

*Book Chapter*

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# ENGLISH LANGUAGE TEACHING IN INDONESIAN

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CONTEXT:  
ISSUES, PRACTICES AND PERSPECTIVES

EDITOR:

**MASRIZAL | MULYANI | SRI HANDAYANI**



**SYIAH KUALA UNIVERSITY PRESS**

*Book Chapter*

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# PREFACE

To begin with, thanks to Allah SWT because of the help of Allah the authors and editors have completed writing this edited book. The purpose in writing this edited book is to help the EFL learners, EFL teachers, researchers, and other stakeholders in understanding education in general, and particularly English teaching and learning broadly and effectively.

This edited book attempts to support EFL learners, EFL teachers, and other researchers in understanding the current issues, its practices as well as its perspectives in context of teaching and learning in English language teaching implementation in Indonesian context. The collection of these papers was prepared by each author based on different experiences in the field of Education and English Language Teaching (ELT), particularly to offer innovative insights, effective approaches, methods, and strategies.

In arranging this edited book, the editors and authors got lots of challenges and obstructions but with the help of some individuals and other authors, those obstructions could be passed. The authors and the editors also realize that there are still mistakes and deficiencies in the process of writing this edited book. Therefore, the editors and the authors highly appreciate all individuals who have assisted in accomplishing this edited book. Our warmest thanks go to our family for their support in completing this edited book as well as our greatest thanks go to the publisher of Syiah Kuala University Press for publishing this valuable edited book.

This edited book is dedicated to all teachers of English and our EFL students in Indonesia and others. The editors realize that this edited book is still imperfect in the arrangement and the content. Thus, the editors would accept any critics and suggestions from the readers that can help the editors in perfecting the next edition. Hopefully, this edited book can assist the readers especially the EFL learners to gain more knowledge and deep understanding about ELT and this volume will be a worthwhile addition to the up-to-date work on Education and ELT.

Banda Aceh, January 2022

Editors



# FOREWORD

An “English Language Teaching in Indonesian Context: Issues, Practices, and Perspectives,” edited by Masrizal, Mulyani, and Sri Handayani, encompasses one of the insightful and worthwhile edited books in Education and English Language Teaching (ELT) that aims to present actual and relevant issues and practices from the collaboration of all authors from different contexts of English language teaching in Indonesia.

This edited book emerges to support the EFL learners, EFL teachers, and other researchers in understanding the current issues, practices, and perspectives in different context of teaching and learning both in the urban and suburban areas in English language teaching implementation in Indonesian context. The collection of these papers was prepared by each author based on different experiences in the field of Education and ELT, particularly to offer innovative insights, effective approaches, methods, and strategies.

The content in this volume address issues relating to Education and ELT issues, practices, and its perspectives in Indonesian context. The essays deal with the different ways in which actual classroom practices change, whether individually or systematically.

This edited book forms a valuable addition to the existing book and is particularly intended for university students, teachers, and researchers in Education and ELT contexts.

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**PART I:  
ISSUES IN ENGLISH  
LANGUAGE TEACHING  
IN INDONESIA**



# CHAPTER 1

## THE PERCEIVED PROBLEMS AND COPING STRATEGIES OF SECOND GRADE HIGH SCHOOL STUDENTS IN IMPROVING THEIR PUBLIC SPEAKING'S SELF-EFFICACY

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### INTRODUCTION

Speaking conveys ideas and meanings as it is a verbal exchange between a speaker and a listener. In other words, the primary purpose of speaking is for narrators to convey their messages to listeners. McDonough et al. (2013) affirm that speaking ability is rated more highly than other abilities in many languages. It stands to reason because an assessment of our speaking ability only takes a few minutes. When somebody expresses something in a language, we can immediately consider how well they communicate. However, we will need more time to assess other skills. Practically, everyone spends most of their time exclusively learning grammar and memorizing vocabulary. While it is imperative to master writing skills, the most interactive learning method is through speaking or face-to-face communication practice (Crystal, 2005).

Speaking is regarded as the primary skill and the most difficult of the other four (Leong & Ahmadi, 2017). As a result, most learners struggle to acquire English speaking skills; they continue to struggle even when attempting to interact with others. According to Ur (2000), there are some speaking difficulties when learners are asked to speak in class. These issues include self-consciousness, lack of significant proficiency, insufficient or uneven participation, and the practice of the native language. Firstly, there is an issue of inhibition: fear of making a mistake, nervousness, and sounding foolish. When the entire class is focused on them, students become shy. Second, there is a shortage of appropriate expertise. Our prior knowledge of a particular subject is compelled to emerge when we speak.

