



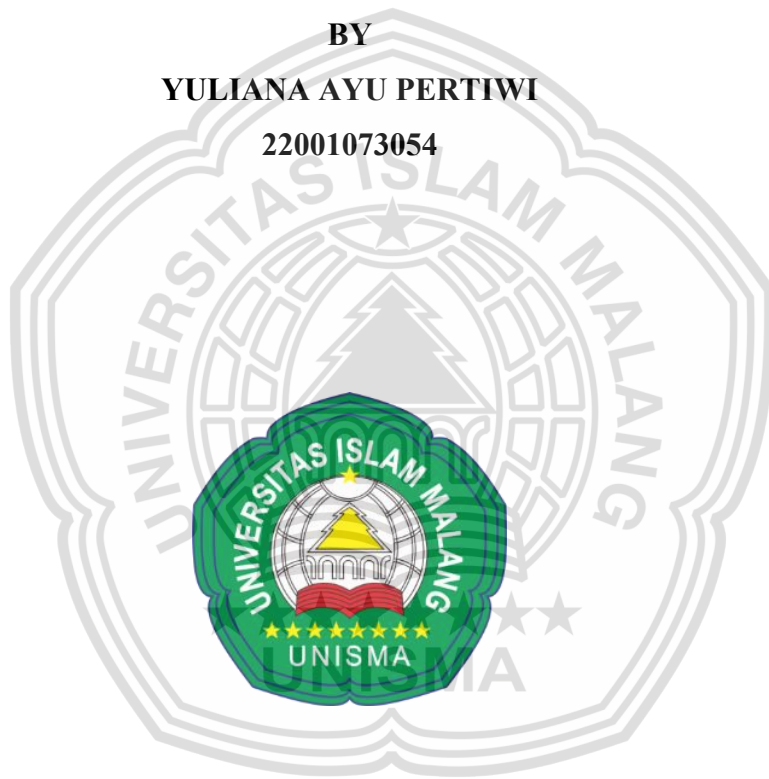
**A STUDY OF PUBLIC SPEAKING ANXIETY DURING
PRESENTATION AT UNIVERSITAS ISLAM MALANG**

SKRIPSI

BY

YULIANA AYU PERTIWI

22001073054



UNIVERSITAS ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

JUNE 2024



**A STUDY OF PUBLIC SPEAKING ANXIETY DURING PRESENTATION
AT UNIVERSITAS ISLAM MALANG**

SKRIPSI

Presented to

Faculty of Teacher Training and Education

Universitas Islam Malang

In partial fulfillment of the requirements for the degree of

***Sarjana* in English Language Education**

BY

YULIANA AYU PERTIWI

NPM 22001073054 ★★

UNISMA

UNIVERSITAS ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

JUNE 2024

ABSTRACT

Pertiwi, Yuliana Ayu. 2024. *A Study of Public Speaking Anxiety during Presentation at Universitas Islam Malang*. Skripsi, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Drs. H. Ali Ashari, M.Pd; Advisor II: Fitri Awaliyatush Sholihah, S.Pd., M.Pd.

Keywords: presentation, public speaking, public speaking anxiety

Learners may face anxiety when they try to deliver a presentation or speech in public. Delivering a speech or oral presentation in front of a live audience of classmates in the classroom can cause anxiety, which is called public speaking anxiety. Whether male or female, learners often have to face fear, especially in public speaking classes. Thus, it is crucial to analyze the anxiety level of third-semester students and to determine the different levels of anxiety experienced by male and female students in public speaking classes during presentations at Universitas Islam Malang.

