A Survey of University Students in International Programs' Public Speaking

Anxiety during Their Online Presentation

A Thesis

Presented to the Department of English Language Education as a Partial

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Conveyed by:

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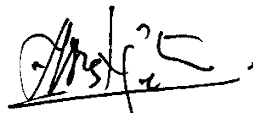
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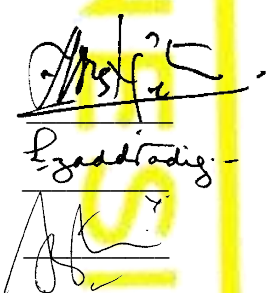**AURELIA TWINKA NUGROHO**

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STATEMENT OF WORK'S ORIGINALITY

I honestly that this thesis does not contain any authors, some paraphrase statements, and some cited references, as a scientific paper should. This thesis is original and completed by me.

Yogyakarta, 13 April 2022

The Writer,

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MOTTO

"You are who you are because of your efforts. If you don't put up your best effort today, you will regret it afterward. I don't believe it's too late, but I will continue to work on it. It may take some time, but nothing becomes any worse due to practice. So, practice. You may get depressed, but its evidence that you are doing good."

DEDICATIONS

Bismillahirahminrahim, I would like to dedicate this thesis who have supported me all this time, who have always encouraged me in the form of prayer for this thesis, with which Allah SWT has made it easy and blessed. I dedicate this thesis to my parents, who always provide physical and mental support. Most importantly, I want to present this thesis to myself, who have struggled to do it.

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In the end, nothing is perfect except Allah SWT, so the Writer hopes that this thesis can be helpful for others in the future. Therefore, the author is very open to criticism or suggestions.

Yogyakarta, 13th April 2022

Aurelia Twinka Nugroho

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ABSTRACT

This survey study aims to identify the profile of university learners in international programs' public speaking anxiety during their EFL presentation in synchronous online classes. The participants in this research were 59 students. They use English in the learning process. The data in this research is a questionnaire, namely the personal report of public speaking anxiety (PRPSA). This questionnaire was used to measure the broader communication apprehension construct in the online presentation. The data is analyzed using Microsoft Excel 2019 and SPSS 23 to find the standard deviation and mean. Analysis shows that the Positive Mindset section tends to affect Public Speaking Anxiety and Performance Anxiety is the most negligible affecting domain causing Public Speaking Anxiety in EFL presentations in online learning.

Keywords: Public Speaking Anxiety, online learning

CHAPTER I

INTRODUCTION

1.1 Background of Study

Public speaking anxiety often occurs in students when they are going to make presentations or even when they want to voice their opinions to students and lecturers in the class. They will feel anxious, unsure, and even physical and psychological reactions can co-occur. The response caused by each individual will vary, starting from shaking hands to forgetting to convey them (Shanti Manipuspika, 2018). The pressure from outside and inside made they cannot do public speaking. Public speaking anxiety cannot be predicted to whom it will appear and when. (Kao & Craigie, 2018).

Students have different causes for experiencing public speaking. However, Gallego et al. (2020) proved the relationship between public speaking anxiety, distress, and psychological flexibility using a case study by giving a questionnaire and behavioral task. The participants were students from the language center and department of education of the University of Jyvaskyla. The findings found that when students have a high level of public speaking anxiety (PSA), they possibly have high distress tolerance. Making public presentations will be very important to reduce anxiety in public speaking. Moreover, improving presentation skills will also reduce public speaking anxiety opportunities. In addition, public speaking anxiety occurs not only in the world of education but also in the economic and business fields.

This research uses two questionnaires related to self-esteem and public speaking anxiety. They observed the assumption that mindfulness was the most damaging thought when they did some presentations. Besides that, when feeling more self-esteem, the students make them more confident and have positive reviews.

When a person has a firm and confident grip when speaking in public, all those negative thoughts will disappear. Yuen et al. (2019) analyzed that since not everyone has enough experience speaking in front of large groups of people, it is essential to keep things contained so that the audience can understand what we are saying. Despite these findings, anxiety may emerge from both the audience and the individual who triggered it. When doing some presentations on Taiwanese learners, Mak (2011) stated that giving oral presentations was the highest rating item on the Second Language Speaking Anxiety Scale, indicating that anxiety was a significant domain in verbal language communication.

One way to communicate is to do public speaking during class but there are still many students who are afraid to do that. Some relevant studies in Indonesia discuss public speaking anxiety. In Indonesia, many majors in lectures already use English as the language of learning communication, both offline and online.

The need for public speaking in a foreign language is much needed. In line with that, Wati et al., (2021) found that the causes of public speaking anxiety have resulted in several advice and tactics for dealing with these kinds of scenarios and overcoming this issue, and being a part of the examining the content from school

through university. Thus, the curriculum on how to speak in public can be a benchmark for students to better understand and respond to public speaking anxiety.

Increase practice for virtual context and make foreign-speaking a habit. In previous studies, Raja (2017) found that engagement in a virtual setting can boost student confidence and enable them to address online or offline audiences. Negative thoughts when making a presentation can make the level of self-confidence go down.

Besides that, there are still many talks that can be motivation to be even better than thinking about the negative impact in the future. Studies on Public speaking anxiety in Indonesia, particularly in online class contexts, is still limited. Therefore, this study aims to identify how to identify public speaking anxiety levels at university.

1.2 Problem Formulation

Regarding the background of the study, public speaking anxiety often occurs when a person feels afraid and anxious when he wants to speak in public. Public Speaking Anxiety can arise either from the thoughts or reactions of the audience at that time. Public speaking anxiety causes the perpetrators to feel afraid to speak by having different responses to cover up their feelings of anxiety. Moreover, some countries that use English as a foreign language become English foreign learners, which makes it more challenging to speak the language in front of an audience.

1.3 Limitation of the problem

This study is quantitative research with a survey method by collecting data in some international program classes at a private university. Using a questionnaire, this research aims to identify the profile of university learners in international programs' public speaking anxiety during their EFL presentation in synchronous online classes.

1.4 Formulation of the problem

Based on the explanation in the background of the study and the problem formulation, this research is formulated to answer the following research questions:

1. How is the profile of university learners in international programs' public speaking anxiety during their EFL presentation in synchronous online classes?

1.5 Significance of the study

This study maps the domains of university learners in international programs' public speaking anxiety during their EFL presentation in synchronous online classes.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Public Speaking Anxiety

Public Speaking Anxiety is the actual or expected implementation of an oral presentation and a subtype of communication anxiety that an individual experiences when giving a speech or preparing to speak in front of others (Bodie, 2010). One of the most anxiety-inducing forms of communication is public speaking, which is widely conveyed to be one of humanity's most significant prevalent fears. In general speaking, the anxiety becomes higher because someone would be speaking in front of a large group of people and be asked to provide some details. If that person mispronounces something, it can affect their anxiety, not the unpredictable person's reaction (Dwyer & Davidson, 2012). From this, it can be concluded that public speaking anxiety can be defined as a feeling of anxiety and fear when someone wants to speak in public or with many people.