Regarding that, there is lack of or uneven participation or involvement. A few students with strong communication skills may occasionally dictate when in a crowd, while others say little or nothing. Finally, native language is employed. Naturally, students will use their native language to clarify unfamiliar phrases. (Denizer, 2017).

According to Sarafino (1994), many students are afraid of speaking English in front of their peers for various reasons, not the least of which is a lack of English language competence. They are nevertheless unaware of their self-efficacy. They became anxious, which was a negative evaluation of their thoughts. Anxiety management differs from person to person and is based on their assessment, known as self-efficacy. Bandura (1995) defines self-efficacy as an individual's belief in controlling situation and producing desired outcomes. Furthermore, Bandura explains, self-efficacy provides self-assurance required to overcome anxiety and negative thoughts. It can impact how someone reacts to difficult situations when faced with a difficult activity, such as public speaking (1997).

Public speaking is one of the extracurricular programs in Alfalah Abu Lam U Boarding School to improve their conversation abilities. The public speaking program is aimed to prepare students to speak English in front of an audience. Students are expected to demonstrate their speaking abilities in public settings and are given examples of enhancing their speaking ability in a formal environment. It is critical to develop students' ability and to communicate effectively in public. Schreiber and Hartranft (2013) stated that public speaking is not only about how to perform in public; it is also about how to ensure that the audience remembers and comprehends what the speaker is saying. Therefore, students must understand how to effectively deliver public speaking to present their topic to an audience. Since self-efficacy is examined before the students perform the required activities, it is one method in determining their confidence in public speaking. Simply defined, the purpose of this study is to examine the difficulties associated with public speaking and to identify the strategies used by students to increase their self-efficacy in public speaking. Identifying the issues that students experience and developing the best strategy for expanding their self-efficacy in public speaking is important in ensuring that students improve their skills and perform better.

## **LITERATURE REVIEW**

### **Self-Efficacy**

People believe that they can improve their performance at certain tasks by motivating themselves and working hard to achieve their objectives. This phenomenon is known as efficacy convictions. "Efficacy beliefs have an effect on how individuals feel, think, motivate themselves, and behave" (Bandura, 1995, p. 118). According to Bandura, self-efficacy is a concept that refers to a person's ability to acquire or complete activities at certain levels and is used to assess a person's thoughts, feelings and affect our actions. People with little self-efficacy perceive that the assignment is difficult and develop a study resistance in completing the assignment. On the contrary, individuals with extraordinary self-efficacy like their work and perform it freely. Self-efficacy is important while managing certain issues because it affects achievement settings (Karsten & Roth, 1998). Thus, self-efficacy might impact the activities and challenges chosen.

According to Bandura (1997), four major sources of self-efficacy can be used to establish and maintain individuals' perceptions of their efficacy. These sources include performance attainment, vicarious experience, verbal persuasion, and physiological state. Performance attainment, as similarly known as mastery experience, is one of the utmost significant sources of self-efficacy (Joet et al., 2011). Thus, Bandura also stated that mastery experience is the principal type of experience since it provides evidence for success. This aspect relates to how individuals evaluate their subjective accomplishments at a given level. As Artino (2012) explains, students who have already completed their self-assessment are more likely to encounter both successes and failures during their academic experience. When positive outcomes are achieved, a strong sense of self-confidence develops. As a result, many students experience reluctance and confusion following an unsuccessful outcome. The most effective technique for assisting individuals in increasing their self-efficacy is to provide them with prior knowledge, particularly regarding their mastery of a subject.

Vicarious experience is a type of self-evaluation in which people examine other people's techniques to determine whether they are successful. Seeing others succeed tends to boost one's self-efficacy. Watching others fail reduces one's self-efficacy. The model is thus a vicarious experience (Bandura, 1995). Bandura argues that students who

see their peers deliver speeches well may feel more confident in their public speaking abilities. He continued his statement that students can learn from their peers, professors, or even videos. Therefore, individuals must associate their abilities to persons with comparable traits.