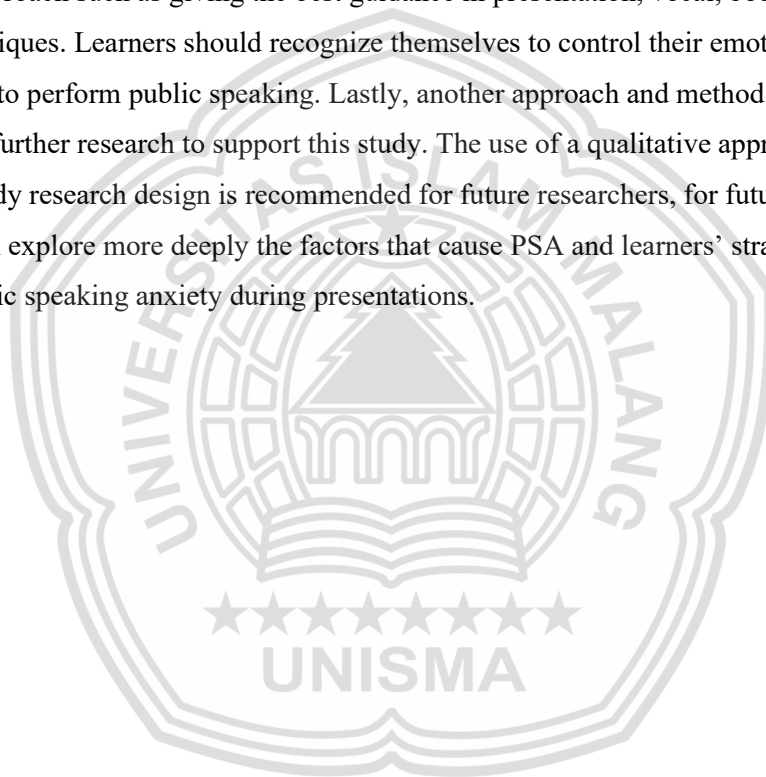
A quantitative approach with descriptive quantitative and causal-comparative design was used in this study. The descriptive quantitative research design was used to describe the anxiety level of third-semester students in the public speaking class at the Universitas Islam Malang when speaking in public during presentations. Then, a causal-comparative research design was used to determine the different levels of anxiety experienced by males and females in public speaking classes. The researcher utilized a purposive sample as a sampling technique. The participants were 55 third-semester students consisting of 20 male students and 35 female students who took and learned public speaking subjects in public speaking classes. The researcher used a Public Speaking Class Anxiety Scale (PSCAS), which was constructed by Yaikhong & Usaha (2012), as a questionnaire in Google Forms to collect the data. Then the researcher used SPSS 20 for descriptive statistics and independent T-tests to analyze the data.

The findings of this study revealed that the first research problem question showed the average total was 3.14, which is considered moderate. This pointed out that the learners experienced moderate levels of public speaking anxiety. The learners sometimes experienced communication apprehension, test anxiety, fear of negative evaluation and comfort in using English during public speaking activity. Besides, the second finding revealed that female students indicated a mean score of 53.71, while male students showed a mean score of 52.95. This indicates that both male and female learners experienced moderate levels of public speaking

anxiety, which means third-semester students sometimes felt anxious during presentations.

Overall, it can be concluded that the learners who are in moderate level of public speaking anxiety experienced increased heart rate, thought incompetent, and started panicking. It revealed that learners experience physiological arousal, negative self-focused cognitions, and behavioral concomitants. Furthermore, there is no significant difference in public speaking anxiety levels experienced by male and female students in public speaking during presentations.

Based on the findings, the researcher hopes that the lecturers should choose the appropriate approach such as giving the best guidance in presentation, vocal, body language techniques. Learners should recognize themselves to control their emotions when required to perform public speaking. Lastly, another approach and method are welcomed for further research to support this study. The use of a qualitative approach with a case study research design is recommended for future researchers, for future researchers can explore more deeply the factors that cause PSA and learners' strategies to overcome public speaking anxiety during presentations.



CHAPTER I

INTRODUCTION

The first chapter introduces this study. This chapter provides an obvious explanation of the background of the study, research problem questions, research objective, significance of the study, and critical terms definition. The obvious explanation of this chapter is provided below:

1.1 Background of the Study

The four competencies in language teaching are explained by their focus. Productive language is language generated by the students (speaking or writing). Receptive language can be described as a language that is directed toward the learner (reading or listening). Then speaking can be interpreted as a productive aural/oral skill. It is the systematic production of linguistic statements to communicate meaning (Bailey, 2003). The one most necessary skills to be developed to communicate effectively is speaking (Leong & Ahmadi, 2017). Speaking cannot be separated from public speaking and speaking anxiety in the academic field. Learners can improve numerous elements of their learning activities inside and outside the classroom by mastering public speaking by understanding their level of speaking anxiety when appearing in class.

Public speaking can be defined as delivering a speech in front of a live audience of classmates in the classroom (Valenzano III, 2020). At Universitas Islam Malang, third-semester students learn how to give a speech in public audience through public speaking class. Learners do not unusually encounter

obstacles, including public speaking anxiety, when giving a public speech.