Woodrow (2006) analyzed that when the students doing the presentation have challenges speaking in a foreign language, those challenges become a domain of anxiety. They found that anxiety becomes a domain in oral communication in English Foreign Learning (EFL) presentations. Based on prior research, it was found that the impact of public speaking has the highest fear when talking to a group; they will try to halt and tremble violently (Richmond & McCroskey, 1998). Mak (2011) supported that by finding that speaking in front of the public was the biggest concern for public speaking anxiety in EFL learners. This researcher also

investigated that general speaking anxiety was the students' fear and negative thoughts, uncomfortableness, and personal failure. Public speaking is what is feared the most by some students because of the many pressures they get when speaking and mind games that keep changing. There are many things to think about because there is a sense of nervousness and insecurity.

For those studies, as someone can appear in front of a large group of individuals and it is possible to include a piece of specific information, the fear has increased. If the person mispronounces something, it may affect their fear, not the unexpected person's reaction. That study was supported by Tian (2018), who found that individuals had a modest degree of anxiety, which stemmed only from the presentation's material, oral competence, and loss of success in the program. Non-majors used more Social Affective tactics, such as seeking to appreciate the interaction, and reflecting a more active stance in oral communication, according to a comparison of participants from various majors. Therefore, social effectiveness can have two effects that make the individual feel confident or even more anxious.

Their negative thoughts lead to fear of speaking in foreign languages. Students with misguided minds will think that speaking a foreign language is scary. It takes quite a long time for someone to talk and pronounce a foreign language (Ortega, 2010). Some students want their way of speaking to be perfect as a native speaker, starting from the accent used and without the slightest error; this raises a high sense of perfectionism. According to students, a sense of perfectionism is necessary to increase its positive effect on learning foreign languages (Starley,

2019). Therefore, lots of students end up afraid to speak and choose to be silent rather than they can't meet the teacher's expectations and fear that they are upset in speaking

One of the media that make public speaking anxiety bigger in online classroom discussions went students have familiar doesn't make the topic manageable and confident with it. Speaking in a foreign language is challenging even though it is a standard topic because the lack of credible and easy-to-understand sources and language that is not their first language arranges each word differently (Huashan, 2019). When doing some discussion, the student has to prepare many things to reduce the potential for public speaking anxiety or more (He, 2013). Hence, support from teachers is also very much needed, one of which is by having positive thoughts and continuous cooperation also selection of the right topic and according to the level of students and guidance by the teachers is very important to increase the level of student confidence when doing public speaking

The traits of public speaking anxiety have psychological and cognitive characteristics for psychological traits, how the psychic preparation felt by the speaker when they wanted to speak in public. Bodie (2009) found the speaker will first sit down in a few minutes with their eyes closed. Although there are still many ways to prepare yourself for nervousness and insecurity when speaking in public when speakers feel their hands sweat to elicit fear. However, the feeling of dread is excellent when it can make the public speaking anxiety appear suddenly. This domain is what makes learners feel nervous when speaking in public. However,

Tian (2018) found that using nonverbal was one way of covering up, with the hand behind the body and the eye focusing on the audience to cover nervousness. On the other hand, there are many ways you can reduce or eliminate that nervousness by doing breathing training before you want to speak in public, such as deep breathing. Deep breathing helps reduce stress in the body and improve blood circulation to the brain; with it, the brain will send a message to the body to be calmer (Healthiwise Staff, 2020).

The cognitive traits define lack of literacy in public speaking and lack of communication, although this is still a personal perception (*Bodie*, 2010). When they think and recognize, some individuals will feel anxious and unable to share their feelings with the audience to improve context or spoil the course of the show (Richmond &McCroskey, 1985). Therefore, for this context, traits have to be the initial thoughts that arise when speaking and how far they have experienced in doing public speaking and what they got. In other words, everyone has a different reaction depending on the psychological condition that exists or may have been reported.

During this pandemic, public speaking anxiety increased by 70% more than before the pandemic. Most university learners were surprised by the difference in the presentation situation usually done in class, which had to change drastically, which was only dealing with laptops or some gadgets (Lim,2021). In conclusion, implementing public speaking, many domains make a person feel afraid and

anxious. Whether from themselves or the environment outside or around them. It will also have different reactions. Everyone can have various domains and impacts.

From some of the explanations above, it can be seen often happens to EFL students who want to express their opinions when they want to talk, but a sense of self-confidence is not shown because of anxiety. However, in this study, we will focus on how the students who experience public speaking anxiety and have material related to speeches or presentations during online presentations.

2.2   Review Relevant Previous Studies

Public Speaking Anxiety (PSA) in online or virtual contexts was analyzed in some relevant studies. In this case, PSA is an event that cannot be estimated, but the causes and consequences of the incident can be known (McCroskey, 1970). In the context of public speaking anxiety, this was a long concern. The theoretical study from Bodie (2010) found that speaking anxiety has various triggers, from one's thoughts to external encouragement and one's abilities.

It starts from the initial teachings Hunter et al,. (2014) found that public speaking anxiety the existence of a foundation in the well-designed introductory course in learning will support general speaking skills. This is in line with the founder of The Personal Report of Public Speaking Anxiety from McCroskey (1970), that also stated that the consequences of this discovery for evaluation could include a stronger argument for that course's place among core curricula. However, the founding can be different among the participants and the study results.

In the previous study, Ewa et al. (2018) found that university students thought speaking anxiety often occurs in people who are not used to hanging out with many people and have not mastered the topic being discussed. This statement is in line with the previous studies. Online situations may change the way we make presentations, but sufficient preparation and understanding of what we want to talk about can reduce public speaking anxiety. Everyone might perform clearly if they practice and rehearse regularly and learn how to improve their general speaking skills and anxiety treatments that increase in online learning (Wati et al., 2021).

