The Association Between Speaking Anxiety and Students' Presentation Skills in Biographical Text Learning

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Abstract: This study aimed to examine the relationship between speaking anxiety and presentation skills during biographical-text learning among tenth-grade students at SMA Negeri 1 Sungai Raya. A quantitative correlational design was used. From 313 students in nine classes, one class was randomly selected; 35 students participated. Data were collected using a speaking-anxiety questionnaire and a presentation-skills assessment rubric. Pearson's product–moment correlation was used to analyze the relationship. The results showed a strong, statistically significant negative correlation between speaking anxiety and presentation skills ($r = -0.760$, $p < 0.001$; $R^2 = 57.76\%$). This indicates that students reporting greater speaking anxiety tended to obtain lower presentation-skills scores. Because the study was correlational and involved one class, the findings do not establish causation and should be generalized cautiously. The findings suggest that Indonesian language teachers may benefit from providing supportive classroom environments and progressive presentation opportunities, while future studies should test whether such practices reduce anxiety and improve presentation performance.

Abstrak: Penelitian ini bertujuan menguji hubungan antara kecemasan berbicara dan keterampilan presentasi dalam pembelajaran teks biografi pada siswa kelas X SMA Negeri 1 Sungai Raya. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi terdiri atas 313 siswa dari sembilan kelas; satu kelas dipilih secara acak melalui *cluster random sampling*, sehingga diperoleh 35 peserta. Data dikumpulkan menggunakan angket kecemasan berbicara dan rubrik penilaian keterampilan presentasi. Hubungan kedua variabel dianalisis dengan korelasi Pearson Product-Moment. Hasil menunjukkan hubungan negatif yang kuat dan signifikan antara kecemasan berbicara dan keterampilan presentasi ($r = -0{,}760$; $p < 0{,}001$; $R^2 = 57{,}76\%$). Artinya, siswa yang melaporkan kecemasan berbicara lebih tinggi cenderung memperoleh skor keterampilan presentasi lebih rendah. Karena penelitian ini bersifat korelasional dan hanya melibatkan satu kelas, hasilnya tidak membuktikan hubungan sebab-akibat dan perlu digeneralisasi secara hati-hati. Temuan ini menyarankan guru Bahasa Indonesia menyediakan lingkungan kelas yang suportif dan kesempatan presentasi secara bertahap. Penelitian selanjutnya perlu menguji efektivitas praktik tersebut dalam mengurangi kecemasan dan meningkatkan keterampilan presentasi.

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A. Introduction

Education aims to develop students' knowledge and academic abilities while strengthening their communication skills. In the twenty-first century, students are expected to communicate clearly, think critically, and respond effectively to educational and social situations. The OECD has also emphasized the importance of reimagining teachers as agents of curriculum change in responding to contemporary educational needs (OECD, 2025). Similarly, the UNESCO media and information literacy curriculum emphasizes critical thinking, communication, and information literacy as important competencies for contemporary learners (Grizzle et al., 2021). Supporting this perspective, Rahman et al (2023) reported positive effects of ethnoscience-based project-based learning on students' critical thinking skills. These findings underline the importance of learning experiences that encourage students to analyze information, develop ideas, and communicate their understanding.

In Indonesian language learning, speaking is essential because it enables students to convey ideas, opinions, and information. Developing speaking skills requires opportunities to organize ideas, select appropriate vocabulary, regulate vocal delivery, and communicate with an audience (Maspuroh et al., 2023). Presentations provide a context for practicing these skills. Students communicate information systematically, demonstrate understanding of learning materials, and respond to audience questions (Jalal et al., 2023; Wulandari & Sitepu, 2024). Role-playing activities have also been applied to strengthen students' speaking skills in Indonesian language classrooms (Sulastri et al., 2025), and self-directed learning models grounded in local wisdom have been developed within Indonesian language learning (Sulastri & Thamimi, 2025). Hayati et al (2021) also emphasized communication development through structured learning activities in their research on problem-based student worksheets, which improved high school students' mathematical communication skills. Although mathematical communication differs from oral presentation, their findings highlight the value of providing opportunities for students to organize and communicate ideas effectively. Therefore, presentation skills are an important aspect of students' oral communication development in Indonesian language education.