Horwitz et al. (1986) stated that talkative learners may become mute in a foreign language lesson due to their speaking fear. As a result, they argue that anxiety contributes a critical role in foreign language learning. Thus, learners may face anxiety when they try to deliver a presentation or speech in public. Even though they are active learners, it does not rule out the possibility that they will feel anxious when perform in front of their classmates in public speaking class.

When addressing language learning difficulties related to anxiety, it is one of the significant emotions that an individual may have to deal with daily. In the context of language learning, learners, whether males or females, often have to face fear, especially when they are in a public speaking class. Thus, learners need to know the level of anxiety that comes them during speaking. Anxiety is a case that many learners face.

Public Speaking Anxiety (PSA) is divided into several subtypes. According to Daly et al. (1997), public speaking anxiety is a subtype of communication-related anxiety that involves individuals. It can be separated into three: experience physiological arousal, negative self-focused cognitions, and behavioral concomitants. Learners who experience those tend to experience physiological arousal, for example, increased heart rate. Then, learners who face negative self-focused cognitions tend to think that they appear incompetent. Lastly, learners who take on behavioral concomitants will be trembling when it comes to an expected or live presentation (as cited in Bodie, 2010). Public speaking anxiety is not limited to one aspect. Learners who are nervous during

public speaking may be related to their preparation and self-suggestion. Learners can better manage their heartbeat and tremors when they prepare to deliver a speech or present in public. Furthermore, negative self-focused cognitions about not being able to conduct public speaking can trigger anxiety while doing public speaking.

Thus, public speaking anxiety can be explained as situational social anxiety caused by the live or expected performance of a presentation. The existing literature makes two broad distinctions between trait and state PSA, as well as three constituent of public speaking anxiety (e.g., physiology, cognitive, and behavioral) (Bodie, 2010). Learners may experience anxiety reactions that block them from prospering in a foreign language lesson. Anxiety is described as a subjective feeling of strain, fear, and anxiety linked to the autonomic nervous system (Horwitz et al., 1986).

Related to the public speaking anxiety, there are some research inquire into EFL learners' anxiety. A study conducted by Hasibuan and Irzawati (2020) discussed correlation between speaking anxiety and speaking performance on EFL learners. This study used correlation design participated by seventy-eight freshmen of the 2018/2019. The analyzed shows that speaking anxiety and speaking performance were correlated. Fear and anxiety caused by public speaking anxiety could impair spoken language skills. Additionally, a research was carried out by Rusgandi et al. (2021) explored students' perspectives on the use of YouTube to improve public speaking skills. This research utilized descriptive quantitative as research design, and the participant was thirty second

semester student of English education department at Universitas Islam Malang. As a result, YouTube had impact of learners' English-speaking skill. Learners also indicated that they were improving their pronunciation and fluency using YouTube. Not only that, learners felt their vocabulary was increasing. Learners noted that YouTube was incredibly flexible to utilize, for they can access YouTube wherever and whenever they want.

Additionally, another related previous study was carried out by Pertiwi and Hidayanti (2022) which participated by thirty-three English-speaking learners in the fourth semester during online learning. This study discovered that fourth-semester students felt competent while online learning without experiencing substantial anxiety. To deal with their nervousness, the students used affective strategy. This strategy centered on how learners learned to talk and gain confidence. However, the online learning period has ended since the Covid cases subsided. At the moment, speaking learning is carried out face-to-face at Universitas Islam Malang, so it is essential to carry out this study to determine the anxiety level faced by learners in speaking classes.

Another study was carried out by Sumarsono et al. (2021) centered on learners' speaking anxiety during blended learning in the middle of pandemic. The students from Mandalika University of Education's English department in their second semester of study was participated. The researcher utilized both quantitative and qualitative as an approach. The result indicated that communicating with one another make most students were anxious. Their anxiety was primarily caused by factors such as lack of confidence, fear of making

mistakes, lack of vocabulary, low English proficiency, lack of practice and fear of not being able to follow or understand others.

Apart from that, another related previous study conducted by Yaniafari and Rihardini (2022) which focused on examining a comparison of students' anxiety levels in live speaking classes prior to the Covid-19 and online speaking classes during pandemic. 120 learners who learned the speaking course before and during Covid-19 was participated. The present study used a survey design to assess foreign language anxiety over online and live speaking classes. This research discovered that learners tend to feel less anxious during online speaking class with the number 48.41%. On the other hand, learner who experienced face-to-face class got the number 60.96%, which means learners tend to more anxious in face-to-face class than online speaking class.

