INVESTIGATING STUDENT'S ANXIETY IN PUBLIC SPEAKING CLASS

(A Case Study at English Language Education Department of UIN Ar-Raniry)

THESIS

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Investigating Student's Anxiety in Puclic Speaking Class

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Banda Aceh, July 15th 2021

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ABSTRACT

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This thesis is entitled Investigating Student Anxiety in Public Speaking Class. This research aims to investigate the effort of students on reducing anxiety in Public speaking. The researcher used a qualitative method through semi-structured interview to obtain the data. The participants were 10 of the 2017 academic years students as interviewees; they are 5 male and 5 female students. The finding showed that lack of confidence was one of the causes of anxiety among students in public speaking. Second, audience's perception of the speaker; Last, lack of speaking materials and lack of preparation. The result also showed that the strategies to reduce anxiety caused by lack of vocabulary are by taking a note of the word that they did not understand the meaning and try to memorize it. The strategies to reduce anxious feelings by the audience's perception is increasing their confidence by practicing more and avoiding the audience's eye contact. Last, for strategies to reduce anxious feelings by lack of materials is preparing a good presentation and finding the appropriate examples for the topic.

Keywords: Public Speaking, Anxiety, Strategies

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CHAPTER I

INTRODUCTION

A. Background of study

Anxiety has been explored by psychologists and linguists since the 1970s. A large number of research findings regarding anxieties from the perspective from psychology and linguistics have contributed to foreign language teaching pedagogy. Anxiety from the perspective of the former is defined as subjective feelings relating an arousal of autonomic nervous system, such as tension, apprehension, nervousness and worry (Miles, 2014)

According to Young (1999), anxiety can be identified as the worry and negative emotional reaction aroused in the teaching learning process. Also, students can hardly speak in front of the class. Although many researchers have conducted surrounding anxiety, it still tends to be regarded as a distinct complex of self-perceptions, beliefs, feelings, behaviors regarding classroom language learning from the unique language learning process (Smith, 2011).

Chen (2015) believed that the student who has anxiety was affected by vague fear. It makes learners usually shape effective blocks in the process of developing target language proficiency. During this learning process, severe anxious reactions are formed because of negative learning experiences and perceptions from students. In other words, anxiety has influenced students' learning activities and affected their achievement.

On the other hand, Dobson (2012) defined anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a

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serious problem. Academic anxiety can become more detrimental over time. As a student's academics suffers, the certain academic tasks increase (Huberty, 2012). Many students suffer from anxiety when facing difficult academic tasks and different students respond differently to anxiety (Nelson, 2011).

Often an individual's first learning experience involving the acquisition of the tools and technique for public speaking occurs in a college-level introductory speech course (Donalson, 2011).

Moreover, English Education Department's curriculum has more requirements than other regular majors that students must attain in the learning process such as in Speaking and Public Speaking class in order to achieve their learning goals. Although the curriculum has provided various presentation activities, sometimes it has negative perceptions on such presentation activities. The students are overwhelmed with communication skills because they do not always get the intended outcome and their speaking skills fossilize in a certain stage (Miles, 2014). This situation is more obvious in the countries that use English as the foreign language, because EFL students view presentations as face-threatening activity (King, 2002).

In addition, a review of previous study shows that students who have anxiety are not able to produce the language fluently (Chen, 2015). Also, he writes that language anxiety has a significant influence for student academic achievement. For example, they fear failure and making mistakes. Furthermore, Public speaking anxiety is a widely recognized fear of giving a speech in front of an audience.

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In this research, the researcher tries to explore the specific factors of student's anxiety , especially English Language Education Department of Ar-raniry State Islamic University students. Also, it is conducted to investigate possible connections between student's anxiety and presentation performance. Because some students prefer to be a good listener rather than being active in the class, they even act beyond their control, such as trembling. At some points, they cannot speak fluently when they present the tasks. Moreover, Students with anxiety disorder often felt powerless against their anxiety. The anxiety also causes physical symptoms that may include blushing, sweating, trembling, nausea, rapid heartbeat, shortness of breath, dizziness, and headache. (ADAA, 2012). so, the anxiety affected the student's learning process. Based on those problems the researcher decided to do the research with the title "**Investigating Student's Anxiety in Public Speaking Class**".

B. Research Question

Based on the explanation above, the researcher intended to conduct this research in order to figure out the answer the answer of the following questions:

1. What are the factors of student's anxiety in Public Speaking class?
2. How do students regulate themselves in order to cope with anxiety in English Public Speaking class?

C. Aim of Study

Referring to the formulation of the research problems above, the study is intended to investigate:

1. The factors of student's anxiety in Public Speaking activity.

2. Student's strategies to cope with anxiety in public speaking class.

D. Significance of Study

This research is expected to enhance the theory of student language anxiety in Public Speaking. Not only in generating the theory of previous study, but this study also to find out the best coping-strategy for both lecturers and students in dealing language anxiety in English teaching learning process.

E. Terminology

In order to clarify the explanation in the background study, there are some terms that need to be defined which make readers easier to understand. The terms are:

1. Anxiety

According to Miles (2014), anxiety is the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. Most students feel shy or anxious in social situations at certain points in their life, including in the teaching process (Tyne, 2012).

Anxiety is also defined as a social phobia, a strong fear of being judged by others and being embarrassed (NIMH, 2010). Everyone has felt anxious or embarrassed at one time or another. For example, meeting new people and giving a public speech can make everyone nervous.

People with social phobia disorder often felt powerless against their anxiety. The anxiety also causes physical symptoms that may include

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blushing, sweating, trembling, nausea, rapid heartbeat, shortness of breath, dizziness, and headache (ADAA, 2012).

2. Public Speaking

According to Verderber (2011), Public speaking is a sustained formal presentation by a speaker to audiences.

Also, public speaking is commonly understood as formal, face to face speaking of a single person to a group listener (Bucket, 2016). Public speaking gives students an opportunity to present an assignment in front of the others that allow students to become more confident and organized speakers (Hudson, 2010).

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CHAPTER II

LITERATURE REVIEW

A. Public Speaking

1. Definition of Public Speaking

According to Templeton and Fitzgerald (1999, as cited in Yee & Abidin, 2014) that public speaking is having a speaker stand before the audience to deliver a speech in a structured manner, with the purpose of either persuading, informing or entertaining the audience. It is a process or act of performing a speech to a group of people in a structured way in order to inform, influence, or entertain the listener. This activity trained students to speak confidently in public. Practicing it regularly helps students reduce their anxiety.

Also, Nikitina (2011) defined public speaking as a process, an act and an art of making speech before audiences. It is a process or act of performing a speech to a group of people in a structured way in order to inform, influence, or entertain the listener. Absolutely everyone from the age 10 to 90 has found themselves in situations where they have had to speak publicly.

2. Public Speaking Type

Although public speaking has various types, it can generally be grouped into three categories based on its intended purpose: informative, persuasive, and entertaining.

a) Informative Speaking

Informative speaking is a speaking with a purpose of sharing knowledge or information to the audience. The primary purpose of informative speaking is to share one's knowledge of a subject or information with an audience. Chivers and Shoolbred (2007) stated that the purpose of informative presentation can be to describe a new political event, organize a set of something that is so important or give a report about a given topic in a form of research. Reasons for making an informative speech are various, for example, some classmates may want to share their experience on Sabang traveling and it is the imparting information to an audience.

b) Persuasive Speaking

Persuasive speaking is speaking to influence another person, to change or reinforce specific beliefs, values, and behaviors. In this type of speech, speakers need to have a strong content and present it in a clear way (Chivers & Shoolbred, 2007). So that the student who was being a public speaker persuades his audiences to do good deeds in their life. For example, the speaker chooses a topic about fasting in Ramadhan. So, the speaker persuades and reinforces the audiences to fast in Ramadhan. Moreover, Lucas (2007) points out that persuasive speaking is proposed to change the audience point of view to encourage the audience to take a particular action and the speaker must be able to advocate them.

c) Entertaining Speaking

According to Elaldı (2016), Entertaining speaking is speech designed to attract the audience's attention and amuse them while delivering it. It involves the unity of speaking design ranging from introduction to wedding toasts, to presenting and accepting awards, to after-dinner speeches and motivational speeches.