Biographical-text instruction offers opportunities to develop presentation skills. Students must understand information about a person's life, select relevant facts, organize them, and communicate them coherently. Previous research has examined students' ability to construct biographical texts, demonstrating the relevance of this material to Indonesian language learning (Jefriyanti et al., 2022). Oral biographical-text presentations require content understanding, clear organization, effective speech, and audience engagement. These demands make biographical-text learning a relevant context for examining the relationship between students' psychological conditions and presentation performance.

However, students may experience difficulties when speaking in front of their classmates. These difficulties may include trembling voices, limited eye contact, disorganized explanations, and hesitation when answering questions. One psychological factor associated with these challenges is speaking anxiety. Public speaking anxiety is

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regarded as one of the most common subtypes of social anxiety and involves cognitive, emotional, and behavioral characteristics (Zhu, 2025). In classroom settings, this anxiety may arise when students express opinions, participate in discussions, or deliver presentations before an audience. Studies of secondary school students have identified apprehension about speaking and fear of negative evaluation (Khalisya et al., 2024), while other research has discussed anxiety in speaking and public communication (Alawiyah et al., 2022; Khafidhoh et al., 2023; Meneses & Gonzaga, 2025).

Speaking anxiety may be associated with presentation performance because presenting information requires concentration, confidence, and the ability to organize and communicate ideas effectively. Concern about mistakes or negative evaluation may make it difficult to maintain fluency, recall information, or interact with an audience. Research on oral communication apprehension has examined its relationship with perceived communication competence (Hussin & Makmur, 2021), while other studies have investigated the association between students' speaking anxiety and speaking ability in educational settings (Sholikhah et al., 2025). Psychological characteristics, including self-efficacy, may also be relevant when understanding student performance. Rahman et al (2025) reported that project-based learning positively affected learning interest and self-efficacy among senior high school students. Although their study focused on mathematics learning rather than speaking anxiety, it supports considering students' psychological characteristics when investigating classroom performance. Nevertheless, speaking anxiety is not necessarily the sole factor associated with presentation skills, as language proficiency, previous presentation experience, learning motivation, self-efficacy, and classroom conditions may also be relevant. For example, self-confidence, anxiety levels, and learning motivation have been associated with nursing students' implementation of presentation techniques (Sari et al., 2024).

Preliminary classroom observations at SMA Negeri 1 Sungai Raya indicated that some tenth-grade students experienced difficulties when presenting biographical texts. The observed difficulties included low self-confidence, unclear speech, limited eye contact, disorganized delivery, and hesitation when responding to questions. Some students also appeared nervous and had difficulty maintaining a coherent presentation. These observations motivated an investigation of whether speaking anxiety was associated with presentation skills in this context. However, observations alone cannot establish the strength or statistical significance of this relationship, making systematic empirical investigation necessary.

Although previous studies have examined speaking anxiety, communication apprehension, and speaking performance, research specifically addressing the relationship between speaking anxiety and presentation skills during biographical-text learning among tenth-grade students in Indonesian language education remains an area that warrants further investigation. Findings from studies focusing on foreign-language learning, general oral communication, or public speaking in other educational settings cannot automatically be generalized to this particular context. Therefore, this study aims to determine the

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direction, strength, and statistical significance of the relationship between speaking anxiety and presentation skills among tenth-grade students at SMA Negeri 1 Sungai Raya. The findings are expected to contribute to understanding psychological factors associated with students' presentation performance in Indonesian language learning and to inform teachers' consideration of supportive classroom environments and progressive presentation opportunities.

B. Method

This study employed a quantitative approach with a correlational design to examine the relationship between speaking anxiety and presentation skills during biographical-text learning. It was conducted at SMA Negeri 1 Sungai Raya during the 2025–2026 academic year. The population comprised 313 tenth-grade students distributed across nine classes (X-1 to X-9). One class was selected using cluster random sampling. The names of the nine classes were placed on separate slips, and one slip was drawn at random. Class X-9 was selected, yielding a sample of 35 students. Because the sample came from a single class, the findings should be interpreted in this context and generalized cautiously.

Data were collected using a speaking-anxiety questionnaire and a presentation-skills assessment rubric. The questionnaire initially contained 20 items rated on a four-point Likert scale, ranging from strongly agree to strongly disagree. Its items addressed nervousness when speaking before classmates, fear of making mistakes, self-confidence, and concerns about others' judgments. Students' presentation skills were assessed while they presented biographical texts in class. The rubric covered six dimensions: mastery of biographical-text content; organization and sequence; language use and diction; vocal delivery, including intonation, volume, and speech tempo; interaction with the audience; and use of supporting media.