Based on the review of the literature, this study employed the theory of public speaking anxiety, the latest study that used the questionnaire was a study called The Influences of "Public Speaking-Attractive Training" on the Public Speaking Anxiety by Wati et al.,(2021) and the theoretical framework explained in figure 2.1.
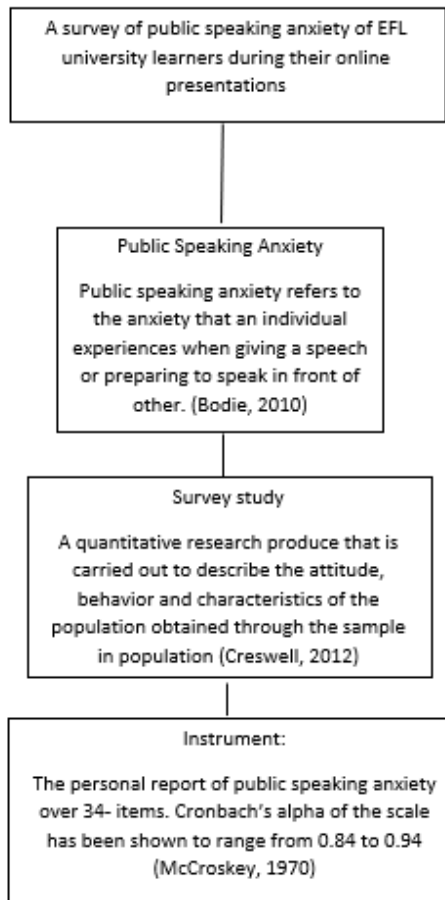
Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explains the methodology of this research. It will consist of research design, participants, and data collection techniques.

3.1   Research Design

This study was conducted to identify the significant domains of public speaking anxiety by university learners in the faculty of psychology and social culture science in a private university. This research used survey research quantitatively by studying some samples of population trends, opinions, and attitudes (Cresswell, 2014). For collecting the data, this study used a survey to obtain detailed answers to the answer choices from the questions in the questionnaire. From that answer, it will be elaborated on how public speaking anxiety occurs in the survey participant. This research data was analyzed by using SPSS 23 (statistical package for social sciences) and Microsoft excel.

3.2   Population & Sample

The population of this study was all university learners in a private university. The population consists of the university learners' from international program presentations. The international programs in that private university have 13 programs: Management, Accounting, Economics, Law, Industrial Engineering, Chemical Engineering, Informatics, Civil Engineering, Architecture, Pharmacy, Ahwal Syakhshiyah (Sharia Law), Communication Science, and International

Relations. In this research, the researcher's participant was from batch 2019 that in the sixth semester.

In determining the participant population, the author conducted a preliminary interview with some of the students in that program. The population consists of international program students that study in several faculties at that university; that total was 343 students. The sample of the participants was 59 students composed of 38 students of law and 21 students of communication science, all in international programs in batch 2019.

The reason for choosing these participants from only two majors because some public speaking in an online presence during this online learning in pandemic COVID-19. According to preliminary interviews of several majors with international programs at this university, these two departments have the largest portion in making presentations. Both majors' presentations are oral discussions and solving a case or presenting their findings. Although all international programs use English as the language of instruction, these two majors have specifications for presentation in the form of theory and direct discussion.

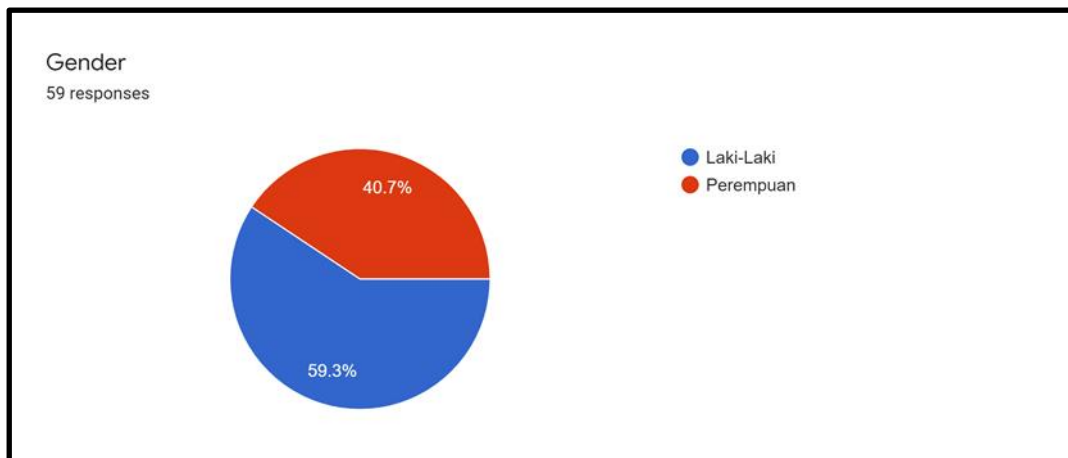The data results of participant data information are as follows:

Figure 3.2.1 Chart of Participant's Gender

The overall gender survey result based on 59 participants found that 59.3% of the participants were male and 40.7% were female. There is no very significant gender comparison.
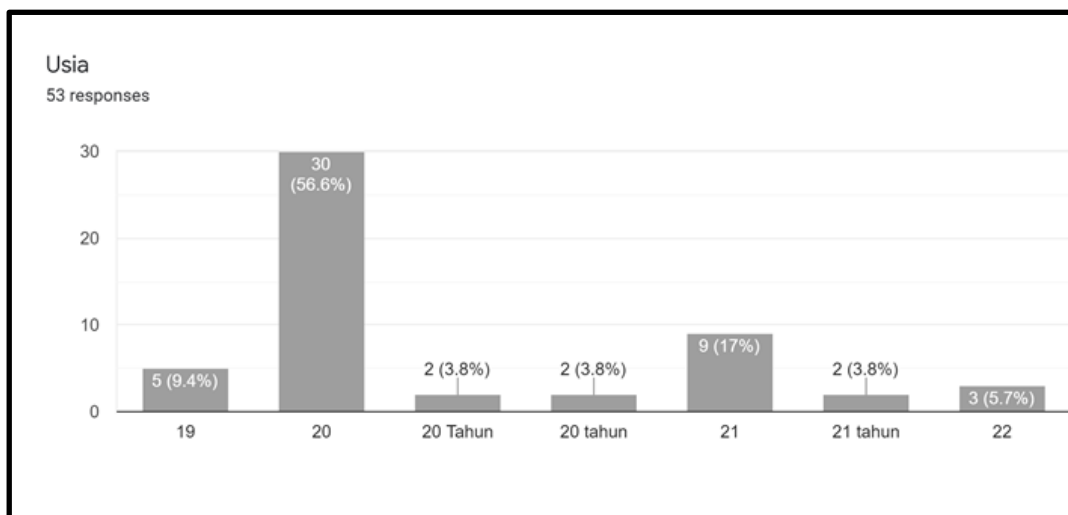

Figure 3.2.2 Chart of Participant's Age

From the chart above, it is written that most of the participants are 20 years old. In the 2019 batch, on average, it was filled by student's age with 34 serving the age of 20 years. Five participants were aged 19 years, 11 participants aged 21, and 3 participants aged 22 years.

3.3   Data Collecting Techniques

This sub-chapter explains data collecting techniques which are instrument, validity, and reliability

3.3.1 Instrument

In this study, the researcher used a questionnaire to collect the data. The questionnaire was adapted from McCroskey (1970), namely the personal report of public speaking anxiety (PRPSA). This questionnaire was used to measure the broader communication apprehension construct in the online presentation.