From several previous studies, there is a discussion regarding the correlation between speaking anxiety and speaking performance in EFL students. Another study showed that YouTube is a learning media to improve speaking skills. Another previous study was implemented to explored the level of speaking anxiety and strategies to degrade speaking anxiety during online learning during Covid 19. From the several studies above, there has not been much discussion about the level of speaking anxiety, specifically public speaking. Pertiwi and Hidayanti (2022) have discussed the level of speaking anxiety during online learning, yet they did not explore gender differences in level of anxiety. Another study revealed that communicating with one another make most students were anxious. Additionally, a study by Yaniafari and Rihardini (2022) revealed that

learners tend to more anxious in face-to-face class than online speaking class. Unlike previous research examining students' speaking anxiety during online learning, this research explored students' anxiety in public speaking classes at Universitas Islam Malang, where Universitas Islam Malang has been holding offline learning in the post - covid era. Therefore, the researcher concentrates on the PSA level of third-semester learners in the public speaking class and the differences in levels of public speaking anxiety experienced by males and females. Ultimately, this research has a probability to help learners gain self-confidence and try to control their fear by identifying their public speaking anxiety level in during presentations.

1.2 Research Questions

This study concentrates on the speaking anxiety level in public speaking class. Seeing the importance of public speaking anxiety level, thus, this research is intended to find out:

1. To what extent did third-semester students experience anxiety during presentations activity in the public speaking class at the Universitas Islam Malang?
2. Is there any significant difference of anxiety faced by male and female students during presentations activity?

1.3 Objectives of the Study

Based on the research problem question, the purpose of this study is:

1. To profile the third-semester students anxiety level during presentations activity in the public speaking class at the Universitas Islam Malang.
2. To determine whether there is significant different of anxiety experienced by male and female students in public speaking classes during presentations.

1.4 Hypothesis of the Research

To align with the background of the study and specified research question related to PSA, the researcher expresses the hypothesis of this study as follows below:

Ha: "There is a significant difference in public speaking anxiety levels experienced by male and female in public speaking classes during presentations at Universitas Islam Malang."

H₀: "There is no significant difference in public speaking anxiety levels experienced by male and female students in public speaking classes during presentations at Universitas Islam Malang."

1.5 Significances of the Study

The researcher expects the study to have theoretical and practical implications for the English lecturing and learning process.

1. Theoretically

The findings of this study are expected to support the existing theories related to public speaking anxiety levels and the different levels of anxiety experienced by males and females.

2. Practically

This research is desired to help EFL students in public speaking class to be able to manage their nervousness and anxiety when speaking. Learners can gain self-confidence and try to control their fear by identifying their public speaking anxiety level. Additionally, this study is also a reference for the public speaking lecturer to build up a comfortable teaching method. The lecturer pays attention to male or female learners who have high levels of PSA, so the students can learn to control their anxiety.

1.6 Definition of Key Terms

The researcher provides the definitions of the following key terms in order to have the same ideas and concepts as in this research.

1. Public Speaking

Public speaking can be defined as delivering a speech in front of a live audience of classmates in the classroom. The third semester students deliver a topic and present it in front of their classmate in public speaking class.

Additionally, the audience give a question in building interaction with the speaker. Public speaking course aims to train students in speaking courageously and creatively, ice-breaking methods, the use of visual aids in

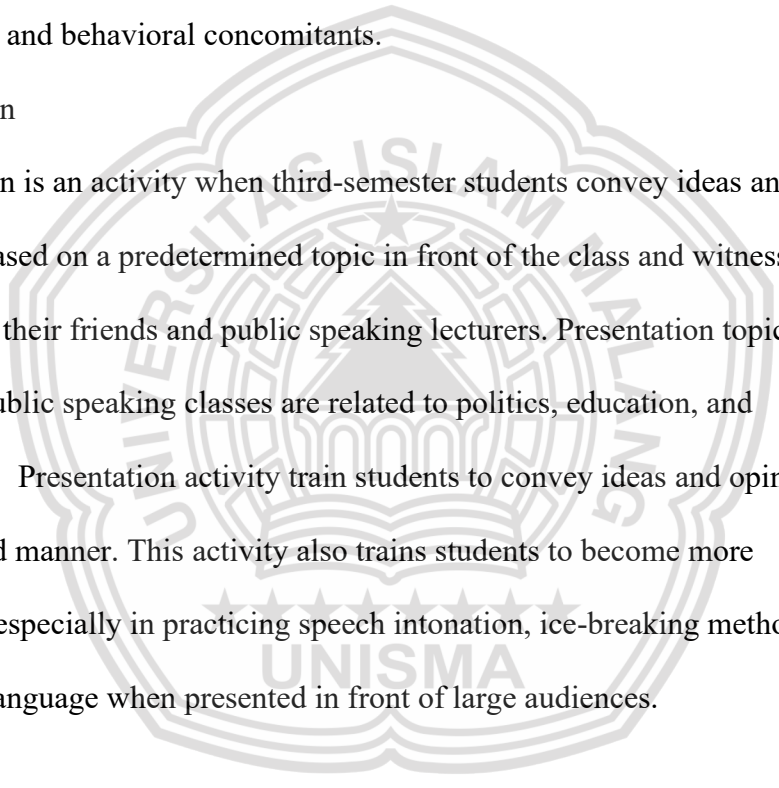
public communication, body language, and the use of tools to achieve effectiveness in public communication.