The third source that influences someone's self-efficacy is verbal persuasion. It is possible to persuade someone verbally. If someone is verbally convinced that they can achieve or master a task, they are more likely to do it well. However, if someone is persuaded verbally that they do not have the ability to accomplish the task, they are more likely to give up on the task (Usher & Pajares, 2006). When verbal and nonverbal signals (such as facial expressions) are produced by someone seen as a reliable persuader and convincing instructor in their particular contexts, such as parents, educators, professionals, and others, they become influential (Zimmerman, 2000).

The final source is the physical and emotional condition. According to Bandura (1977), emotional stimulation denotes the feelings and bodily senses that one feels when performing various tasks, such as anxiety or delight. Then Bandura also explained that stress, anxiety, worry, fear, and any negative factors could affect and capture self-efficacy and self-fulfilling insight of disappointment or incompetence to complete specific responsibilities (p. 106). Since they must speak in front of their classmates, students in public speaking classes may suffer significant levels of public speaking anxiety. They are very likely to misinterpret their anxiety as incompetence and perform poorly during their speaking tasks.

## **Self-Efficacy and Public Speaking**

Schreiber and Hartranft (2013) stated that public speaking is delivering speech in a formal setting in front of an audience. Continued with their statement by saying public speaking is about speaking in front of an audience and ensuring that the audience retains and comprehends the messages. Therefore, public speaking is speaking in front of an audience in a formal setting. Still, the speaker must make the audience understand the topic that the speaker is delivering.

Additionally, Dwyer & Fus (2002) examined the relationship between self-efficacy and communication anxiety in public speaking. The presence of a speaker in communication entails the manifestation of double circumstances, reciprocity, and time pressure (Bygate, 1987 as cited in Paradewari, 2017). The reciprocity requirement indicates that there are

multiple speakers. The speakers must adapt to the listener's issue and engage enthusiastically in the discussion. Time constraint refers to a lack of preparation in spontaneous or impromptu communication (Asakereh & Dehghannezhad, 2015).

According to Sirait (2007), public speaking is the ability to bring all skills together. In other words, it is more practical than theoretical. Audiences for public speaking come from a variety of backgrounds. It is essential to understand who the audiences are and ensure that the listeners receive the message as a speaker. A speaker, for example, must effectively deliver information, entertain, and persuade. If the speaker lacks sufficient understanding, they may send the wrong messages, and if the speaker lacks confidence, they will find it difficult to persuade the audience.

### **The Problems in Public Speaking**

Tuan and Mai (2015) claim that there are a lot of problems faced by students in public speaking which can disturb their speaking performance, such as inhibition, lack of topical knowledge, low participation, and mother-tongue use. The first issue students experience in class is inhibition. They are sometimes hesitant to speak up in class. They fear making mistakes and being judged. They are embarrassed by the other students' attention. Second, students also complain about forgetting things and lacking the enthusiasm to express themselves. Leong and Ahmadi (2017) also agree that it is difficult for students to answer questions in a foreign language since they lack ideas on what to say, what expressions to use, and how to use language rules correctly. Thirdly, there is a lack of speaking participation. Raja (2017) confirms that involvement in public speaking prepares students to deliver effective speeches in front of audience. As a result, continual exposure to a diverse audience will transform the anxious speaker into a confident one. In terms of participation, in an oversized class, each student will have a meager amount of communication time because only one student will speak at a time, making it difficult for the other students to hear. Some students dominate the entire speaking class, while others speak only infrequently or never. Lastly, mother-tongue use is an issue. Amiruddin (2019) stated that learners' first language is a significant underlying component affecting their language performance. He also affirms that many students create their own language structures without consideration for the target language's rules. When students are asked to speak about an unfamiliar subject, they will strive to do so in their native

language. For learners, speaking in their mother tongue is quite natural. Students will automatically use their mother tongue to clarify everything to their peers if teachers do not encourage them to communicate in English (Leong & Ahmadi, 2017).

## **Research Methodology**

This study employed descriptive qualitative research. This method allowed the researchers to provide a comprehensive summary and examine a particular phenomenon while researching by gathering data from individual or focus groups interviews (Cohen, 2000; Creswell, 2018). The study was conducted at the second-grade students of one of Islamic Boarding Schools in Aceh Besar, Aceh. The school strongly encourages students to use English both inside and outside the classroom. Additionally, public speaking is one of the extracurricular activities that help students develop a strong command of the English language. Participants of the study came from one class of grade-A consisting of 29 students. The researchers only took five students among them purposively by the recommendation of the principal and English teacher, who constantly monitor their improvement in speaking skill.