Table 3.1 Distribution of Questionnaire Item

No	Domain	Number of items	Item Number
1.	Positive Mindset	10	4,8,12,15,16,17,23,24,28
2.	Physical Effect	6	13,20,22,25,32,33
3.	Preparation Anxiety (Anticipation)	10	1,2,3,6,9,14,18,26,27

4. Performance Anxiety (Regulation)	8	10,11,19,21,29,30,34

The PRPSA comprises 34 items consisting of a five-point scale, from Strongly Disagree (1) to strongly agree (5). All the items have positive statements and analyses about public speaking anxiety before, during, and after some presentations. The scale of data is the Likert scale, with the scoring techniques as follows:

Table 3.2 The score for the Likert scale

Likert Scale	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

In this research, the researcher adapted 34 items of PRPSA from McCroskey (1970) translated into Bahasa Indonesia and adapted to online learning conditions. For this research, the researcher changed the words' Public Speaking' into 'Presentation,' and there are no items that have been changed in placement or quantity. The research also adapted the questionnaire according to the online context according to the conditions when this research took place, namely amid the covid-19 pandemic used in the study called The Influences of "Public Speaking-Attractive Training" on the Public Speaking Anxiety by Wati et al.,(2021).

The survey of Public Speaking Anxiety in EFL university learners was administered individually using Google Form. This questionnaire was used on Indonesian EFL learners in a previous study. The Writer translated the questionnaire into Bahasa Indonesia by herself and rechecked it with her mentor. The researcher gives 15-20 minutes to fill out the questionnaire. Before filling in the data, students are asked to fill in data such as name, age, gender, and what international program is taken; after those, students can fill out the questionnaire that has been provided via the link that will be distributed via WhatsApp group.

3.3.2 Validity & reliability of the Instrument

The data were collected from analyzed in this research. Cronbach's alpha for the scale was 0.96, representing a high degree of reliability among items. The squared test showed no statistically significant association between PRPSA, χ^2 (4, N = 209) = 3.86, p = .426. It is highly reliable (alpha estimates >90), and the data were collected by 59 students (Kelsen, 2019). Based results of the calculation of the validity of the PRPSA questionnaire that consists of 34 items are as follows:

Table 3.3 Validity Test

Items	Pearson Correlation	R-Table (N=59)	Criteria
PRPSA-1	0.480	0.2162	Valid
PRPSA-2	0.541	0.2162	Valid
PRPSA-3	0.579	0.2162	Valid
PRPSA-4	0.551	0.2162	Valid

PRPSA-5	0.507	0.2162	Valid
PRPSA-6	0.368	0.2162	Valid
PRPSA-7	0.265	0.2162	Valid
PRPSA-8	0.278	0.2162	Valid
PRPSA-9	0.515	0.2162	Valid
PRPSA-10	0.573	0.2162	Valid
PRPSA-11	0.149	0.2162	Valid
PRPSA-12	0.332	0.2162	Valid
PRPSA-13	0.242	0.2162	Valid
PRPSA-14	0.405	0.2162	Valid
PRPSA-15	0.593	0.2162	Valid
PRPSA-16	0.271	0.2162	Valid
PRPSA-17	0.331	0.2162	Valid
PRPSA-18	0.261	0.2162	Valid
PRPSA-19	0.589	0.2162	Valid
PRPSA-20	0.260	0.2162	Valid
PRPSA-21	0.612	0.2162	Valid
PRPSA-22	0.611	0.2162	Valid
PRPSA-23	0.499	0.2162	Valid
PRPSA-24	0.460	0.2162	Valid
PRPSA-25	0.389	0.2162	Valid
PRPSA-26	0.305	0.2162	Valid
PRPSA-27	0.579	0.2162	Valid
PRPSA-28	0.553	0.2162	Valid
PRPSA-29	0.491	0.2162	Valid

PRPSA-30	0.550	0.2162	Valid
PRPSA-31	0.631	0.2162	Valid
PRPSA-32	0.556	0.2162	Valid
PRPSA-33	0.555	0.2162	Valid
PRPSA-34	0.440	0.2162	Valid

According to Machali (2015) defined that a correct decision is based on the value calculated (Pearson Correlation) > R-table of 0, 2162 (N =59). Thus, all the questionnaire items are valid.

Meanwhile, the reliability test was done using the Cronbach alpha coefficient. Based on the SPSS 23 output below, the Cronbach alpha value is 0.848 of 34 items. This indicates that all questionnaire items are very reliable

Table 3.4 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	59	100.0
	Excluded[a]	0	.0
	Total	59	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.848	34

3.4 Data Analysis Procedures

Data processing techniques use the program called SPSS Statistic 23. Descriptive statistics are needed to determine the existing variables' percentage, average, and standard deviation. After that, the result is presented, and the researcher took the same appropriate steps with this research:

a.   Reviewed the PRPSA questioner

b.   Adapted PRPSA as the instrument and translated it into Bahasa Indonesia

c.   I checked the translated items

d.   Checked validity of the PRPSA Indonesia Version

e.   Checked reliability of PRPSA Indonesian Version

f.   Distributed 34 items questionnaires to 59 students at some international programs through Google form and spread in WhatsApp and line group chatting.

g.   Used Microsoft Excel 2019 and SPSS 23 to analyze the data from the questionnaires into the statistical package to Find Standard Deviation and Mean

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of a questionnaire on public speaking anxiety occurring among university learners during online presentations in communication science and law international program students in batch 2019 at a private university.

4.1   Research Findings

To identify public speaking anxiety among university learners during online presentations. From communication science and law international program students in batch 2019 at private university are presented in Figure 4.1: the questionnaire is divided into 4 parts of dimensions to determine the domains of public speaking anxiety. Domains of public speaking anxiety are positive mindset, physical effects, preparation anxiety (anticipation), and performance anxiety.
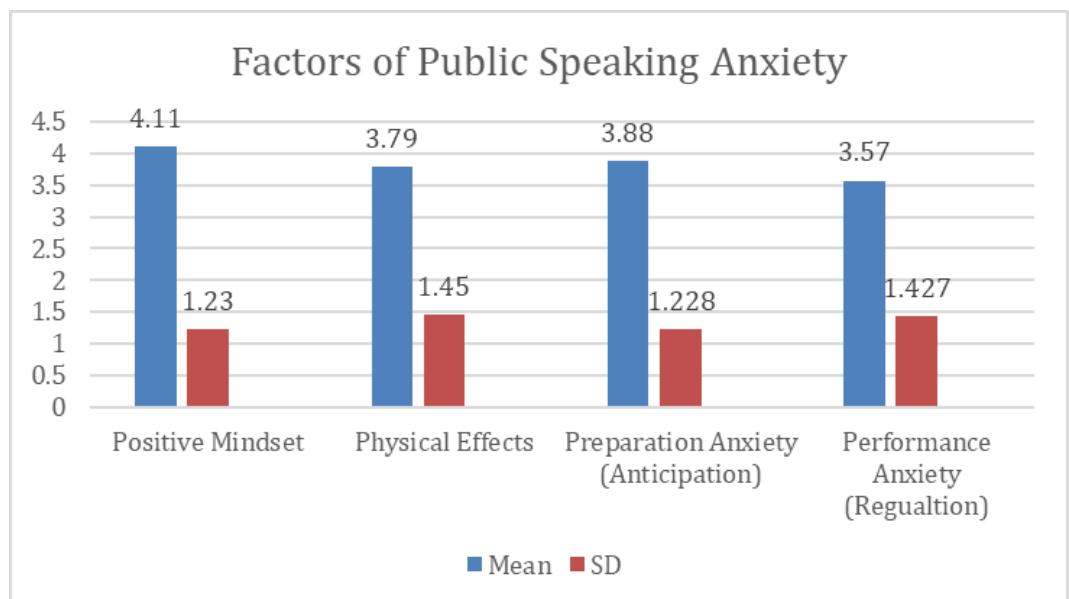