2. Public Speaking Anxiety (PSA)

Public speaking anxiety is described as situational social anxiety caused by the actual or expected performance of a presentation. PSA can be separated into three, such as experience physiological arousal, negative self-focused cognitions, and behavioral concomitants.

3. Presentation

Presentation is an activity when third-semester students convey ideas and opinions based on a predetermined topic in front of the class and witnessed directly by their friends and public speaking lecturers. Presentation topics raised in public speaking classes are related to politics, education, and economics. Presentation activity train students to convey ideas and opinions in a structured manner. This activity also trains students to become more confident, especially in practicing speech intonation, ice-breaking methods, and body language when presented in front of large audiences.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter explains the conclusion and suggestion of the study. The suggestions are supposed to be beneficial for future research, lectures, and learners.

5.1 Conclusions

This study is aimed at profiling the third-semester learners anxiety level and to determine whether there is significant different of anxiety experienced by male and female students in public speaking classes during presentations. Regarding the findings, the analysis of the first research question shows that learners experience high levels of public speaking anxiety when experiencing several situations. First, learners started freaking out to speak English without any preparation. The learners felt their hearts race when the turn comes. Third, the learners got nervous when they forgot things when performing English in a speaking class.

On the other hand, based on the findings, the average mean score indicates that learners experienced moderate levels of public speaking anxiety. The learners sometimes increased heart rate, thought incompetent, and started panicking. Thus, the learners experience physiological arousal, negative self-focused cognitions, and behavioral concomitants.

Moreover, the second research question presents the public speaking anxiety level experienced by male and female students. Based on the findings,

both male and female learners experience moderate levels of public speaking anxiety. To sum up, this research shows that the third-semester learners experienced moderate levels of public speaking anxiety during the presentations. Also, there is no significant difference in PSA levels experienced by male and female students in public speaking classes during presentations at Universitas Islam Malang.

5.2 Suggestions

Based on the preceding conclusion, below are some suggestions for public speaking lecturers, learners and future researchers.

5.2.1 Public Speaking Lecturers

The findings of this study can be used as a reference to choose and build up comfortable teaching methods based on the public speaking anxiety levels experienced by learners. Public speaking lecturers should pay attention to male or female students, whether they have high, moderate, or low public speaking anxiety level. Based on this research findings, the learners sometimes experienced public speaking anxiety. The researcher hopes that the lecturers should choose the appropriate approach such as giving the best guidance in presentation, vocal, body language techniques. Thus, learners can develop and learn control their anxiety through the involvement of a lecturer.