Content validity was examined by two experts: a university lecturer and an Indonesian language teacher with relevant educational and language-teaching backgrounds. Their review considered the alignment of instrument indicators with questionnaire statements and assessment criteria, and revisions were made in response to their recommendations. Empirical item validity was examined using Pearson product–moment correlations in SPSS. Items were considered valid when the calculated correlation exceeded the critical value and the significance value was below 0.05. Nineteen questionnaire items met the stated criteria; item K16 did not and was excluded from the final questionnaire. Internal consistency of the retained questionnaire items was assessed using Cronbach's alpha, with values above 0.70 treated as acceptable. Inter-rater reliability of the presentation rubric was assessed using the intraclass correlation coefficient (ICC).

Permission to conduct the study was obtained from the school principal and the Indonesian language teacher. Participants were informed about the study's purpose, voluntary participation, and their right to withdraw without academic consequences. Informed consent was obtained, and participants' identities and data were kept confidential and used only for academic purposes.

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Data were analyzed in SPSS using descriptive and inferential statistics. Descriptive statistics included minimum and maximum scores, means, and standard deviations for both variables. The Shapiro–Wilk test was used to assess normality, and a linearity test was conducted to examine whether the relationship between speaking anxiety and presentation skills was linear. Pearson's product–moment correlation was then used to determine the direction, strength, and statistical significance of the relationship, with the significance level set at 0.05. The coefficient of determination was calculated by squaring the correlation coefficient to describe the proportion of variance associated with the linear relationship between the variables. Figure 1 presents the overall research procedure employed in this study, from participant selection and instrument preparation to data analysis and interpretation of findings.

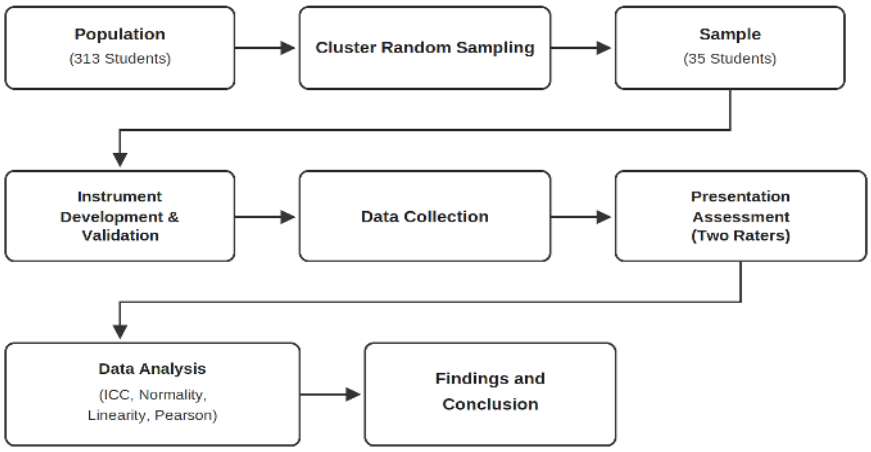


Figure 1. Research Flow of the Study

C. Result

The findings are presented in the following sequence: descriptive statistics, instrument validity and reliability, assumption testing, and correlation analysis. These analyses provide information about the characteristics of the study variables, the measurement instruments, and the relationship between speaking anxiety and presentation skills among the participating students.

The descriptive statistics for speaking anxiety were examined to identify the range and distribution of the scores obtained by the 35 participants. Table 1 presents the observed maximum and minimum scores, mean, and standard deviation for speaking anxiety.

Table 1. Descriptive Statistics for Speaking Anxiety

Statistic	Value
Maximum score	60
Minimum score	21
Mean	39.97
Standard deviation	10.60

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As shown in Table 1, speaking-anxiety scores ranged from 21 to 60, with a mean of 39.97 and a standard deviation of 10.60. These results indicate variation in speaking-anxiety scores among the participants. However, the mean score alone does not establish a categorical anxiety level without predefined classification criteria.

Presentation skills were also examined using descriptive statistics to summarize students' performance during biographical-text presentations. Table 2 presents the observed score range, mean, and standard deviation for presentation skills.

Table 2. Descriptive Statistics for Presentation Skills

Statistic	Value
Maximum score	92
Minimum score	46
Mean	68.09
Standard deviation	11.50

Table 2 shows that presentation-skills scores ranged from 46 to 92, with a mean of 68.09 and a standard deviation of 11.50. These statistics describe the variation in presentation performance among the participants. As with speaking anxiety, assigning categorical performance levels would require an explicitly stated classification system.