To collect the data, the researchers used an interview guide by providing some direct questions to the interviewees. The interview allows the researchers to collect extra data if the prior data is unclear, incomplete, irrelevant, or general (Mackey & Gass, 2005). The five selected students were given several questions related to their problems in public speaking and their strategies in dealing with various problems related to their self-efficacy in public speaking.

In analyzing the data, the interactive model was used based on Miles, Huberman and Saldaña (2014): (1) data reduction, (2) data displays, and (3) verification. Firstly, in data reduction, the researchers read the interview transcripts several times to familiarize them with them and code them into specific themes with a short word or phrase. Next, those data were carefully chosen and recurrently validated to the sources of data to identify the pattern and dispose of grounded theories. Lastly was to explore the answers to the inquiry questions related to the discussion in this matter, drew the conclusion, and verified all obtained results.

## **FINDINGS AND DISCUSSION**

### **The Strategies in Improving Self-Efficacy**

The findings of this study indicated that students use a variety of strategies to increase their self-efficacy in public speaking. These strategies include the following:

#### **1. Self-Preparation**

Based on the interviews, the researcher discovered that students improve their self-efficacy by self-preparation. It is as described by student 1 as follows.

##### **Excerpt 1:**

*“I have to be well-prepared for my speech, what I am going to speak about and how long it takes. Because If I prepare everything, I will feel confident to deliver my speech in front of the audience”.*

It can be inferred that preparation had a significant effect on public speaking success. This will boost students' personal mastery of the subject matter and minimize the inhibition of solving difficulties. They will gain confidence and will be able to do well.

#### **2. Practicing the speech**

In order to increase self-efficacy in public speaking, the students practiced routinely before performing the speech. It is as explained by student 2 in the following excerpt.

##### **Excerpt 2:**

*“I always practice for preparing a good performance, so that I can speak properly in front of my friends. I am standing in front of the mirror to reflect on myself and assessing mistakes I have made, something like that.”*

Students who practiced more would achieve better results and improvement. By practicing, students will be able to identify some of their weaknesses and strengths, which will aid them in determining which aspects of their performance should be reduced and improved before the actual performance. As a result, after they have practiced daily, they will be better prepared, and the practice will enhance their confidence.

### 3. Memorizing the important points

The importance of taking notes before giving a speech is critical for students in order to gain a better concept of what they will be presenting during the speech. It is as mentioned by student 3 in the following excerpt.

#### Excerpt 3:

*“Before I perform, I prepare by trying to understand the speech content and memorize the key points. I always take note of what I’m going to say soon because it helps me control what I’m going to say”.*

It clearly can be indicated that students do remember and memorize the critical point before they speak in public to make it easy to control themselves while performing a speech. Based on excerpt three above, memorizing some important points in the text will help them perform their speeches better and avoid losing ideas in the middle of their performances.

### 4. Trying to understand the topic

The next strategy suggested by the students before performing is to understand the topic being presented to the audience. It is in line with student 4’s statement in the following excerpt.

#### Excerpt 4:

*“Before delivering a speech, I try to figure out the context of the topic, as this helps my audience comprehend what I say and boosts their interest in the topic. It also can prevent to make mistakes by saying the wrong information”.*

It should be highlighted that if the speaker lacks sufficient knowledge or does not comprehend the subject, they may convey incorrect information. In addition, if the students are not able to understand the topic being performed in the speaking, it will lead the students to a distraction in the middle of their performances, such as losing ideas or running out of context. Therefore, understanding the topic being delivered to the audience is important for a speaker in dealing with their self-efficacy in public speaking.

### 5. Self-motivating

Setting an optimistic perspective and motivating their own is another strategy that students can use to improve their self-efficacy in public speaking. It is as stated by student 5 in the following excerpt.

Excerpt 5:

“I will make a promise to myself that I can do my best. I keep myself motivated to try again even if I fail. Because the more effort I put forward, the greater the results are. It is also necessary for me to obtain adequate sleep in order to cleanse my thoughts and make it calmer”.