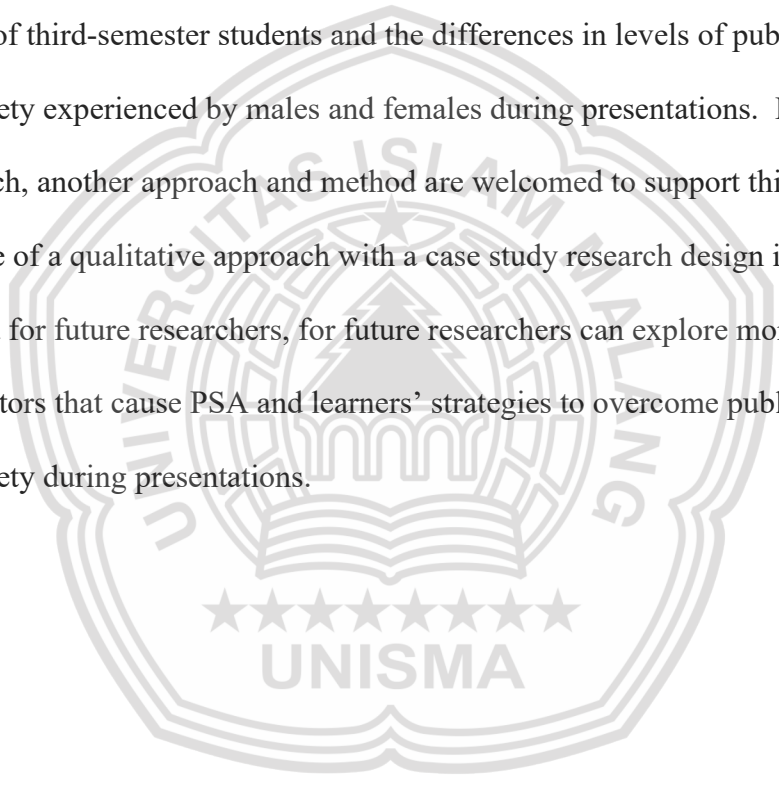
5.2.2 Learners

Learners should recognize themselves to control their emotions when required to perform public speaking. The researcher suggests that learners could make a small note to remind them of a related sequence of topics discussed during

public speaking or presentations. Learners should practice public speaking by themselves; it will be useful for training confidence and fluency. Also, learners should try to build up positive self-focus to help them reduce public speaking anxiety.

5.2.3 Future Researchers

This study is limited to a quantitative approach, and it focuses on the anxiety level of third-semester students and the differences in levels of public speaking anxiety experienced by males and females during presentations. For further research, another approach and method are welcomed to support this study. The use of a qualitative approach with a case study research design is recommended for future researchers, for future researchers can explore more deeply the factors that cause PSA and learners' strategies to overcome public speaking anxiety during presentations.



REFERENCES

- Amelia, D., Afrianto, A., Samanik, S., Suprayogi, S., Pranoto, B. E., & Gulo, I. (2022). Improving public speaking ability through speech. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 3(2), 322. <https://doi.org/10.33365/jsstcs.v3i2.2231>
- Bailey, K. M. (2003). Speaking. *Practical English Language Teaching*. pp. 47–66. New York: McGraw-Hill Contemporary.
- Bodie, G. D. (2010). A racing heart, rattling knees, and ruminative thoughts: Defining, explaining, and treating public speaking anxiety. *Communication Education*, 59(1), 70–105. <https://doi.org/10.1080/03634520903443849>
- Boromisza-Habashi, D., Hughes, J. M. F., & Malkowski, J. A. (2016). Public speaking as cultural ideal: Internationalizing the public speaking curriculum. *Journal of International and Intercultural Communication*, 9(1), 20–34. <https://doi.org/10.1080/17513057.2016.1120847>
- Brown, H. D., & Abeywickrama, P. (2004). Language assessment. *Principles and Classroom Practices*. White Plains, NY: Pearson Education.
- Chandran, S. K., Munohsamy, T., & Rahman, H. M. (2015). Anxiety in oral presentations among ITB students. *Centre for Communication Teaching and Learning*.
- Daly, J. A., Vangelisti, A. L., Neel, H. L., & Cavanaugh, P. D. (1989). Pre-performance concerns associated with public speaking anxiety. *Communication Quarterly*, 37(1), 39–53. <https://doi.org/10.1080/01463378909385524>
- Damayanti, M. E., & Listyani, L. (2020). An analysis of students' speaking anxiety in academic speaking class. *ELTR Journal*, 4(2), 152–170. <https://doi.org/10.37147/eltr.v4i2.70>
- De Paola, M., Lombardo, R., Pupo, V., & Scoppa, V. (2021). Do women shy away from public speaking? A field experiment. *Labour Economics*, 70, 102001.
- Fathikasari, N., Gozali, A., & Ratri, D. P. (2022). Public speaking anxiety of university students in EFL context. *JETL (Journal of Education, Teaching and Learning)*, 7(1), 40. <https://doi.org/10.26737/jetl.v7i1.2741>
- Fauzi, I., & Hanifah, D. (2018). Developing students' speaking ability through powerpoint presentation. *Loquen: English Studies Journal*, 11(02), 29. <https://doi.org/10.32678/loquen.v11i02.864>
- Florez, M. A. C. (1999). Improving adult English language learners' speaking skills. In *Burns* (Issue June, pp. 1–4). Citeseer.
- Gallego, A., McHugh, L., Penttonen, M., & Lappalainen, R. (2022). Measuring public speaking anxiety: Self-report, behavioral, and physiological. *Behavior Modification*, 46(4), 782–798. <https://doi.org/10.1177/0145445521994308>
- Guebba, B. (2021). The nature of speaking in the classroom: An overview. *Middle East Research Journal of Linguistics and Literature*, 1(1), 37–12. <https://doi.org/10.36348/merjll.2021.v01i01.002>