Before examining the relationship between the two study variables, the validity of the speaking-anxiety questionnaire was assessed at the item level. The calculated correlation coefficient for each item was compared with the reported critical value of 0.334, using a significance threshold of 0.05. The results of this assessment are presented in Table 3.

Table 3. Summary of Item Validity Results for the Speaking-Anxiety Questionnaire

Item Category	Item Numbers	Number of Items	Calculated *r*	Decision
Valid items	K1–K15, K17–K20	19	0.565–0.859	Valid
Invalid item	K16	1	0.167	Invalid
Total	K1–K20	20		

Table 3 shows that 19 of the 20 speaking-anxiety questionnaire items met the validity criteria, with calculated correlation coefficients ranging from 0.565 to 0.859. Item K16 was classified as invalid because its correlation coefficient (0.167) was below the critical value of 0.334, with a significance value of 0.338 ($p > 0.05$). Consequently, K16 was excluded, and the remaining 19 items were retained for data collection.

After item validity was examined, the internal consistency of the retained speaking-anxiety questionnaire was assessed using Cronbach's alpha. Table 4 presents the resulting reliability coefficient.

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Table 4. Internal Consistency of the Speaking-Anxiety Questionnaire

Variable	Cronbach's alpha	Interpretation
Speaking anxiety	0.950	High internal consistency

Table 4 shows that the 19-item speaking-anxiety questionnaire had a Cronbach's alpha coefficient of 0.950, exceeding the commonly used threshold of 0.70. This result indicates high internal consistency among the retained items.

In addition to internal consistency, the presentation-skills rubric was examined for inter-rater reliability. The analysis yielded an intraclass correlation coefficient (ICC) of 0.872, with a 95% confidence interval of 0.762–0.933 and $p < 0.001$. These findings indicate good agreement between raters. The ICC model and type of agreement should be specified in accordance with the analysis performed.

Before conducting Pearson's product–moment correlation analysis, the distributions of the two study variables were examined using the Shapiro–Wilk test. Table 5 summarizes the significance values and their interpretation against the 0.05 threshold.

Table 5. Normality Test Results

Variable	Shapiro–Wilk *p*	Interpretation
Speaking anxiety	0.065	No significant evidence against normality
Presentation skills	0.386	No significant evidence against normality

As shown in Table 5, the Shapiro–Wilk significance values were 0.065 for speaking anxiety and 0.386 for presentation skills. Both values exceeded 0.05, indicating that the tests did not provide statistically significant evidence against normality. These results were considered in evaluating the suitability of the data for subsequent parametric analysis.

The linearity of the relationship between speaking anxiety and presentation skills was then examined. This assessment considered both the significance of the linear component and the deviation-from-linearity test. The results are presented in Table 6.

Table 6. Linearity Test Results

Component	*p*	Interpretation
Linearity	< 0.001	Significant linear component
Deviation from linearity	0.292	No significant deviation from linearity

Table 6 shows a statistically significant linear component ($p < 0.001$), while the deviation-from-linearity test was not statistically significant ($p = 0.292$). These findings indicate that the analysis did not detect a significant departure from linearity, supporting the use of Pearson's product–moment correlation alongside the other relevant assumptions.

Following the assumption tests, Pearson's product–moment correlation was performed to determine the direction, strength, and statistical significance of the relationship between speaking anxiety and presentation skills. Table 7 summarizes the

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correlation coefficient, significance value, and number of participants included in the analysis.

Table 7. Pearson Product–Moment Correlation between Speaking Anxiety and Presentation Skills

Variables	*r*	*p*	*N*	Interpretation
Speaking anxiety and presentation skills	−0.760	< 0.001	35	Strong negative relationship

As presented in Table 7, speaking anxiety was strongly and negatively correlated with presentation skills ($r = -0.760$, $p < 0.001$, $N = 35$). This result indicates that students with higher speaking-anxiety scores tended to obtain lower presentation-skills scores. The association was statistically significant at the 0.05 level.

To complement the numerical correlation result, a scatter plot was used to visualize the relationship between the two variables. Figure 2 presents the distribution of individual scores for speaking anxiety and presentation skills, allowing the direction and approximate linear pattern of the association to be examined visually.