It should be noted that students with high motivation may develop self-confidence and positive thinking in their performances, particularly in public speaking, because the best public speaking performances are a result of motivation that pushes them to speak (Tuan & Mai, 2015). Students require motivation because it pushes them in a positive direction. Students will be delayed and have little interest in speaking if they are not motivated.

## **The Problems Faced in Public Speaking**

The findings of this study also revealed six problems experienced by students when speaking in public. Anxiety, speaking out of context, nervousness, and lack of confidence are examples. The following are descriptions of the detail:

### **1. Anxiety**

All of the interviewees agreed that presenting their speech in front of a large audience caused them anxiety. They also tried to overcome their anxiety problems as mentioned in the following excerpt.

**Excerpt 6:**

*“I’m usually nervous, so I either concentrate on one object or look into the audience’s forehead to avoid looking them in the eyes. I try to maintain my confidence by avoiding seeing the public in the eyes and concentrate on not only one person in the audience. I get even more frightened when I look into their eyes because I feel foolish.”*

The majority of them were nervous when speaking because they did not believe in their capacity to talk and felt under pressure from the audience. On the other hand, they discover a solution to their anxiety problem. They avoid making eye contact with the audience and instead focus on the audience’s forehead rather than their eyes. They agreed that the ideal point of view for overcoming anxiety when having a conversation or giving a public speech is on the forehead.

## 2. Speak out of context

Public speaking is a common cause of anxiety for most students. Lack of confidence makes them speak out of context and as a result, they forget what to deliver. It is as described by student 2 in the following excerpt.

### Excerpt 7:

*“If I become speechless, I will conclude my speech by summarizing everything I have said previously. I will also take a deep breath and continue speaking. Occasionally, I will say whatever comes to mind, obviously outside the text I have created; I do this to allow myself time to recall my notes. In a life-threatening circumstance, I will repeat the words I already stated. By repeating the previous sentence, I may be able to recall the sentence or next point that I need to make.”*

Most of the students intended to divert attention from stressful situations to pleasant cues and tend to continue their speech using their own thoughts, but they often speak out of context. In summary, based on the responses from the students, public speaking is one of the common phobias that usually make students speak out of context and forget the words that will be conveyed to the audience.

## 3. Nervousness

Most of the students experienced nervousness during their speech performances. It becomes a serious problem for students in performing their speech in public. It can be notified by the excerpt as follows.

### Excerpt 8:

*“When I have to speak in front of a lot of persons, I become a little nervous. It has the potential to make me forget the text since I am a shy person who is afraid to speak in front of many people; I have difficulty in speaking in public. If I'm feeling nervous, I will take a deep breath and relax for a bit. Due to the fact that I am unable to see the audience's eyes, I direct my attention in another direction, usually toward the sky. It detracts from my overall performance; the audience will easily notice that I am nervous at that time.”*

Students have a variety of strategies for dealing with their nervousness, including taking a few deep breaths and changing their attention. It indicates that students' ability to deliver speeches

is significantly influenced by their level of nervousness. Usually, the audience catches up with the fact that the performer is nervous and frightened fast.

#### **4. Lack of self-confidence**

The statement from the participant encompassed all of their feelings about lack of self-confidence. It is as confirmed by student 4 in the following excerpt.

##### **Excerpt 9:**

*“Because I rarely speak in public, I have a small difficulty with self-confidence when speaking in public. Normally, I consider whether or not the audience understood what I was saying. I also get nervous when the audience’s expression changes; I’m worried if I say something wrong. Actually, I was nervous when I first started speaking, but after a few minutes, I regained my confidence and was able to adjust to the circumstances. Yes, it’s all about the timing.*

It can be inferred that students’ lack of self-confidence is most typically associated with the realization that their speech was not well received by the audience or the fear of failing to deliver their ideal speeches. Most of them lacked self-confidence before their performances, which led to other issues of nervousness when giving public speeches. Furthermore, some of them had previously discovered their self-confidence when they felt at ease when speaking.

## **DISCUSSION**

In this study, all participants revealed various language learning strategies to boost their self-efficacy as each of them had personal issues in public speaking. The first strategy was preparation. The interview revealed that the students prepared for their public speeches to improve their performances and build their self-confidence. This strategy belongs to the metacognitive strategy. Pintrich (2010) stated that metacognitive strategy enables students to maintain control of their thoughts and actions during the learning process. Employing metacognitive strategies can assist students in avoiding academic failure. Students’ intentional activities can help them in efficiently using the language. In line with Abdellah (2015), students could integrate all metacognitive strategies to help them in their English learning process. It would assist students in coping with obstacles and achieving tremendous success in class and life (Reis, 2012).