- Hasibuan, A. R., & Irzawati, I. (2020). Students' speaking anxiety on their speaking performance: A study of EFL learners. *The 3rd International Conference on Innovative Research Across Disciplines 2019, 20 – 21 September 2019, Grand Inna Bali Beach Sanur Bali, Indonesia*. <https://doi.org/10.2991/assehr.k.200115.017>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Husna, N. M. A. I., Rahmawati, H., & Ni'mah, D. (2022). Analyzing students' self-efficacy of their speaking ability across proficiency levels. *Education, English Language, (14)*(1998), 18. <https://jim.unisma.ac.id/index.php/jp3/article/view/21464>
- Kalra, R., & Siribud, S. (2020). Public speaking anxiety in the Thai EFL context. *LEARN Journal: Language Education and Acquisition Research Network, 13*(1), 195–209.
- Kamridah. (2016). Correlation between level of anxiety and public speaking performance through systematic learning approach in foreign language. *International Journal of Science and Research (IJSR), 5*(9), 1658–1663. <https://doi.org/10.21275/ART20161991>
- Kelly, W. E. (2002). Anxiety and the prediction of task duration: A preliminary analysis. *Journal of Psychology: Interdisciplinary and Applied, 136*(1), 53–58. <https://doi.org/10.1080/00223980209604137>
- Khreisat, M. N. (2022). Investigating foreign language speaking anxiety levels among saudi tertiary students : Gender and year level differences. *The Journal of AsiaTEFL, 19*(2), 451–468. <https://doi.org/10.18823/asiatefl.2022.19.2.4.451>
- Kurniasih, K., Sholihah, F. A., Umamah, A., & Hidayanti, I. (2020). Writing process approach and its effect on students' writing anxiety and performance. *Jurnal Arbitrer, 7*(2), 144–150. <https://doi.org/10.25077/ar.7.2.144-150.2020>
- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' english speaking skill. *International Journal of Research in English Education, 2*(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning, 41*(1), 85–117. <https://doi.org/10.1111/j.1467-1770.1991.tb00677.x>
- Marzec-Stawiarska, M. (2014). Gender differences in foreign language speaking-in-class anxiety. *Linguistica Silesiana, 35*, 418–434.
- Naser, N. A. M., & Isa, I. A. M. (2021). Public speaking anxiety in oral presentation class among undergraduates. *International Journal of Academic Research in Business and Social Sciences, 11*(10), 877–889. <https://doi.org/10.6007/ijarbss/v11-i10/11456>
- Oxford, R. L., In J. M. Reid (Ed.).1995. Gender differences in language learning styles: What do they mean? Learning Styles in the ESL/EFL classroom. pp. 34-46. *Boston, MA: Heinle & Heinle Publishers*.
- Oxford, Rebecca L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Publisher.
- Pappamihiel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *Research in the Teaching of English, 36*(3), 327–355. <https://doi.org/10.58680/rte20021750>