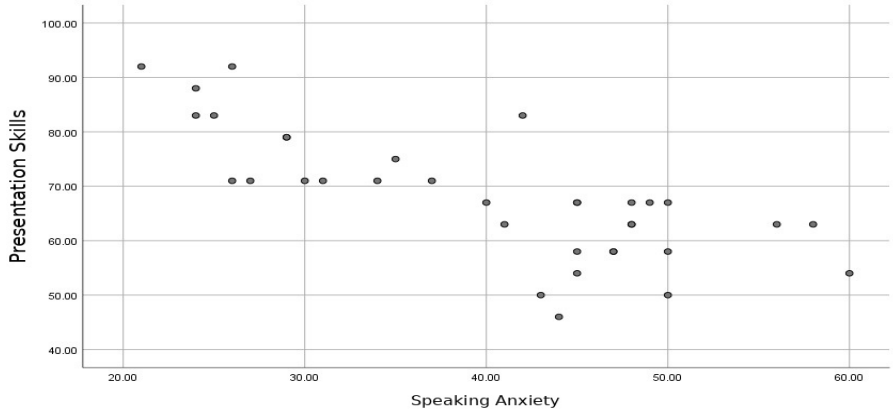


Figure 2. Scatter Plot of the Relationship between Speaking Anxiety and Presentation Skills

The scatter plot should be examined alongside the correlation coefficient to determine whether the observed pattern is consistent with the reported negative relationship. The coefficient of determination, calculated by squaring the correlation coefficient, was approximately 0.578 ($R^2 = 57.76\%$). This value indicates that approximately 57.76% of the variance in presentation-skills scores was associated with the linear relationship between speaking anxiety and presentation skills. The remaining 42.24% represents variance not captured by this bivariate linear relationship; it cannot be attributed to specific factors on the basis of this analysis alone.

D. Discussion

The findings revealed a strong, statistically significant negative relationship between speaking anxiety and presentation skills among tenth-grade students at SMA Negeri 1 Sungai Raya ($r = -0.760$, $p < 0.001$). Students with higher speaking-anxiety scores tended to

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obtain lower presentation-skills scores. This finding highlights the relevance of psychological factors in understanding students' performance during biographical-text presentations. However, because this study employed a correlational design, the result indicates an association rather than a direct causal relationship between the variables.

This relationship may be understood through the concept of communication apprehension. Public speaking anxiety, one of its most common forms, has been described as a common subtype of social anxiety involving cognitive, emotional, and behavioral characteristics (Zhu, 2025) and is closely related to social anxiety among adolescents (Demir & Kan, 2025). Students who worry about making mistakes or receiving negative evaluations may experience discomfort when speaking before classmates. Such concerns may coincide with difficulties maintaining concentration, organizing information, and communicating confidently. These possible explanations are consistent with the classroom observations reported in this study, including unclear speech, limited eye contact, disorganized delivery, and hesitation when responding to questions. Nevertheless, these observations provide contextual descriptions rather than direct evidence of the psychological mechanisms underlying the correlation.

The findings also offer a useful perspective through the concept of self-efficacy, which concerns individuals' beliefs about their capabilities to perform particular tasks. Self-efficacy has been examined in relation to public speaking anxiety among senior high school students (Maistika & Murti, 2023) and has been reported to increase through project-based learning (Rahman et al., 2025). Students who feel less capable of presenting information may be more apprehensive about speaking in front of others, whereas those who believe they can perform successfully may approach presentations with greater confidence. Self-efficacy could therefore be relevant to understanding the relationship between anxiety and presentation performance. However, because self-efficacy was not directly measured in this study, its role remains a theoretical interpretation that requires further empirical investigation.

The findings are consistent with previous research examining anxiety in educational communication settings. Khalisya et al (2024) reported speaking anxiety among secondary school students, including concerns about speaking and being judged by others. Hussin & Makmur (2021) examined oral communication apprehension in relation to perceived communication competence, while Sholikhah et al (2025) investigated the relationship between students' speaking anxiety and speaking ability. Related studies have also discussed public speaking anxiety among students (Cuamag et al., 2024; Meneses & Gonzaga, 2025). Together, these studies provide relevant context for interpreting the present findings, although differences in participants, learning situations, and outcome measures should be considered when comparing results.

Other research further illustrates the relevance of psychological factors in speaking situations. Raziana & Sukmawati (2023) discussed communication anxiety in learning contexts, while Maistika & Murti (2023) reported a negative relationship between self-efficacy and public speaking anxiety among senior high school students. Mamesah & Utami

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(2021) examined systematic desensitization as an approach to addressing students' presentation anxiety. These studies suggest possible directions for supporting students, but their findings should not be interpreted as evidence that a particular intervention would necessarily improve presentation skills in the context examined here.