3. The Basic Structure of Public Speaking

According to Sandmann (as cited in Husnah, 2015) a speech should consist of an introduction, body, and conclusion. Speeches should take the speaker in a circle from A to Z. It means that speeches start at the top of the circle with the introduction, then continue with the body all around the circle, and end up back at the top with the conclusion. All of the parts fit and flow together in this circle, and the conclusion takes the speaker right back to the introduction, with an enhanced understanding of the topic. Each of this part is explained as follows:

a) Introduction

Speech introductions are an essential element of an effective public speaking speech. Introductions have four specific functions that need to be met in a very short period of time. Introductions must gain the audience's attention and their goodwill, they must state the purpose of the speech, and they must also preview the main points.

The first two functions of introduction, gaining the attention of the audience and the goodwill of the audience, have most to do with getting the audience's attention, so they want to listen to the speaker. The other two functions of the introduction,

stating the purpose of the speech and previewing the structure of the speech, have to do with helping the audience to understand the speaker (Sandmann, 2013).

b) Body

Body of speech consists of two to three main points. It includes identifiable transition words or phrases in between paragraphs (Sandmann, 2013). When the speaker is speaking, this break should be shown verbally by using identifiable words such as next, finally, moving on and like.

c) Conclusion

The last part of speech conclusion which has a transitional statement signaling the speaker is going to close the speech. For public speaking, the speaker needs to provide this by using a clear ending statement such as to conclude, to summarize, or now we have seen. So, the audiences know that the speaker is going to end the speech because of the verbal cues he or she has given them. This part also aims to reinforce the thesis statement that was brought in at the beginning of paragraph just as the speaker introduced his main points in the introduction by saying them specifically in the past form. Finally, the conclusion should end with a bang, in which the last sentence should be strong and need to resonate with the audience and leave them feeling that the speaker was fully prepared (Sandmann, 2013).

4. Basic Principles in Public Speaking

According to German et al., (2001), there are four principles of effective public speaking; audience centered, organized appropriately, written clearly, and presented compellingly. The first principle, being audience centered, means that

effective public speaking relies on understanding who the audience is, and once this is known, developing a speech that is appropriate to that particular audience. Being audience-centered means considering who your audience members are and how your message can best be tailored to their interests, desires, and needs (Reinard, 1988 as cited in Sellnow, 2004).The most basic information that needs to be know about any potential audience is the demographic diverse, such as age, ethnicity, gender, and education level. It may influence the audience's perception of the speaker's message (Shaw, 1997 as cited in Sellnow, 2004).Always consider the audience when selecting a topic and developing the content, when organizing the structure, and when rehearsing the delivery, as well as when actually presenting the speech.

In speech, you will demand to write good content and appropriate organization. According to Sellnow (2004), content is the actual ideas in your speech; the main topic and purpose, the ideas and information you include to support each main point, and the connection you make directly to listeners throughout. Effective public speeches need to be organized appropriately both for the topic and for the potential audience. Traditional views of public speaking call for speeches to contain an introduction, body, and conclusion.

Sellnow (2004) states that the process of organizing a speech begins when the speaker determines a specific purpose, identifies the central idea, and settles on the main points. Once this is accomplished, the speaker can then choose from a variety of traditional organizational patterns. These patterns include chronological (following a time pattern), spatial (following a directional pattern), causal

(organizing points to show a cause-and-effect relationship), problem-solution (showing the existence of a problem and then providing a solution to it), and topical (dividing the speech into subtopics).

One of the most famous organizational patterns for public speeches was developed by Alan H. Monroe and is called the "motivated sequence" (Verderber et al., 2014). It is particularly well suited to persuasive speeches.

Effective speeches must also clearly be written. A well-organized speech is useless, unless the audience understands the message that is being communicated to them. One of the most important ways to ensure clear writing is to make sure that the vocabulary used in the speech is appropriate for the particular audience (Sellnow, 2004).

A public speech must also be delivered compellingly to be effective. Listeners often are more persuaded by the manner in which a speech is delivered than by the words used (Decker, 1992, as cited in Sellnow, 2004). Delivery refers to how you present your message. Using nonverbal cues such as the voice and body can help, but you must use nonverbal appropriately. A speech does not have to be overly dramatic or theatrical to be effectively compelling. Instead, an effective delivery should be sincere, honest, straightforward, and dynamic.

Varying vocal pitch, speech, and volume are effective devices for keeping the attention of an audience. However, an overemphasis on these aspects can be disastrous and can make the speaker seem phony or insincere. It is a good rule of thumb for a speaker to remember to talk to the audience as if he or she were talking

to one person at a time. A speaker should try to convince the listeners that he or she is competent to speak on the topic and that he or she is sincere in wanting the listeners to understand the message. Presentational strategies should also be developed that can be used to respond to feedback from the audience. If the audience seems restless or confused, the speaker should be able to change the message to include more examples or to shorten parts of the planned presentation that seem to be repetitive. More interesting graphics or the use of more vocal variety may help get the audience more involved with the message. Again, audience analysis before the public presentation can aid the speaker in developing strategies to cope with various reactions from the "real" audience.

B. Anxiety

1. Definition of Anxiety

Anxiety has been defined in many ways as Anthony (2011) described that anxiety is a feeling of discomfort, fear or worry that involves a concern with being judged negatively, evaluated, or looked down upon by others. While it could often happen during social occasions, or afterward when performance in a given situation is thought or evaluated. According to Passer and Smith (2009), anxiety is a sense of worry that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, anxiety arises as a response to a particular situation and it is a state of tension and apprehension as a natural response to perceived threat.

Although anxiety and fear sound similar, both are actually different. Halgin (2007), described the difference between fear and anxiety, in which fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented. A feeling of apprehension and nervousness about the possibility of something terrible might happen. Anxiety responses consist of emotional component, feeling of tension, worry. physiological responses, increased heart rate and blood pressure, and behavioral responses, avoidance of certain situations. It means that anxiety occurs when people are threatened. Ormrod (2011), stated that anxiety is a feeling of nervousness and apprehension concerning a situation. Furthermore, James (2009) defined that anxiety as a communication apprehension, the level of fear or anxiety associated with either real or anticipated communication with another person or people. Communication apprehension is an internally experienced feeling or discomfort, which affects communication when experienced in high amounts. It also describes how people feel about communication, rather than how they communicate. Many people feel horrible anxiety or an increased level of adrenalin at the prospect of giving a speaking presentation to an audience.

To sum it all up, anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

2. Types of Anxiety

Anxiety is deferred into two and the most well-known is state anxiety and trait anxiety. Anxiety that happens when facing specific situations is called state anxiety. Most people experience state anxiety which is also known as normal anxiety. According to Ormrod (2011), state anxiety is a temporary feeling of anxiety found by a threatening situation. It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety occurs in a particular situation or in a stressful event therefore this is not permanent. In other words, it is a situation when a threatening situation goes down and the feeling of anxiety will disappear.

However, in certain cases, anxiety comes more intense, strong and adds for longer. This kind of anxiety is called trait anxiety. According to Miles (2015), trait anxiety is a response with anxiety even in nonthreatening situations. Such anxiety is a part of a person's character. People with trait anxiety tend to be worried more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious regardless of the situation he/she is faced with.

Based on the intensity, duration and situations, anxiety can be divided into two types: state anxiety; feeling of worry and nervousness as reaction to a particular situation, and trait anxiety; more intense anxiety that depends on the individual regardless of the situation.

3. Anxiety in English Language Learning

a. Foreign Language Anxiety

There is a certain term for anxiety that is linked to language performance. The term language anxiety and foreign language anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown (1991, as cited in Chen, 2015) foreign language anxiety is a feeling of intimidation and lack of the potential of learning a foreign language. In addition, according to Oxford (1999), fear or worry occur when a learner is expected to perform a target language. Furthermore, Dobson (2012), proposed conceptual foundations of foreign language anxiety. According to them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

Communication apprehension is a type of shyness characterized by fear or anxiety about communication with people. Wrench (2014), stated that communication apprehension is an individual's fear or anxiety associated with real communication with other people. Communication apprehension plays a role in foreign language anxiety since interpersonal interactions are the major emphasis in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may get students into a communication apprehension.

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Communication apprehension happens because students think that they will have a difficulty understanding others in listening and making them self-understood in speaking. Because performance evaluation is often in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Based on Oxford (1999) test anxiety is the tendency to become nervous about the result of inadequate performance on a test or other evaluation. It means this kind of anxiety happened in an evaluation situation. Students with test anxiety might have unpleasant experiences on their previous tests which makes them fear of failing the next test.

Another anxiety related to foreign language learning is fear of negative evaluation. Young (1999, as cited in Yee 2014) defined fear of negative evaluation as worry about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively. In foreign language learning context, students are prone to have a fear of negative evaluation from both teachers as the only fluent speaker in the class and their peers.