Factors of Public Speaking Anxiety

Figure 4.1 Level of Public Speaking Anxiety in University Learners

Based on the diagram above, the highest score is Positive Mindset with a mean (M=4.11) and standard deviation (SD= 1.23), followed by Preparation Anxiety (Anticipation) with a Mean (M= 3.88) and standard deviation (SD= 1.228) also Physical Effect with a mean (M=3.79) and stand deviation (SD= 1.45). The lowest point or score is Performance Anxiety (Regulation), with a Mean (M= 3.57) and standard deviation (SD=1.42). From the diagram, it can be indicated that the section Positive Mindset is the most affection domain causing Public Speaking Anxiety in EFL presentations in online learning. Meanwhile, Performance Anxiety is a less affecting domain causing Public Speaking Anxiety in EFL presentations in online learning.
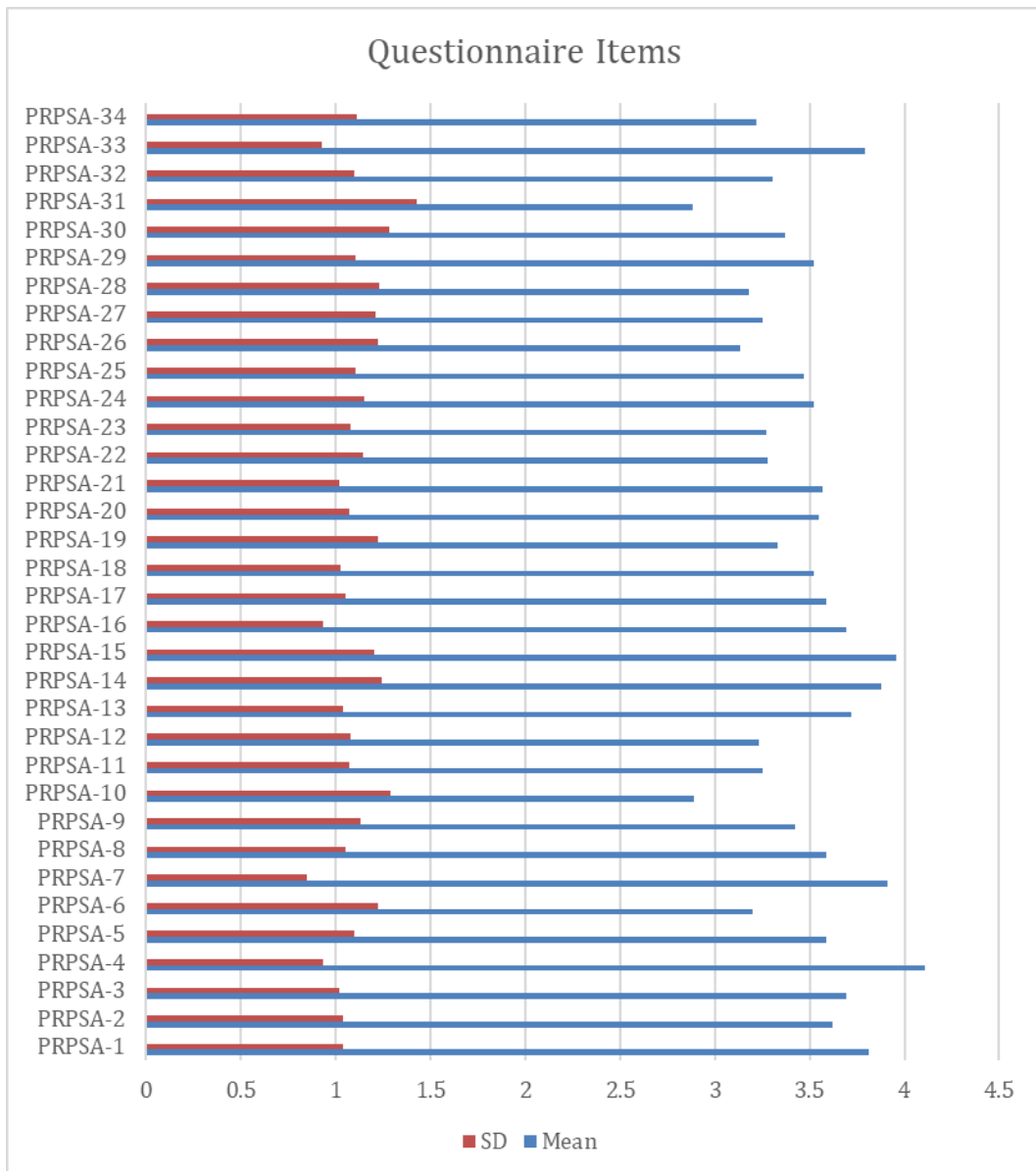
Figure 4.2 Results of Each Item

According to the data above from 59 participants, the results show the most affecting domain was found in item PRPSA-4 (*Setelah Saya melakukan presentasi, saya merasakan pengalaman yang menyenangkan*) with a Mean (M=4.11) and standard deviation (SD=0.93), this item was from Positive Mindset. Meanwhile,

the least affecting domain was found in item PRPSA-31 (*Saya mengalami kesulitan tidur pada Malam Sebelum presentasi*) with a Mean (M=2.88) and standard deviation (SD=1.42); this item was Performance Anxiety (Regulation).