The present study contributes context-specific evidence by examining speaking anxiety and presentation skills during biographical-text learning in Indonesian language education. This activity requires students to understand biographical information, organize relevant facts, communicate them coherently, and interact with an audience. The correlation coefficient also indicates a substantial negative association in the present sample. The coefficient of determination (R^2 = 57.76%) represents the proportion of variance associated with the linear relationship between the variables; it does not establish that speaking anxiety causes 57.76% of differences in presentation skills. Other factors, including language proficiency, presentation experience, motivation, and classroom conditions, may also be relevant. Accordingly, supportive classroom environments and progressive presentation opportunities are reasonable pedagogical considerations, while future research should examine their effectiveness directly.

E. Implication

The findings have practical implications for Indonesian language learning, particularly in developing students' presentation skills during biographical-text instruction. Teachers should consider students' psychological readiness alongside their mastery of learning materials when designing presentation activities. Providing a supportive classroom environment, encouraging students to express ideas without excessive fear of making mistakes, and offering constructive feedback may help students participate more confidently. Presentation practice can be organized progressively, beginning with speaking activities in small groups, followed by group presentations and individual presentations. Students may also be encouraged to prepare their materials carefully, rehearse before presenting, and develop strategies to manage nervousness. At the school level, communication development can be supported through classroom discussions, question-and-answer activities, presentation workshops, and guidance services for students experiencing speaking difficulties. However, because this study examined a correlation rather than an intervention, these practices should be regarded as pedagogical recommendations rather than proven methods for reducing anxiety or improving presentation performance. Future studies should evaluate their effectiveness in Indonesian language learning contexts.

F. Limitation and Suggestion for Further Research

This study has several limitations that should be considered when interpreting the findings. First, the sample consisted of only 35 students from one class, X-9, at SMA Negeri 1 Sungai Raya. Therefore, the findings may not be generalizable to other classes, schools, or student populations. Second, the correlational design establishes an association between

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speaking anxiety and presentation skills but does not demonstrate a causal relationship. Third, speaking anxiety was measured using a self-report questionnaire, which may be influenced by students' subjective perceptions, response tendencies, or social desirability. Although presentation skills were assessed by two raters and inter-rater reliability was examined, students' performance may still have been affected by situational factors, such as nervousness and presentation conditions. Furthermore, other factors potentially associated with presentation skills, including language proficiency, self-efficacy, learning motivation, and previous presentation experience, were not directly examined.

Future research should involve larger samples from multiple classes and schools to improve the generalizability of the findings. Longitudinal or experimental designs could be employed to investigate changes in speaking anxiety and presentation skills over time and evaluate the effectiveness of interventions, such as progressive presentation practice or systematic desensitization. Further studies could also incorporate additional variables, including self-efficacy, learning motivation, previous speaking experience, and classroom support, to develop a more comprehensive understanding of students' presentation performance. In addition, qualitative methods, such as interviews and classroom observations, could provide deeper insights into students' experiences and the factors associated with speaking anxiety. Combining self-report questionnaires with teacher assessments, peer evaluations, and other sources of evidence may also strengthen the interpretation of findings and provide a more comprehensive understanding of the relationship between speaking anxiety and presentation skills.

G. Conclusion

This study concludes that speaking anxiety has a strong, statistically significant negative relationship with presentation skills among tenth-grade students at SMA Negeri 1 Sungai Raya during biographical-text learning ($r = -0.760$, $p < 0.001$). The findings indicate that students with higher speaking-anxiety scores tend to obtain lower presentation-skills scores, whereas those with lower anxiety scores tend to demonstrate better presentation performance. The coefficient of determination ($R^2 = 57.76\%$) indicates that 57.76% of the variance in presentation-skills scores was associated with the linear relationship between the two variables in the study sample. However, the correlational design does not establish a causal relationship, and the findings should be interpreted cautiously because the study involved only 35 students from one class. These findings highlight the relevance of considering students' psychological conditions in Indonesian language learning and suggest that supportive classroom environments and progressive presentation opportunities may be valuable considerations for teachers. Further research involving larger samples and intervention-based designs is needed to examine the factors associated with presentation skills and determine whether specific strategies can effectively reduce speaking anxiety and improve students' presentation performance.

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