However, Jason (2006) also believed that foreign language anxiety is not only the combination of those performance anxiety related to foreign language learning context, but they also proposed that, foreign language anxiety as a different complex of self- perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Based on the description above, it could be said that foreign language anxiety is a feeling or nervousness, worry and apprehension experienced when learning or using the target language.

b. Impact of Foreign Language Anxiety

Basically, nervousness feeling such anxiety will disturb students. It absolutely affects students' learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and bother their learning process.

Anxiety has long been recognized by educators as a potential problem in foreign language classrooms. Anxious students will have difficulty in their language learning since anxiety affects cognition processing. Ormrod (2011), believed that anxiety can bother several aspects of cognition in the learning process. Anxious students may be disturbed in paying attention to what needs to be learned, processing information effectively, resume information, and show skills that have previously been learned. In other words, foreign language anxiety weakens anxiety because it can hinder language learning. Similar to Ormrod, MacIntyre, as cited in Young (1999), also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stages: input, processing, and output. Further, anxiety can affect students' cognitive performance at any or all of the three stages. It means if anxiety disturbs the cognitive work at one stage, then information

is not passed along to the next stage.

At the input stage, foreign language anxiety acts like a filter that prevents some information from getting into the cognitive processing. This is similar to Krashen (2013) well-known concept of the affective filter. Krashen stated that anxiety can raise an affective filter and form of a mental block that prevents a comprehensible input from being used for language acquisition. For example, anxious students may not be able to gather information about the language rules and vocabulary because anxiety interferes with their ability to process information.

During the processing stage, anxiety acts as a distraction. It distracts students from processing information effectively. When they are worried, anxious students may learn less and may not be able to digest new words, phrases, grammar, and so on or may also take more time to process the lesson.

While at the output stage, anxiety can influence the quality of students' foreign language performance. Students with anxiety in this stage may not be able to demonstrate what they have learned.

Moreover, Oxford (1999), described that anxiety will harm learners because of worry and self-doubt and also by reducing participation and creating avoidance of the language. He also mentioned certain aspects that have negative correlation of anxiety such as: grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence and self-esteem in language learning. Based on the description above, it could be said that the

existence of foreign language anxiety can affect the fluency of a learner's speech and learning in general.

c. Possible Factors Contributing to Foreign Language Anxiety

Anxiety can happen from various sources. It sometimes comes from classroom activities and methods which are related to teachers' instructions and tasks. For example, speaking activities, it appears often as one of the anxiety factors. Cope (1991 as cited in Nikita, 2016), found that speaking in the foreign language was the most anxiety-producing experience. While Oxford (1999) also found oral quantity and oral presentation in the front of the class as the most anxiety producing activities. Speaking activities are prone to anxiety. In speaking, students try to communicate in their limited capabilities. They also fear of being negatively evaluated by the teachers and peers which exposes their weakness. Moreover, in some cases students often laugh at their peers who make a mistake. It absolutely makes students fear of making mistakes and afraid of being laughed at by others is one of the greatest sources of anxiety.

In addition, inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much or too fast. According to Worde (2013), the inability to understand what is being said in the classroom often leads to communication apprehension. Besides, threatening teaching methods like calling on students one after another in seating order may also generate anxiety. Oxford (1999), also noted that harsh correction, ridicule and the uncomfortable handling of mistakes in front of a class are among the most important instructor-learner

interaction issues related to language anxiety. Students' might also feel anxious because of the excessive material demand. They found that foreign language classes are stressful when they do not have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover, the level of difficulty of foreign language class and the poor result of students may elicit anxiety when compared to other classes. So, they may find that the foreign language class is more demanding and more difficult than other classes.

Besides the above factors, sometimes anxiety also comes from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to language anxiety. Dobson (2012), noted that certain beliefs about language learning also contribute to the students' tension and frustration in the classroom. This also indicates that low self-esteem can generate anxiety.

Miles (2014) added that anxious students believed their language skills were weaker than any other students. Mostly it comes from their learning experience. A stressful learning experience will condition the students to believe that the language learning is difficult. This belief is quite enough to generate negative thinking to the present language learning. Eventually, this led the students to avoid every single thing about the language learning including preparation for classroom activities or a test. According to Marwan (2007), lack of preparation was the major contributor to students' anxiety. Lack of preparation will absolutely make students feel anxious.

They are afraid that they cannot perform well.

4. Anxiety as a Psychological Factor

Anxiety is generally experienced by all human beings. It can happen due to many reasons and different people will experience different kinds of anxiety. The feeling of anxiety can ensue at any time and anywhere and thus, there may be times where it could be spotted by others especially if the anxiety reactions are physical (Chen, 2009).

Nikita (2011) believed that the presence of signs such as tremor in the limbs, sweating of the hands and forehead and flushing of the neck and face, is deemed to be an indication of anxiety. The physical reactions mentioned by Tyne (2012) are some of the common anxiety indicators, but there are many other obvious indicators such as fidgeting or stuttering that are exhibited by anxious people. Liebert and Morris (1967, cited in Woodrow 2006), have identified two types of anxiety reactions. The first type is emotionality which involves physiological reactions such as the racing heart and behavioral reactions which include stammering and fidgeting. The second type of anxiety reaction is worry which signifies a cognitive reaction. An example of this is self-deprecating thoughts or irrelevant thoughts. The feeling of worry in this context is normally related to what the anxious person thinks of him or herself. The thoughts that are playing in the mind of the anxious person could be negative ones which then result in the high level of anxiety.

On the other hand, there are also occasions where anxiety may not be noticeable as the anxious person might have only physiological reactions which are

only known by the person experiencing it. Some of the physiological reactions that could arise from anxious or stressful situations are increased heart rate and blood pressure. These physiological reactions could only be identified in more controlled laboratory situations

5. Anxiety as a General Behavior

In relation to the above, anxiety is generally known as an emotion based on the appraisal of threat, an appraisal which entails symbolic, anticipatory, and uncertain elements. These characteristics, broadly conceived, mean that anxiety results when cognitive systems no longer enable a person to relate meaningfully to the world about him (Liu, 2006). When anxiety strikes, the anxious person might not be able to think properly or cannot make much sense of what he or she is doing or saying at that particular time, hence resulting in the person not behaving in the way he or she should behave. If this situation takes place, it could cause embarrassment to the anxious person.

Anxiety generally could be identified by such signs as pacing around the room, inability to sit in a chair for any length of time, chain smoking and inability to relax (Bransford, 2008). When a person becomes nervous, the anxiety reactions could give good or bad effects to the anxious person. If the reactions are obvious, they can appear in the form of restlessness, tenseness of posture, increased rate of speech and general distractibility (Bucket, 2016). These reactions may not only occur during public speaking, but they could also happen in daily conversations between people.

6. Previous Studies on Foreign Language Anxiety

Many people have investigated the issue of foreign language anxiety from different perspectives. Worde (2003), in his investigation into the cause of language learning anxiety found that speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves as the main causes of learning anxiety.

Chan and Wu (2014), conducted their study on student's anxiety at Elementary school students in Taipei and they found that there were five sources of language anxiety namely: low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents.

Marwan (2007), investigated Indonesian students' foreign language anxiety. He tried to find out the types of anxiety experienced by foreign language learners and the strategies they used to cope with their anxiety. It seeks to find out the types of anxiety experienced by EFL learners and the strategies they use to cope with their anxiety. The findings revealed that the majority of students, despite their gender and level differences, experienced some kinds of EFL anxiety and many of them also applied particular strategies to overcome their EFL anxiety factors. like lack of confidence, lack of preparation and fear of failing the class were the primary causes of their anxiety.

Juhana (2012) Psychological Factors That Hinder Students from Speaking

in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia), conducted a research at a senior high school in South Tangerang, Banten Province. The participants consisted of 62 second grade students to find out their perspective related to the psychological factors that hinder them from speaking, the result shows that most of those students have psychological factors such as fear of mistake, shyness, anxiety, and the like that hinder them from practicing their speaking in English class.

William and Andrade (2008) examined anxiety in Sophia University Japanese EFL classes in order to find out the type of situation that provoked the anxiety and the ability to cope with the anxiety. A survey was conducted among 243 Japanese learners in 31 conversational English classes at four-year universities in Japan by questions used in cross-culture study of emotions. Findings indicated that anxiety was most often associated with the output and processing stages of the learning process. Furthermore, they found fear of receiving negative evaluations, and speaking in front of the class. In an effort to explore learners' coping strategies for a foreign language anxiety, Iizuka (2010) surveyed 105 students of English language program at Keiko University in Japan. The results showed that students experienced anxiety in some context as follows: participating in class without enough preparation, speaking in front of the class, difficulty in following teachers' (and classmate) talk, fear of making mistakes in presentation, and student's feeling about his/her own English proficiency.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the explanation of the method used in conducting the research, the research participants, and techniques of data collection.