Furthermore, the items are analyzed for each domain. The first-dimension item analysis is Positive Mindset a, presented in Figure 4.3:
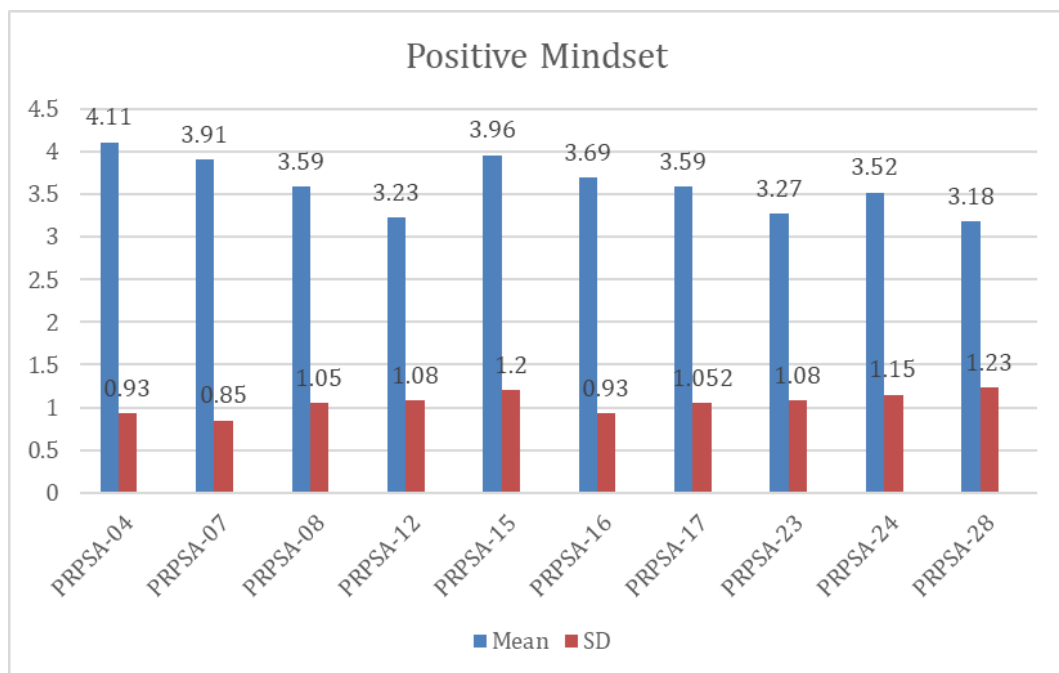

Figure 4.3 Chart of Positive Mindset Section

Based on the chart above, the result for Positive Mindset dimension. The most affection domain were found in item PRPSA-4 (*Setelah saya melakukan presentasi, saya merasakan pengalaman yang menyenangkan*) with Mean (M=4.11) and standard deviation (SD=0.93). Meanwhile the least affecting domain were found in item number PRPSA-28(*Saya merasa cemas ketika dosen*

mengumumkan jadwal presentasi) with mean (M=3.18) and standard deviation (SD= 1.23).

The second dimension of item analysis is Physical Effect, as presented in Figure 4.4:
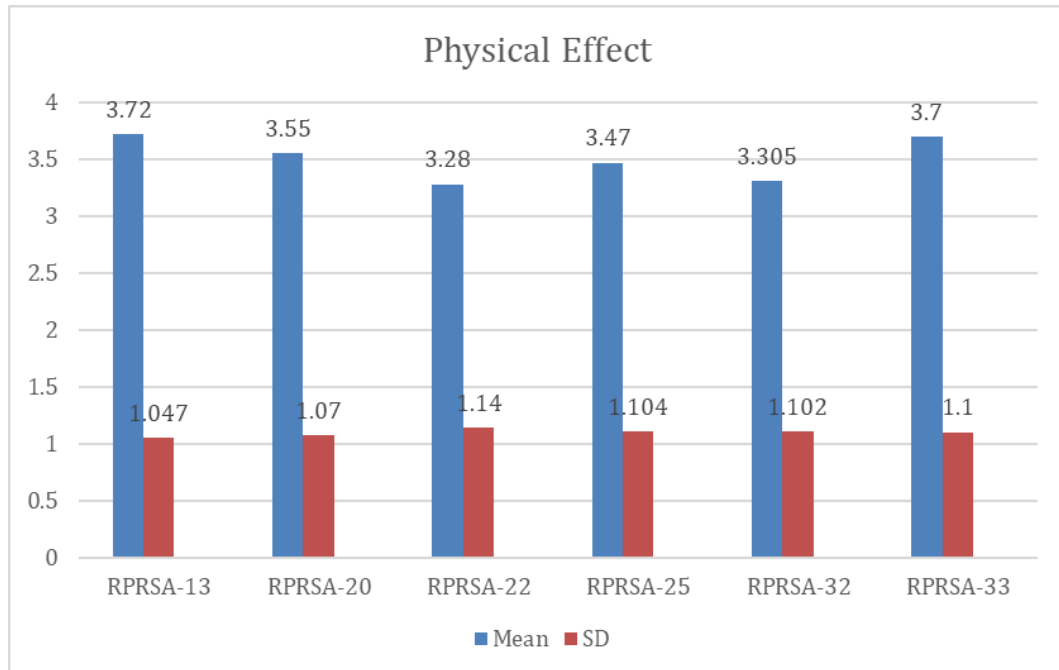

Figure 4.4 Chart of Physical Effect Section

Based on the chart above, the result for the Physical Effect dimension. The most affection domain were found in item PRPSA-13 (*Saya selalu takut lupa dengan apa yang akan saya presentasikan*) with mean (M=3.72) and standard deviation (SD=1.047). Meanwhile the least affecting domain were found in item number PRPSA-22(*Beberapa bagian tubuh saya merasa sangat tegang dan kaku ketika presentasi*) with mean (M=3.28) and standard deviation (SD= 1.14).

