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