The second strategy was practicing the speech. The finding showed that students require frequent practice before giving their speeches to become better prepared and enhance their self-confidence. This strategy includes social strategies. Social strategies enable students to communicate with many audiences by providing opportunities for them to improve their speaking skills. Students who practice more would perform better and develop their skills (Etxebarria et al., 2012). Furthermore, Mehmet (2016) affirms that learning and teaching occur in a social setting. In this context, a student's self-esteem perception plays a critical part in gaining success in language education and the students' adaptation to the language they are learning. When students share their knowledge with others, they might learn more quickly.

The third strategy was to memorize the key points. It can be concluded that memorizing some key points in the text will assist students in better executing and organizing their speeches. It is similar to the metacognitive strategy stated by Abdellah (2015); metacognition is significant in education because it helps the student develop a plan, monitoring and evaluating how effective it is. It means that metacognition benefits the learner in becoming more engaged in the learning practice.

The next strategy was to develop a thorough understanding of the subject. To address self-efficacy in public speaking, a speaker must first comprehend the information being conveyed to the audience. Thus, if students are unable to comprehend the topics presented in their speech, they will experience performance disruptions such as missing ideas or losing context during their performance. Similar to the metacognitive strategy, students must first comprehend and organize the content before performing.

The last, they employed self-motivation and optimistic thinking. According to Iksan et al. (2021), speaking English is not always easy for students. They are typically unmotivated and uncomfortable when communicating and interacting in English. The findings revealed that students develop self-motivation and think positively as their anxiety solutions. Highly motivated students may develop self-confidence and positive thinking due to their performances, particularly in public speaking because their best performances result from their motivation to speak (Tuan & Mai, 2015).

Moreover, the research findings also revealed that most students felt similar problems in public speaking, such as anxiety, speaking out of context, nervousness, and lack of self-confidence. This finding was in line with Muluk et al. (2021), who suggests that one of the challenges in

managing speaking class is the students' self-confidence. Most of them felt less confident participating actively in speaking class, especially male students. Further, Muluk explained that even though they have good lexical knowledge, they fail to express ideas in class. He urges students to practice more to build self-confidence in speaking in front of many people. Similarly, Tuan & Mai (2015) added that they are sometimes hesitant to speak up in class. They fear making mistakes and being judged. They are embarrassed by the audiences' attention. In addition, students also complain about forgetting things and lacking the enthusiasm to express their views. Amiruddin (2019), Leong and Ahmadi (2017) agree that it is difficult for students to answer questions in a foreign language because they lack thoughts on what to communicate, what vocabulary to use, and how to use sentence structure correctly.

### **The Implications of the Study**

Most people are not born with the ability to speak in front of a public; they are trained to get there. In situations where they are the center of attention, like when they have to address an audience, they feel anxious. The majority of them try to avoid speaking in front of the public, but when it is unavoidable, they are distressed. People must understand that there are more nervous speakers in the world than there are non-nervous speakers. This study looked into the causes of anxiety as well as the strategies that could be used to overcome it. The study also discussed the reasons for the students' lack of self-efficacy and the problems this has caused them. Teachers can also be more aware of their students' self-efficacy and develop appropriate techniques for teaching public speaking. Additionally, teachers have to control their students' progress in speaking. Furthermore, students will be able to understand strategies better and increase their awareness of the problem in order to reduce anxiety.

### **Conclusion**

According to the interview findings, metacognitive strategies are the most frequently used strategy by students to increase self-efficacy or self-confidence when speaking in public. The metacognitive strategies combine all the processes in preparing a speech and organizing and establishing goals to help the students perform speech properly. Students employ these strategies to overcome problems related to public speaking. The data revealed that most of their problems originated from a lack of self-

confidence. Students mistrust their speaking ability in public and put them under pressure during performances. Fortunately, they have solutions for dealing with these issues, such as avoiding eye contact with the audience to overcome nervousness and anxiety. They then increased their practice in order to overcome their lack of confidence and attain better results and improvement.

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