The third dimension item analysis is Preparation Anxiety (Anticipation), as presented in Figure 4.5:
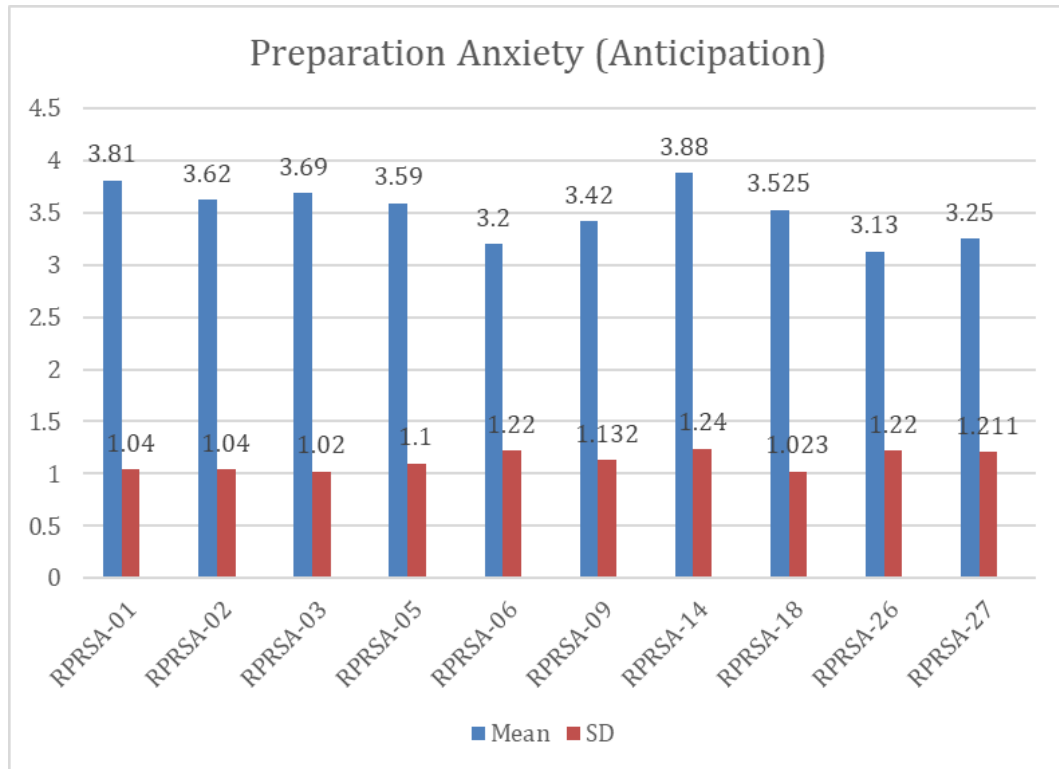
Figure 4.5 Chart of Preparation Anxiety (Anticipation) Section

Based on the chart above, the result for Preparation Anxiety (Anticipation) dimension. The most affection domain were found in item PRPSA-14 (*Saya merasa gelisah jika seseorang menanyakan sesuatu terkait topik yang saya bicarakan dan saya tidak tau jawabannya*) with mean (M=3.88) and standard deviation (SD=1.24). Meanwhile the least affecting domain were found in item number PRPSA-06 (*Saya tidak memiliki rasa takut ketika melakukan presentasi*) with mean (M=3.20) and standard deviation (SD= 1.22).

Finally, the last dimension of item analysis is Performance Anxiety (Regulation), as presented in Figure 4.6:
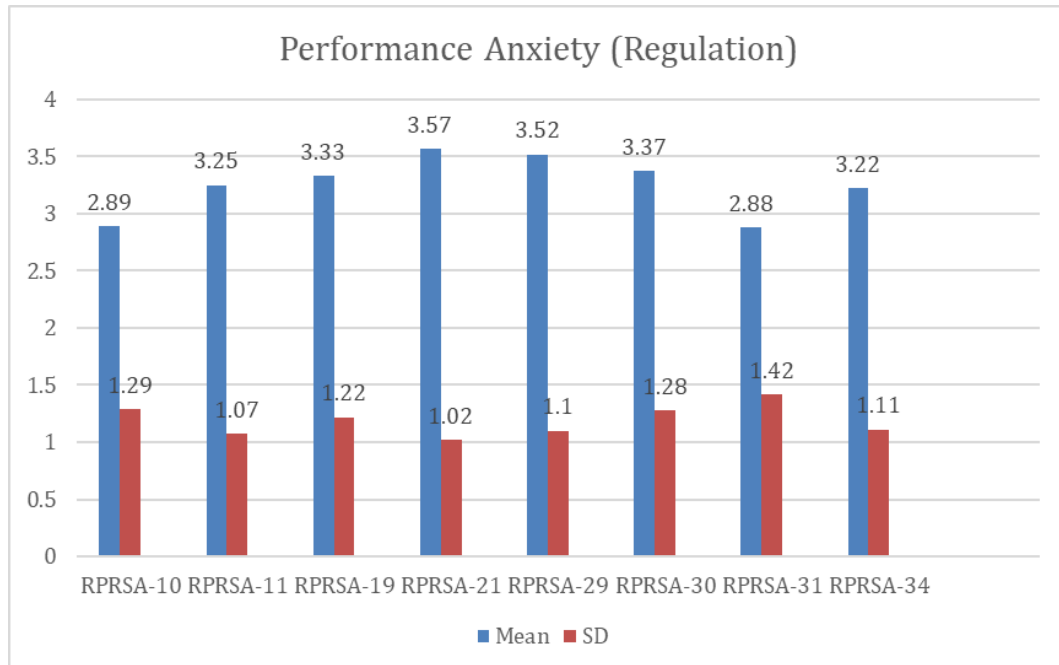
Figure 4.6 Chart of Performance Anxiety (Regulation) Section

Based on the chart above, the result for the Performance Anxiety (Regulation) dimension. The most affection domain were found in item PRPSA-21 (*Saya mengalami kecemasan yang cukup besar ketika saya duduk di ruangan sebelum presentasi*) with mean (M=3.57) and standard deviation (SD=1.02). Meanwhile the least affecting domain was found in item number PRPSA-31 (*Saya mengalami kesulitan tidur pada malam sebelum presentasi*) with mean (M=2.88) and standard deviation (SD=1.42).

4.2   Discussion

Performance Anxiety is the minor affecting domain causing Public Speaking Anxiety in EFL presentations in online learning. Based on the research findings, public speaking anxiety can arise from four domains: Positive Mindset, Physical effects, Preparation Anxiety (Anticipation), and Performance Anxiety (Regulation). From the diagram, the Positive Mindset section most affects Public Speaking Anxiety. In the previous study, Positive Mindset delivered the most significant anxiety components. It was predicted by Extraversion and Agreeableness, indicating that individuals who were self-confident, gregarious, and attentive had more positive thoughts regarding presenting (Kelsen, 2019). This finding was different from the previous studies in Kelsen (2019) that focus on linking public speaking anxiety and that deficiency to a new look of personal attributes such as extraversion and openness to experience in public speaking. For the result in a previous study, the Performance Anxiety section was the most affecting Public Speaking Anxiety with a mean (M=3.47) and standard deviation (SD=0.74), and Physical effect Mean (M=2.65), and standard deviation (SD=0.75) is the minor affecting domain for causing public Speaking anxiety (Kelsen,2019).

In this research positive Mindset domain has become the most affecting Public Speaking Anxiety that found in item PRPSA-4 (*Setelah saya melakukan presentasi, saya merasakan pengalaman yang menyenangkan*) with mean (M=4.11) and standard deviation (SD=0.93). At that point, PRPSA-4 writes that if we have the mindset that presentations are fun, public speaking anxiety can be avoided. This shows that Public Speaking Anxiety can be reduced by thinking that presentations in foreign languages are entertaining. The encouragement from

friends or even lecturers can help individuals who will make presentations with a calm mind. In previous studies, curiosity, delight, and hope are all feelings that are likely to occur alongside worry when facing some oral communication (Kelsen, 2019). Thus, Sufficient motivation from the environment for a positive mindset will increase one's self-confidence; the more positive encouragement, the higher the self-confidence (Liang & Kelsen, 2018). In previous studies, curiosity, delight, and hope are all feelings that are likely to occur alongside worry when facing some oral communication (Kelsen, 2019). During the COVID-19 pandemic, the atmosphere of the presentation will be much different from the situation that students faced when they were still studying in class. Presentation methods can be more creative with various applications that are already widespread on the internet.