- Pertiwi, Y. A., & Hidayanti, I. (2022). Advanced students' speaking anxiety and their strategies to reduce anxiety during online learning. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 9(2), 150–163. <https://doi.org/10.36706/jele.v9i2.18320>
- Prastyawan, W. A., Ashari, A., & Ismiatun, F. (2021). Students' perception of English one for twenty (Eot) program towards their self confidence in speaking skill. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 16(20). <http://riset.unisma.ac.id/index.php/jp3/article/view/11703>
- Putri, A. R., Zulida, E., Rahmiati, Asra, S., & Fadlia. (2020). A study of students' anxiety in speaking. *ELLITE Journal of Education, Literature and Language Teaching*, 3(1), 35–47. <https://doi.org/10.33059/ellite.v3i01.2177>
- Rahman Hz, B. I. (2022a). Exploring gender differences in public speaking anxiety. *Sawwa: Jurnal Studi Gender*, 17(2), 247–266. <https://doi.org/10.21580/sa.v17i2.14295>
- Rahman Hz, B. I. (2022b). Exploring students' public speaking anxiety: Introvert vs extrovert. *Journal of English Language Studies*, 7(1), 107. <https://doi.org/10.30870/jels.v7i1.14412>
- Riadil, I. G. (2020). Does oral presentation affect the development of the students' ability to speak in efl classroom? *Social Sciences, Humanities and Education Journal (SHE Journal)*, 1(2), 13. <https://doi.org/10.25273/she.v1i2.6622>
- Rianto, A. (2021). Examining gender differences in reading strategies, reading skills, and English proficiency of EFL university students. *Cogent Education*, 8(1), 1993531. <https://doi.org/10.1080/2331186X.2021.1993531>
- Risati, M. J. (2011). Language learning anxiety from EFL perspective. *Middle-East Journal of Scientific Research*, 7(6), 907–914.
- Rusgandi, M. A., Ashari, A., & Ismiatun, F. (2019). Students' perception on the use of YouTube towards their speaking skill. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 16(13), 13. <https://jim.unisma.ac.id/index.php/jp3/article/view/11702/9249>
- Sakkir, G., Musri S., A., Dollah, S., & Ahmad, J. (2022). Students' perception of the presentation activities in online speaking class. *EduLine: Journal of Education and Learning Innovation*, 2(3), 255–260. <https://doi.org/10.35877/454ri.eduline1074>
- Schlenker, B. R., & Leary, M. R. (1982). Social anxiety and self-presentation: A conceptualization model. *Psychological Bulletin*, 92(3), 641–669. <https://doi.org/10.1037/0033-2909.92.3.641>
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129–142. <https://doi.org/10.1111/j.1467-1770.1978.tb00309.x>
- Shea, G. I. (2009). Using public speaking tasks in English language teaching. *Eric*, 47(2), 18–23. http://almajdschools.net/ASGPortal/images/Lib_pic/uploads/File_787.pdf
- Suban, T. S. (2021). Teaching speaking: Activities to promote speaking skills. *Lectio: Journal of Language and Language Teaching*, 1(1), 41–50.

- Sumarsono, D., Haryadi, H., & Bagis, A. K. (2021). When blended learning is forced in the amid of Covid-19: What happen on efl learners' speaking anxiety? *Journal of Languages and Language Teaching*, 9(3), 305.
<https://doi.org/10.33394/jollt.v9i3.3906>
- Tercan, G., & Dikilitaş, K. (2015). EFL students' speaking anxiety: A case from tertiary level students. *ELT Research Journal*, 4(1), 16–27.
- Tsang, A. (2020). The relationship between tertiary-level students' self-perceived presentation delivery and public speaking anxiety: A mixed-methods study. *Assessment and Evaluation in Higher Education*, 45(7), 1060–1072.
<https://doi.org/10.1080/02602938.2020.1718601>
- Valenzano III, J. M. (2020). What's in a name? Exploring the definitions of public and speaking. *Basic Communication Course Annual*, 32(1), 8.
<https://ecommons.udayton.edu/bcca/vol32/iss1/8/>
- Wahyudin, A. Y., Pustika, R., & Simamora, M. W. (2021). Vocabulary learning strategies of EFL students at tertiary level. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 8(2), 101–112.
<https://doi.org/10.36706/jele.v8i2.15647>
- Waluyo, B., & Rofiah, N. L. (2021). Developing students' english oral presentation skills: Do self-confidence, teacher feedback, and english proficiency matter? *Mextesol Journal*, 45(3), n3. <https://doi.org/10.61871/mj.v45n3-14>
- Widyastuti, T., & Mahaputri, R. A. (2018). Presentation difficulties experienced by students of English Department of Unswagati. *Academic Journal Perspective : Education, Language, and Literature*, 3(2), 371.
<https://doi.org/10.33603/perspective.v3i2.1677>
- Yaikhong, K., & Usaha, S. (2012). A measure of EFL public speaking class anxiety: Scale development and preliminary validation and reliability. *English Language Teaching*, 5(12), 23–35. <https://doi.org/10.5539/elt.v5n12p23>
- Yaniafari, R. P., & Rihardini, A. A. (2022). Face-to-face or online speaking practice: A comparison of students' foreign language classroom anxiety level. *JEELS (Journal of English Education and Linguistics Studies)*, 8(1), 49–67.
<https://doi.org/10.30762/jeels.v8i1.3058>