A. Research Design

This study employed the qualitative research method with a case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in the Department of English Language Education at Ar-Raniry State Islamic University, specifically anxiety in learning English public speaking.

According to Fraenkel & Wallen (2009), qualitative is a study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the case study approach allowed the researcher to study particular students in an attempt to understand the case of language anxiety in public speaking.

In this study, the researcher used interview and descriptive analysis in order to present data of the research. As Creswell (2012) suggested that in qualitative research the interview questions can be open ended which means that during the interview session, the participants are free to give their opinion without interrupting by writer‘s perspective. Thus in this research, the researcher recorded the interview to get the real perspective of the participants that is used to obtain information which is useful to write the description text.

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The research involved ten students of the English Language Education Department. It was conducted on 9th - 13th November 2019. There were 10 of the 2017 academic years students as interviewees; they are 5 male and 5 female students. The following is the specification of the interviewees:

B. Research Participants

a. Population

According to Creswwell (2009), the population is the entire subject of research. The population of this research are the entire 2017 Academic Years students of English Education Department of Ar-raniry State Islamic University. The population is 236 active students.

b. Sample

Sample of this research are 10 students of fifth semester students of English education program Academic Year 2017 who have taken subject public speaking. To determine the participants of this study, the researcher used a random sampling. Therefore, in this thesis the researcher chose the sample using random sampling since the researcher selects participants who have experience or knowledge of the issues being addressed in the research (Creswell, 2012).

C. Methods of Data Collection

Data collecting means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. The paramount concern in this process is the need to obtain accurate data from individuals and places. This step

will produce a collection frequency of behavior or words (responses, opinions, quotes) (Creswell, 2012)

To obtain the data, the researcher used a technique of data collection. Since the study is a case study, therefore the researcher uses interview (in-depth interview technique).

Interview

Interview is a technique by way of interviewing selected individuals as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin (2007) stated that in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide.

The interview was done to gather information about subjects' opinions and feelings about public speaking. The researcher aimed at knowing more and deeply about what are the causes of the students' anxiety in public speaking class and how the students anticipate to reduce their anxiety in public speaking class.

During the process of interview with the students, the researcher explained the nature of the study and all interviews would be conducted in English and Bahasa to get answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview. Later on, 10 participants were interviewed. Each interview was about ten minutes and recorded with

participants' consent. Also, the participants were asked 10 open-ended and follow up questions. So, the next questions are based on their answers. The interview guide was adapted from Horwitz (1991) focusing on foreign language anxiety. The following questions were asked:

1. Please tell me something about how you have felt during public speaking?
2. What bothers you the most about speaking in front of people?
3. Do you think public speaking class is a difficult subject to learn?
4. Do you have any idea why you feel so anxious in your public speaking?
5. Are there any strategies that you do to reduce your anxiety in public speaking?
6. Do you have any ideas of how speaking English might be less stressful?

To validate the data, the researcher observed ten participants in the following meeting who had interviews with the researcher in the last meeting.

D. Methods of Data Analysis

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles & Huberman (1997) coding, data reduction, data display, and conclusion drawing and verification.

1. Coding

In the social sciences, coding is an analytical process in which data, in both quantitative form (such as questionnaires results) or qualitative form (such as interview transcripts) are categorized to facilitate analysis.

In qualitative research, coding is the way to define the data which are analysing about (Gibbs, 2007). Coding is a process of identifying a passage in the text or other data items (photograph, image), searching and identifying concepts and finding relations between them.

2. Data Reduction

First, the raw data has to be classified and reduced or reconfigured. Rodrigez (2017) data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data.

In reducing the data, the researcher chose aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research. Then, the researcher examined all the relevant data sources for description and themes which are used for the research findings.

3. Display

Data display is the second phase in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The researcher displayed the data that have been reduced in order to facilitate data interpretation. It is interpreted with the basic categories such as factors that contribute to language anxiety in speaking and the way the students reduce their anxiety.

4. Conclusion Drawing and verification

After displaying the data, the last step was drawing conclusions and verification. By using the result of the research finding, it was expected to give a clear description about teaching public speaking at English Public Speaking Class, English Education Department of Ar-raniry State Islamic University.

Conclusion drawing involves stepping back to consider data analysis meaning and to assess their implication for the research question. In this phase, the researcher drew meaning from the data in a display. Furthermore, the data have to be checked for their sturdiness and confirmability. The researcher checked the validation of the data using triangulation strategy. Manesh (2017), triangulating is a tactic for verifying or confirming findings by using multiple sources and modes of evidence. The researcher examined multiple sources, such as interview responses data as many times as necessary to obtain the valid findings of this study.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with finding and discussion of the research. The data which came from the interview would be analyzed to discover the finding of the research. The result will be presented descriptively.

A. Research Findings

In this chapter, findings and discussion would be elaborated based on the collected data from the interview. The interview was created to accomplish the research questions as follows: first, what are factors of student's anxiety in public speaking class. Second is how do students regulate themselves in order to cope with anxiety in public speaking class. This interview section was divided into two topics regarding the research questions.

From the 10 interview questions, questions 1 up to 2 were just warming up questions which used to know whether the general way of students in learning public speaking related to the first topic in the interview section. So, those are not considered as findings. The next questions 3 up to 7 were focused on the first topic and questions 8 up to 9 were discussed deeper on the second topic which was concerned with the findings of the research.

Table 4.1 The Specification of The Interviewees

No	Initial Name	Sex
1	SAF	Male
2	KI	Female
3	RAA	Male
4	MH	Male
5	HI	Male
6	SMW	Female
7	MI	Male
8	SS	Female
9	DL	Female
10	AS	Female

The following is the analysis of students' answers in the interview section:

1. **Factors of Student's Anxiety in Public Speaking Class**

According to the interview answer, All of the respondents had similar points of view about public speaking. It is a process of doing conversation to many people or audiences such as speech, presentation, educational or motivational talk. Furthermore, SMW and DL had more explanation about public speaking which is a verbal activity of delivering messages to the audiences, it had well preparation before presentation such as speaking material, time management and interesting explanation,

From the statements above, the researcher concluded that respondents have the same comprehension about public speaking, which is a process of delivering verbal messages to many audiences in order to share information, conference or get their persuasiveness.

a. Lack of Confidence

Based on the third question, "What is your wor RAA and KI have experienced an obstacle moment when they took a public speaking course. It was a failure presentation in the first turn because they could not deliver the speech as well as they had expected. The problem occurred because they were not able to talk fluently so that the point of their speech was not presented to the audience.

As KI said *"I couldn't speak fluently in front of the class. While I'm talking, there is a thing that destroys me and my brain stops working. It made me stuck and everything that I had prepared suddenly lost".*

Meanwhile, FB, SS, and SAF admitted that they have worse experience in public speaking class because they were being laughed at by their friends when presenting public speaking. It was caused by nervousness and they got stuck in the middle of the presentation. *"...I was always stuck in front of the class. I have no word to say and it makes me like a very stupid person. Then my friends suddenly laughed at me. After that, I cannot control myself and everything feels dark."*

On the other hand, SMW, DL and MH answered that the problems of their anxiety were less confident. They were not used to talking in front of many people. Moreover, they were afraid of the audience's eye contact, it made their focus

interrupted. For example, MH stated *"...I'm not confident enough to stand in front of the public, even if they are my friends. And, my lecturer was also watching me, which made my nervousness increase more than 50%".*

Similarly, RAA said *"...I'm not used to speaking in front of many people. I haven't spoken with context and are well organized. Because public speaking the content and context of speech should have to be well prepared".* He added that another thing which made him nervous was the materials of speaking itself. He had to pretend to be someone else, because he got persuasive materials. Moreover, RAA did not have good capability in convincing others.

In the other case, I had another experience during public speaking class. In his first presentation he felt angry because his friends/audience underestimated him, because they were not paying attention to him instead of ignoring and talking while he delivered the speech. It made HI unable to focus on presenting the speaking material. *"...I am being upset and feeling angry at my friends because they acted like they underestimated me".*

To sum it up, the respondents had an obstacle against public speaking presentations. Because they are nervous during presentation time.

b. Audience's Perception

This question has an objective to reach out to student perceptions about public speaking anxiety. KI, SS, FB, RAA and MH admitted that the thing which is

bothering them while speaking in front of many people is the audience's eye-contact. It made them uncomfortable and unconfident to perform the material.

RAA said that *"Something really interrupts me in public speaking is the audience's eye contact. Every eye was focused on me and it was so scary. When every eye sees me I cannot think well. When I'm speaking, it really bothers me. I know that this is a problem that I have to solve, but I just cannot speak well and get nervous when the audience looks at me. When they look at me, I suddenly feel shy and I forget about what I am going to tell them."*

On the other hand, SAF has another reason about the thing that interrupted him during public speaking. He was afraid of being examined by a lecturer and making some mistakes. *"Afraid of making mistakes, because when I make a mistake my friend will laugh at me,"* said him.

Then, SAF also stated that the thing that caused his anxiety was fear of the audience's eye contact. It was a common thing that respondents deal with, including KI and SAF. So that made them nervous and affected their performance. Last, SAF said that the factor that also affected his performance was less preparation. As he said, "… *Three things make me feel anxious in public speaking. First, lack of vocabulary, then the audience's eye contact and less preparation."*

c. Negative Learning Experience

Based on this question, the researcher had identified several reasons from the respondent. SMW, DL, AS, SAF and MH assume that public speaking courses have more difficulties than other subjects. Because in public speaking class, they are forced to be brave and confident against their fear, especially nervousness. Not

only bravery, but also they must master the given topic in their presentation. *"…because in public speaking you have to manage your fear of yourself. When I'm talking in front of the public I have to put away my insecure feeling. That feeling always impacts my consciousness and overcomes my anxiety then makes me really nervous"* stated MH in the interview.

Similarly, SS believed that public speaking was a difficult subject to learn. It was because of her background knowledge. She graduated from a Senior High School in the village area. In which her teacher taught English courses improperly, the teacher often used local language and Bahasa Indonesia either. So, it became one of her problems when she deals with the verbal assignments such as speaking and public speaking. She said *"… When I was in senior high school my English teacher rarely spoke in English. She often talked in Bahasa Aceh or Indonesian. She only taught us about grammar and such things…"*

In another case, HI said that public speaking was the hardest subject to learn because he rarely talked in front of many people. In which it affected his performance, he failed his presentation at that moment. HI also had another problem while doing public speaking, he could not move his left hand when he got nervous. In medical terms it is called *trigger finger,* it is a condition in which the fingers cannot be moved and numb. Under those circumstances, I believed that public speaking is difficult to learn.

To conclude with the respondent's answer, public speaking class is not an easy subject to learn because they were anxious of their performance, limited vocabulary, and background knowledge.

d. Lack of Speaking Materials and Preparation

Regarding the respondent explanation, all of the students have their own anxiety in public speaking class. Some of them noticed that the anxiety overcame them before they were doing the presentation, and others were in the process of presenting. SS and HI admitted that they were very nervous in the early 5 minutes' presentation. *"...I got so nervous in the first 5 minutes that my presentation began. It even made my left hand lose sense."* Said HI.

Besides, SAF, AS and KI had different points of views about the factor of their anxiety in public speaking. SAF assumed there were several things that made them anxious, one of those was vocabulary mastering. They had limited English vocabulary; it was a hindrance for them in learning public speaking. Meanwhile, KI explained that her vocabulary problem was not being used to speak in English in Senior High School, even though her teacher rarely spoke English. As KI said *"I feel anxious because I don't brave enough to talk in front of people, especially in foreign languages such as English. I rarely spoke English in my senior high school; because in my school the speaking section was very hard, my teacher barely spoke English in the teaching learning process. She even taught us by using Bahasa Indonesia, she always gave us an assignment about structure rather than speaking".*

However, AS had a different conviction about learning public speaking. She felt insecure when she saw her friends are better at public speaking. It was because she had a weakness about English vocabulary. She said *"I'm afraid to talk in public speaking class because many of my friends are very good at speaking. Because they can make the performance more interesting, they can speak fluently and they have good background knowledge. It made me feel down when they spoke easily without any doubt. They are able to be so confident, not like me."*

Then, SAF also stated that the thing that caused his anxiety was fear of the audience's eye contact. It was a common thing that respondents deal with, including KI and SAF. So that made them nervous and affected their performance. Last, SAF said that the factor that also affected his performance was less preparation. As he said, "… *Three things make me feel anxious in public speaking. First, lack of vocabulary, then the audience's eye contact and less preparation."*

However, MI had a different opinion about his anxiety, he did not feel nervous in the presentation. MI even felt angry at the audience who ignored his presentation. As he said in the interview *"…my anxiety is quite different with others. While they're nervous I get upset if the audience interrupts me. For example, they didn't pay attention to my explanation".*

From statements above, the researcher concludes that factors of student anxiety in public speaking are student's confidence, lack of vocabulary, student eye-contact and background knowledge.

2. Student's Strategies in coping with anxiety in Public Speaking Class

The purpose of this question is to gain the information about student strategies in reducing their anxiety before or during presentation either. From the interview, the researcher has achieved some points that students did for reducing anxiety. For example, doing well in preparation, memorizing main vocabularies such as related vocabulary to the topic and finding the comfort spot or thing to make them forget about the nervousness.

a. Make a Note and Memorizing New Vocabulary

As RAA said *"...I reduce my anxiety by moving as much as possible while I'm talking. I cannot present something if I am stuck in one spot, especially if I sit on the chair. So, I always moving when spoke in front of public speaking class"*

MH added *"...I reduce my anxiety by trying to be relaxed in the presentation, I avoid looking at my friend's eyes. So, that didn't bother my focus in delivering the topic".*

Besides, AS, SAF and KI had an obstacle in public speaking class because of limited English vocabulary that they know. They prefer to memorize the word or the text either, it helps them to reduce their anxiety when delivering public speaking. AS stated *"I realize that I don't have much vocabulary. So, I try to read some vocabulary words and memorize them. I also avoid seeing my friend's eyes or their silly smile".*

Also, some students such as DL, SMW, and MI who were unconfident to speak in front of people, they did a practice at home by standing and talking in front

of the mirror. They believed that practice is the best way to reduce their anxiety in public speaking presentations. Also, participants believed that practice was important in increasing their public speaking skill for the next assignment.

From the responses above, the researcher concluded that there are some ways the students did to solve the obstacles in reducing public speaking anxiety, such as memorizing related vocabulary to the speaking materials, doing practice at home to increase their confidence, and avoiding audience's eye-contact.

b. Doing Practice at Home

This question is a follow up of a student's answer about their strategies in decreasing public speaking anxiety. It was helpful for the researcher to gather more information on how they managed the fear. According to SAF and AS, a student who had a lack of English vocabulary, he did some steps for the next presentation, such as memorizing five vocabularies a day. Then he practiced at home. SAF stated *"..., I try to memorize five vocabularies in a day, and then I practice talking to myself in front of the mirror in my bedroom. Also, I try to prepare as well as I can for the next presentation. Because I have learned from my last mistakes then I try to fix it".*

Likewise, KI had problems with her confidence. She was not comfortable with the audience's eye contact. In order to cope with her anxiety. She avoided looking directly into the audience's eyes, she pretended to look at their eyes even though she saw the audience's forehead. Other things that she did to increase her confidence was practice to talk in front of nonliving things.

She said *"...Fortunately, my parents have a coconut shop in Indrapuri. I practiced in front of many coconuts (She's laughing...) I was talking by pretending the coconut was my audience. Then in my assignment or presentation in the class, I did so. All my classmates, I consider them as coconuts. Also, I avoided looking at their eyes directly; I just looked at their foreheads".*

On the other hand, MH had three rules that he ever made to make his presentation better. First, make a note taking the speaking materials, he learnt from his first experience in public speaking class. He has failed the first topic because he forgot some point that he should have said. It was caused by his anxiety, which then made his brain not work as well. Second, he avoided seeing the student's eyes in order to keep his nervousness. He felt uncomfortable when many eyes kept staring at him and it interrupted his concentration. Last, he practiced at home as well as possible. He believed that practice was the most important thing that he had to do in terms of reducing his nervousness.

SAW, RAA and DL had the same regulations that they did in decreasing their anxiety. It was a movement when they presented the materials. RAA said that he could not stand in one spot, it would make him tremble and affect his performance. So he moved one or two steps to the left and right that would cover his fear. SAW covered her nervousness by using hand gestures, it also helped her brain keep thinking about the topic that she must tell to the audiences.

In the other case, HI is a person who has terrible anxiety. He was diagnosed with Trigger Finger by the doctor, when he got nervous his heart was beating faster.

It has inhibited his blood circulation that affected his left hand which is hard to move his fingers. *"I get so nervous when I want to present my assignment. Not only in public speaking class, but also in other subjects. It also happens when I meet someone new, then I barely can move my finger".*

In order to cope with his nervousness, HI had to find a way to stimulate his nerves. He got advice from his friend to hold a pen and spin it up before or during his presentation. It was helpful, he temporarily forgot his anxiety and succeeded in his presentation even though it was not going as well as he expected.

To sum it up, all respondents have their own ways to act against their fear. They insisted on finding strategies to cover their weakness such as anxiety.

c. Make Movements

This question also follows up on the student's strategies in reducing public speaking anxiety. It helped the researcher to gain more information about the possible action that students do when they are attacked by anxiety. According to SS, DL, and KI, the possible action that they did when anxiety symptoms attacked is finding an object which distracted them. For example, DL always brought a pen when she presented the speech. She twisted the pen by her hand to cover her nervousness.

KI also added the information about healing anxiety in public speaking, she said *"...just enjoy the situation! Prepare the materials before you present your assignment, because a good preparation will impact your successful public speaking."*

From responses above, the researcher concluded that students also have the temporary strategies to cover their anxiety in public speaking presentations.

B. Discussion

Regarding the first topic of the interview, all students have shared their perceptions of public speaking anxiety. All of the participants admitted that anxiety is interrupting them in public speaking class, especially in delivering speech in order to fulfill their assignment. Researchers provided the primary data from the interview questions 3 up to 5 which asked the participant about factors of anxiety which is the answer of the first research question and 6 up to 9 questions is the strategies to reduce the anxiety which is the answer of the second research question. Those questions are focused on finding the reason for anxiety and regulations to cope with its problem.

In this case, all participants have the same opinion about public speaking anxiety. It is the thing which disturbs them in the learning process especially in delivering presentations. Student 1 said that he had terrible anxiety in presenting speech during public speaking class. Also, it has a similar point of view of other students. The anxiety caused me to worry about speaking English, because they did not have enough vocabulary to use in speaking (Miles, 2014). Moreover, students said that the reason for his public speaking anxiety is because he is shy to stand and talk in front of many people.

As student 2 said that she certainly substituted English words to Bahasa Indonesia while he cannot deliver her message to the audiences. Similarly, student 3 also has the same problem that he felt nervous before he presented the public

speaking material. He lacks capability in speaking because he barely interacted with people whom he does not know well. This situation is more obvious in the countries that use English as the foreign language, because EFL students view presentations as face-threatening activity (King, 2002).

Also, he is afraid of being examined by a lecturer and the anxiety is overwhelming because he is afraid of making mistakes. Also, student 4 has the same opinion on the confidence problem, he is afraid to be looked at by many people. This circumstance makes him nervous, it always disturbs his mentality. Moreover, there is a lecturer who is going to examine his presentation. In addition, a review of previous study shows that students who have anxiety are not able to produce the language fluently (Chen, 2015).

On the other hand, student 5 has abnormal anxiety when he wants to present something in front of many people, including in public speaking class. He got terrible anxiety that affected his body, it is his left hand. The hand suddenly stiffened and barely could move. He said that the symptoms always happen before he starts a public speaking task. Also, it attacks when he meets someone new. For example, friends or lecturers he never met before.

Meanwhile, students 6 and 9 have similar anxiety in their learning process. It was a lack of confidence to stand and talk in front of many audiences. They always avoided the audience's eye contact in order to cover their fear. They believe the anxiety caused by their daily life is rarely spoken to by many people.

Rather than, Student 7 has a different perception about speaking anxiety. He felt angry at the audience's ignorance while he was delivering a speech or presentation. MI also felt stunned when an audience member spoke while he was presenting. He assumed that the audiences were disrespecting his presentation.

To sum it up, there are some main factors that cause student anxiety in public speaking class. Those are the audience's eye contact, lack of vocabulary, less preparation and audience attention.

The second research question is "*How do students regulate themselves in order to cope with anxiety in English Public Speaking class?"*. There are several self-regulations which students did in terms of coping their anxiety that researchers found in the interview such as avoiding the audience's eye contact. Because they believed that the audience's eye contact is a trigger that brings out the anxiety (Wrench 2014).

Moreover, students who have a lack of vocabulary have enhanced their vocabularies by practicing by doing things such as reading textbooks, watching movies and listening to music (Miller, 2015).

Overall, some students have their own way to cover the anxiety. For example, increasing their confidence. Confidence plays an essential role in public speaking. Speaker needs to be confident in front of his/her audience to create an everlasting impression (Watson,2012).

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CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusions

Based on the interviews' results about the student's factors anxiety and their strategies in Public Speaking class, some conclusions can be drawn as follows:

1. Students are not confident to speak in front of many people/audiences because they are not used to public speaking.
2. Most students considered the main factor of the anxiety is the audience's eye contact so that makes them nervous.
3. Some students are afraid of being examined by the lecturer. They found difficulties in speaking because they had a lack of vocabularies. It also made them unable to speak fluently and got stuck in the presentation.
4. The students found several ways to control their anxiety symptoms. For example, they avoided looking into the audience's eye directly, they pretended to talk to things and made a movement while they were delivering speech.
5. Self-regulation is an important thing to reduce anxiety, it is the steps for better preparation before presentation. For example, make a note of public speaking points, find an appropriate example and increase your confidence by practicing at home.

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B. Recommendations

Several suggestions are provided which hopefully might be beneficial for the students. They are as follows:

1. The students should increase their vocabulary through many ways.
2. The students have to be more familiar with reading text such as subtitles of videos so they will also be familiar with new words and know the meaning of those words.
3. The students have to be more focused on presenting the public speaking topic, so that they will be able to easily deliver that presentation and reduce the anxiety.

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Appendix I

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 11842/UN.08/FTK/KP.07.6/11/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **Nomor: B-14764/Un.08FTK/KP.07.6/10/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-14764/Un.08FTK/KP.07.6/10/2019** tanggal 10 Oktober 2019

KEDUA : Menunjuk Saudara:
1. Nidawati, M.Ag — Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Mahathir Rafsanjani**
NIM	:	**140203063**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Investigating Student's Anxiety in Public Speaking Class**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 03 November 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan K...*

Appendix II

Interview Protocol (Instrumets)

Interviewer: Mahathir Rafsanjani (140203063)

1. Please tell me something about how you have felt during public speaking?
2. What bothers you the most about speaking in front of people?
3. Do you think public speaking class is a difficult subject to learn?
4. Do you have any idea why you feel so anxious in your public speaking?
5. Are there any strategies that you do to reduce your anxiety in public speaking?
6. Do you have any ideas of how speaking English might be less stressful?

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Appendix III

Student 1

Name : Salman Al Farisi

Reg. ID : 170203057

Interview Question Guidelines

I: What do you know about public speaking?

P: Public speaking is the speaking that we present in front of many audiences such as speech or presentation.

I: Do you ever done public speaking?

P: Yes, I do.

I: when?

P: In the last semester when I took the public speaking class.

I: What is your worst experience in public speaking?

P: I ever stuck in front of the class. I have no word to say and it makes me like a very stupid person. Then my friends suddenly laughed at me. After that, I cannot control myself and everything feels dark.

I: What the most bother you about speaking in front of people?

P: Afraid of making mistake, because when I did a mistake my friend will laugh at me.

I: Do you think the public speaking class is a difficult subject to learn? Why?

P: Yes, because I think it is like being forced to stand and talk in front of lots of people. I don't even brave enough to do that. Sometimes, when I stand up in front of the audience, suddenly I freaking out and my knees are trembling. Also, why I feel anxious, when I was in the last semester, I had a lack of vocabulary so that why it makes me confused to say the words that I don't know the meaning in English, because of that, limited of vocabulary. Because of that problem, I feel *so malu dan tidak berani untuk berbicara*, I am so scared to talk with my friend using English, I feel much more afraid to talk in front of the class or public space.

I: Do you have any idea why you feel so anxious in your public speaking class?

P: Three things make me felt anxious in public speaking.

First, lack of vocabulary, then the audience's eye contact and less of preparation.

I: Are there any strategies that you do to reduce your anxiety in public speaking?

P: I know that my vocabulary is limited. I try to read some vocabularies and memorize them.

I: Do you have any ideas on how English Public Speaking might be less stressful?

P: Just find an object that makes your anxious distracted such as hold a pen.

I: Do you have any self-regulation in reducing anxiety for public speaking?

P: Yes, I try to memorize five vocabularies in a day, and then I practice to talk to myself in front of the mirror in my bedroom. Also, I try to prepare as well I can for the next presentation. Because I'm learning from my mistakes in last chance then I try to fix it.

I: What are your suggestions for a student who has terrible anxiety?

P: Keep practice! Don't be afraid and make yourself comfortable with it. In the end, everyone will able to talk in front of people.

Student 2

Name : Khairul Izza

Reg. ID : 170203092

Interview Question Guidelines

I: What do you know about public speaking?

P: Public speaking is a speaking or conversation that we do with many people like speech, presentation and conference.

I: Do you ever done a public speaking?

P: Yes, I do.

I: when?

P: In the last semester when I took public speaking class.

I: What is your worst experience in public speaking?

P: I couldn't speak fluently in front of the class. While I'm talking, there is a thing that is distracted me and I think my brain did not work well. It makes me stuck and everything that I have prepared is suddenly lost.

I: What the most bother you about speaking in front of people?

P: When every eye in the class is staring at me. I feel nervous so bad in that kind of situation.

I: Do you think public speaking class is a difficult subject to learn? Why?

P: Yes, because public speaking is the thing that you must have extraordinary skill in order to delivery your message to the audience. The most important thing is you must have a good mentality to talk. In public speaking, you have to deal with your own fear. That was what I have faced in that time, the hardest thing that we can defeat is against our own anxious.

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I: Do you have any idea why you feel so anxious in your public speaking class?

P: I feel anxious because I don't brave enough to talk in front of people, especially in foreign language such as English. I rarely spoke English in my senior high school; because in my school the speaking section was very hard part, my teacher barely spoke English in

teaching learning process. She even taught us by using Bahasa Indonesia, she always gave as an assignment about structure rather than speaking.

I: Are there any strategies that you do to reduce your anxiety in public speaking?

P: Fortunately, my parent has coconut shop in Indrapuri. I did practice in front of many coconuts (She's laughing…) I was talking by pretended the coconut as my audiences. Then in my assignment or presentation in the class, I did so. All my classmates I consider them as coconuts. Also, I avoided looking at their eyes directly; I just look at their foreheads.

I: Do you have any ideas of how English Public Speaking might be less stressful?

P: just enjoy the situation! Prepare the materials before you present your assignment, because well preparation will impact your successful public speaking.

I: Do you have any self-regulation in reducing anxiety for public speaking?

P: Yeah. As I mention before I practiced in front of the things that I have such as coconuts in order to increase my confident. Then, I avoided looking at audience's eyes directly.

I: What are your suggestions for student who has terrible anxiety?

P: Don’t be scare to stand up in front of people, not every person has the same chance to learn that. Just be confident!

Student 3

Name : Robi Aulia Abdi

Reg. ID : 170203206

Interview Question Guidelines

I: What do you know about public speaking?

P: Public speaking is a speaking that we do in front of many people like speech and debate or we promote something.

I: Do you ever done a public speaking?

P: Yes, I do.

I: when?

P: In forth semester when I took public speaking subject.

I: What is your worst experience in public speaking?

P: I couldn’t speak well. I was getting sweat and my first presentation was failure. The lecturer was gave me 7 minutes to talk, and I was able to talk in 3 minutes. It was the longest time I even felt at that time. Not even in public speaking class, it is almost in every presentation I felt that kind of nervous. It also makes me doing a ridiculous thing and makes me such a stupidest person in the class.

I: What the most bother you about speaking in front of people?

P: I was scared to be failure of my presentation and made mistakes. So that, my classmates will laugh at me.

I: Do you think public speaking class is a difficult subject to learn? Why?

P: Yes, because in public speaking we have to master what you want to present in front of people. You have to know what you're talking and know who you are talking to.

I: Do you have any idea why you feel so anxious in your public speaking class?

P: I got nervous because I'm not used to speak in front of many people. I haven't spoken with context and well organize. Because public speaking the content and context of speech should have to be well prepare. Also, in public speaking I have to pretend to be someone else. I got persuasive materials, and I have to be an influencer to persuade someone else. Unfortunately, I'm not good at promote something so that made it is hard to do and blow my nervous up.

I: Are there any strategies that you do to reduce your anxiety in public speaking?

P: I reduce my anxiety by moving as much as possible while I'm talking. I cannot present something if I stuck in one spot, especially if I sit on the chair. So, I always moving when spoke in front of public speaking class.

I: Do you have any ideas of how English Public Speaking might be less stressful?

P: As I said before, we should find our own way that makes us comfortable with. I, myself is comfortable by moving as much as I can, so it will forget my nervous.

I: Do you have any self-regulation in reducing anxiety for public speaking?

P: Yes, I do. Besides of movement, I practiced in front of mirror in my room. Also, I comprehended my material as much as possible and I tried to remember the points that I have to discuss in my public speaking assignment.

I: What are your suggestions for student who has terrible anxiety?

P: Find out what is the best way for coping with your anxiety!

Student 4

Name : Muhammad Hidayatullah

Reg. ID : 170203054

Interview Question Guidelines

I: What do you know about public speaking?

P: Public speaking is a process of sharing information verbally in front of many audiences. For example, speech, motivational talk and debate or conferences.

I: Do you ever done a public speaking?

P: Yes, I do.

I: when?

P: In forth semester when I took public speaking subject.

I: What is your worst experience in public speaking?

P: I felt that I am freezing, (hehehe) my whole body is getting cold especially my hands. It happens in my public speaking class, when my classmate is delivering speech and the next turn is mine. I felt so panic because everyone will starring at me.

I: What the most bother you about speaking in front of people?

P: Something really interrupts me in public speaking is audience's eye contact. Every eye is focus on me and it was so scared. My brain was kind of stop working to think. When every eye sees me I cannot think well. When I'm speaking, it really bothers me, I know that this is a problem that I have to solve, but I just cannot speak well and always getting nervous when the audience looks at me. When they look at me, I suddenly feel shy and I forgot about what I am going to tell them.

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I: Do you think public speaking class is a difficult subject to learn? Why?

P: Yes, because in public speaking you have to manage your fear against yourself. When I'm talking in front of the public I have to put away my insecure feeling. That feeling always impacts

my consciousness and overcome my anxious then makes me really nervous.

I: Do you have any idea why you feel so anxious in your public speaking class?

P: Yes, because I'm not confident enough to stand in front of public, even they are my friends. And, my lecturer was also watching me that make my nervous increase more than 50%.

I: Are there any strategies that you do to reduce your anxiety in public speaking?

P: I reduce my anxiety by trying to be relaxed in the presentation, I avoid to look at my friend's eyes. So, that wasn't bother my focus in delivering the topic.

I: Do you have any ideas of how English Public Speaking might be less stressful?

P: Public speaking will be less stressful if you were prepared enough for presentation and you really understand the point that you want to tell. However, don't you even memorize the text, but try to remember the points and examples.

I: Do you have any self-regulation in reducing anxiety for public speaking?

P: The first rule, before I conduct a public speaking, I must make note taking, I mean a note, so make a point what you have speak and you have to be able to control of a management when we have to speak,

so the audience didn't get miss about the information that you shared.

Second, I always avoid too see the audience's eye. Because when I see them, my concentration will be lost. It is such a moment that they're going to eat me.

Last, prepare the speaking material as well as possible, and I always do the speaking by giving an example in order to make sure the audience will get the point.

I: What are your suggestions for student who has terrible anxiety?

P: I suggest for those who has terrible anxiety in public speaking to practice as much as possible.

Student 5

Name : Hidayatul Irsyad

Reg. ID : 170203089

Interview Question Guidelines

I: What do you know about public speaking?

P: Public speaking is a process of sharing information or delivering message to public or many audiences.

I: Do you ever done public speaking?

P: Yes, I do.

I: when?

P: In fifth semester when I took the public speaking subject.

I: What is your worst experience in public speaking?

P: I cannot produce my language fluently, my speaking always *"Terbata-bata"*.

I: What the most bother you about speaking in front of people?

P: Afraid of making mistake, because when I did a mistake some of my friends will laugh for it.

I: Do you think the public speaking class is a difficult subject to learn? Why?

P: yes, I do. Because of the public speaking subject requires our confidence. Yet, I don't have such of thing.

I: Do you have any idea why you feel so anxious in your public speaking class?

P: Because like I told before, I'm not confident enough to speak in front of many people.

I: Are there any strategies that you do to reduce your anxiety in public speaking?

P: I realize that I don't have much vocabulary. So that make me confuse in the speaking class. So, I tried to watch Tedx videos to learns how the public speaker being confident.

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I: Do you have any ideas on how English Public Speaking might be less stressful?

P: Don't even compare yourself with others. Just believe in your ability, Allah has given your own strength

I: Do you have any self-regulation in reducing anxiety for public speaking?

P: Yes, after my failure presentation I used to prepare my presentation as well as I can. Then I practice it at home.

I: What are your suggestions for a student who has terrible anxiety?

P: Keep practice! Don't be anyone else. Just be yourself

Student 6

Name : Syarifah Mabrur Walmagfirah

Reg. ID : -

Interview Question Guidelines

I: What do you know about public speaking?

P: Public speaking is a process of delivering presentation in front of audiences.

I: Do you ever done a public speaking?

P: Yes, I do.

I: when?

P: In forth semester when I took public speaking subject.

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I: What is your worst experience in public speaking?

P: my worst experience in public speaking is being confuse and unable to deliver my presentation properly. It was because I'm not used to present the material without text notes. Actually, it was because I did not prepare the material instead of being sick.

I: What the most bother you about speaking in front of people?

P: I was scared to be failure of my presentation and made mistakes. I was afraid of being examined by lecturer.

I: Do you think public speaking class is a difficult subject to learn? Why?

P: Yes, because in public speaking, we have to be expert of the topic that we're going to deliver. if you are not, you have to be ready to be failure your task.

I: Do you have any idea why you feel so anxious in your public speaking class?

P: I got nervous because I'm not prepare the material so well. I haven't spoken with context and well organize. Because public speaking the content and context of speech should have to be well prepare.

I: Are there any strategies that you do to reduce your anxiety in public speaking?

P: I reduce my anxiety by moving as much as possible while I'm talking. I cannot present something if I stuck in one spot, especially

if I sit on the chair. So, I always moving when spoke in front of public speaking class.

I: Do you have any ideas of how English Public Speaking might be less stressful?

P: As I said before, we should find our own way that makes us comfortable with. I, myself is comfortable by moving as much as I can, so it will forget my nervous.

I: Do you have any self-regulation in reducing anxiety for public speaking?

P: Yes, I do. Besides of movement, I make some notes for the points that I must talked in presentation.

I: What are your suggestions for student who has terrible anxiety?

P: Find out what is the best way for coping your anxiety!

Student 7

Name : Muhammad Ikram

Reg. ID : 170203039

Interview Question Guidelines

I: What do you know about public speaking?

P: Public speaking is a process of sharing information verbally in front of many audiences. For example, a speech, motivational talk and debate or conferences.

I: Do you ever done a public speaking?

P: Yes, I do.

I: when?

P: Last semester

I: What is your worst experience in public speaking?

P: I got mad on the presentation and felt angry to my friends because they were acted like underestimated me.

I: What the most bother you about speaking in front of people?

P: Yeah, audience attention, I think it is bothering me when I'm doing public speaking. Then I think when my friend talking with how do say, like they are underestimate me because I am not mastering it that make me yeah like that make bother me, it makes me feels that they do not care about what I am telling them, sometimes, it makes me angry to them, and because of that I just missed some point of my speaking materials.

I: Do you think public speaking class is a difficult subject to learn? Why?

P: Yes, because in public speaking, we have to manage our emotion and being in front of people is very insecure. Everything will probably happen in front of the stage.

I: Do you have any idea why you feel so anxious in your public speaking class?

P: Yes, my anxiety is quite different with others. While they're nervous I'm getting upset if the audiences interrupted me. For example, they didn't pay attention on my explanation.

I: Are there any strategies that you do to reduce your anxiety in public speaking?

P: usually I prepare myself as well. Like public speaking material, I made a note for the points which is important to talk. Then, I chose the best spot to stand while talking, so I will able to see everyone.

I: Do you have any ideas of how English Public Speaking might be less stressful?

P: Public speaking will be less stressful if you were prepared enough for presentation and you really understand the point that you want to tell. However, don't you even memorize the text, but try to remember the points and examples.

I: Do you have any self-regulation in reducing anxiety for public speaking?

P: The first rule, before I conduct a public speaking I must make note taking, I mean a note, so make a point what you have speak and you have to be able to control of a management when we have to speak, so the audience didn't get miss about the information that you shared.

Second, I always avoid to see the audience's eye. Because when I see them, my concentration will be lost. It is such a moment that they're going to eat me.

Last, prepare the speaking material as well as possible, and I always do the speaking by giving an example in order to make sure the audience will get the point.

I: What are your suggestions for student who has terrible anxiety?

P: I suggest for those who has terrible anxiety in public speaking to practice as much as possible.

Student 8

Name : Salman Al Farisi

Reg. ID : 170203057

Interview Question Guidelines

I: What do you know about public speaking?

P: Public speaking is the speaking that we present in front of many audiences such as speech or presentation.

I: Do you ever done a public speaking?

P: Yes, I do.

I: when?

P: In the last semester when I took public speaking class.

I: What is your worst experience in public speaking?

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P: I ever stuck in front of the class. I have no word to say and it makes me like a very stupid person. Then my friends suddenly laughed at me. After that, I cannot control myself and almost cry.

I: What the most bother you about speaking in front of people?

P: Afraid of making mistake, because when I did a mistake, my friend will definitely laugh at me.

I: Do you think public speaking class is a difficult subject to learn? Why?

P: Yes, because I think it is like being force to stand and talk in front of lots of people. I don't even brave enough to do that. Sometimes, when I stand up in front of audience, suddenly I freaking out and my knees are trembling. Also, why I feel anxious, when I was in the last semester, I had lack of vocabulary so that why it makes me confused to say the words that I don't know the meaning in English, because of that, limited of vocabulary. Because of that problem, I feel *so malu dan tidak berani untuk berbicara*, I am so scared to talk with my friend using English, I feel much more afraid to talk in front of the class or in public space.

I: Do you have any idea why you feel so anxious in your public speaking class?

P: There are three things that make me felt anxious in public speaking. First, lack of vocabularies, then audience's eye contact and less of preparation.

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I: Are there any strategies that you do to reduce your anxiety in public speaking?

P: I know that my vocabulary is limited. I try to read some vocabularies and memorize them.

I: Do you have any ideas of how English Public Speaking might be less stressful?

P: Just find an object that make your anxious distracted such as hold a pen.

I: Do you have any self-regulation in reducing anxiety for public speaking?

P: Yes, I try to memorize five vocabularies in a day, and then I practice to talk to myself in front of the mirror in my bed room. Also, I try to prepare as well I can for next presentation. Because I'm learning from my mistakes in last chance then I try to fix it.

I: What are your suggestions for student who has terrible anxiety?

P: Keep practice! Don't be afraid and make yourself comfortable with it. At the end, everyone will able to talk in front of people.

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Student 9

Name : Azrifa Safrianda

Reg. ID : 170203083

Interview Question Guidelines

I: What do you know about public speaking?

P: Public speaking is a process of sharing information or delivering message to public or many audiences.

I: Do you ever done public speaking?

P: Yes, I do.

I: when?

P: In fifth semester when I took the public speaking subject.

I: What is your worst experience in public speaking?

P: I cannot deliver my presentation likely; I just stuck and didn't know presentation well. I failed to pass my quiz test because I nervous.

I: What the most bother you about speaking in front of people?

P: Afraid of making mistake, because when I did a mistake some of my friends will laugh for it.

I: Do you think the public speaking class is a difficult subject to learn? Why?

P: I'm afraid to talk in public speaking class because many of my friends are very good in speaking. Because they can make the performance more interested, they can speak fluently and they

have good background knowledge. It made me down when they speak easily without any doubt. They are able to be so confident not like me.

I: Do you have any idea why you feel so anxious in your public speaking class?

P: Three things make me felt anxious in public speaking.

First is lack of vocabularies, then less of background knowledge and afraid of crowded situation such as many eyes are staring at me.

I: Are there any strategies that you do to reduce your anxiety in public speaking?

P: I realize that I don't have much vocabulary. So, I try to read some vocabularies and memorize them. I also avoid seeing my friend eyes or their silly smile.

I: Do you have any ideas on how English Public Speaking might be less stressful?

P: Don't even compare yourself with others. Just believe in your ability, Allah has given your own strength

I: Do you have any self-regulation in reducing anxiety for public speaking?

P: Yes, after my failure presentation I used to prepare my presentation as well as I can. Then I practice it at home. So, *pas nampil ga malu-maluin lagi.*

I: What are your suggestions for a student who has terrible anxiety?

P: Keep practice! Don’t be anyone else. Just be yourself

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Appendix IV