In the Physical Effect domain the most affection domain were found in item PRPSA-13 (*Saya selalu takut lupa dengan apa yang akan saya presentasikan*) with mean (M=3.72) and standard deviation (SD=1.047). Physical effects will likely cope with stress and perform better when oral communication is required due to their lower tendency to panic in short-term memory (Kelsen, 2019). The point PRPSA-13 in the questionnaire stated that participants were afraid of forgetting what they wanted to convey; it attacks the memory. Sometimes we have prepared well due to forgetting, which has the effect of omitting the content or the words we want to say. Moreover, there are various ways to minimize forgetting when presenting. The first way was to do breathing techniques to be calmer. This is in line with Dincer et al. (2020) stated that respiratory therapy could help to reduce anxiety disorders, resulting in memories of something being lost. In addition, there

is a way to reduce negative self-talk. On the other hand, Kelsen(2019) investigated that the presence of negative words will make our minds more erratic and make us think more. The existence of sentences such as "You can do it" or talking to friends reduces anxiety in yourself.

In Preparation Anxiety (Anticipation) domain the most affection domain was found in item PRPSA-14 (*Saya merasa gelisah jika seseorang menanyakan sesuatu terkait topik yang saya bicarakan dan saya tidak tau jawabannya*) with mean (M=3.88) and standard deviation (SD= 1.24). Preparation Anxiety is a fear in which an individual preparing for the presentation stage appears very nervous and thinks that he will not get the relevant results (Kelsen,2019). In point PRPSA-14, it is written that participants will feel anxious when someone asks about the content of their presentation. Thus, this relates to the individual's understanding of what they are presenting. Meaningless fear and thinking that they can't answer on learners' minds. To overcome this domain, students should better prepare their presentations well, find out more about the topic, and arrange several other possibilities related to the production to be made (Liang & Kelsen, 2018).

The last part is Performance Anxiety (Regulation) domain, the most affection domain was found in item PRPSA-21 (*Saya mengalami kecemasan yang cukup besar ketika saya duduk di ruangan sebelum presentasi.*) with Mean (M=3.57) and standard deviation (SD=1.02). Performance Anxiety is a person's anxiety when facing a lack of confidence in a group; this includes body language and gestures (Kelsen, 2018). In point PRPSA-21, it is stated that anxiety occurs

when presenting, by showing different gestures in context is sitting to wait for a presentation. However, Melawati (2020) found that students demand more preparation time and effort to maximize their individuality and performance, such as studying exciting subjects and searching for high-quality information. Students can use the time when the class has not started, for example when the night one day before the class took place. On the other hand, during the Covid-19 pandemic, learners faced online courses.

There are several reasons for public speaking anxiety that come from each individual. Sometimes several domains from the environment make the anxiety appear—assistance as enthusiasm from other people and adequate preparation. In addition, good practice by anticipating can also be done.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1   Conclusion

This study aims to identify the level of public speaking anxiety of EFL university learners in international program students (Communication and Law) at private university academic year 2019. Based on data analysis in the previous chapter, researchers found that Positive Mindset was the most affecting domain causing Public Speaking Anxiety with a Mean (M=4.11) and standard deviation (SD=0.93). Second, it is followed by Preparation Anxiety (Anticipation) with a Mean (M=3.88) and standard deviation (SD=1.24). Third, it was a Physical Effect) with a Mean (M=3.72) and standard deviation (SD=1.047). Meanwhile, the less affecting domain from Performance Anxiety with a Mean (M=3.57) and standard deviation (SD=1.02).

5.2   Recommendation

Although this research presents some new findings on public speaking anxiety, especially among international program students who usually speak English as their daily language in the class. The results found that anxiety will be less when some people have a positive mindset through their presentation.

Firstly, researchers recommend finding the relationship between anxieties that occur in the classroom and the teaching pattern in the classroom using a foreign

language. Secondly, there is still a gap in this research result on Public Speaking

Anxiety during presentations, whether online or offline.

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Questionnaire of Personal Report of Public Speaking Anxiety

(PRPSA)

English Version of Personal Report of Public Speaking Anxiety

McCroskey (1970)

This questionnaire is not intended to measure someone's ability in English as a result of public speaking. Nor is it a test you can score high and low or right or wrong. This questionnaire helps us to help you by referring to actual responses. We will learn about students' experience in international programs in speaking foreign languages in public during online presentations. Thus, your cooperation can undoubtedly make a significant comparison. Thank you for your time in advance.

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each information applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

_____1. While preparing for giving a speech, I feel tense and nervous.

_____2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.

_____3. My thoughts become confused and jumbled when I am giving a speech.

_____4. Right after giving a speech I feel that I have had a pleasant experience.

_____5. I get anxious when I think about a speech coming up.

_____6. I have no fear of giving a speech.

_____7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.

_____8. I look forward to giving a speech.

_____9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.

_____10. My hands tremble when I am giving a speech.

_____11. I feel relaxed while giving a speech.

_____12. I enjoy preparing for a speech.

_____13. I am in constant fear of forgetting what I prepared to say.

_____14. I get anxious if someone asks me something about my topic that I don't know.

_____15. I face the prospect of giving a speech with confidence.

_____16. I feel that I am in complete possession of myself while giving a speech.

_____17. My mind is clear when giving a speech.

_____18. I do not dread giving a speech.

_____19. I perspire just before starting a speech.

_____20. My heart beats very fast just as I start a speech.

_____21. I experience considerable anxiety while sitting in the room just before my speech starts.

_____22. Certain parts of my body feel very tense and rigid while giving a speech.

_____23. Realizing that only a little time remains in a speech makes me very tense and anxious.

_____24. While giving a speech, I know I can control my feelings of tension and stress.

_____25. I breathe faster just before starting a speech.

_____26. I feel comfortable and relaxed in the hour or so just before giving a speech.

_____27. I do poorer on speeches because I am anxious.

_____28. I feel anxious when the teacher announces the date of a speaking assignment.

_____29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.

_____30. During an important speech I experience a feeling of helplessness building up inside me.

_____31. I have trouble falling asleep the night before a speech.

_____32. My heart beats very fast while I present a speech.

_____33. I feel anxious while waiting to give my speech.

_____34. While giving a speech, I get so nervous I forget facts I really know.

APPENDIX 2

Questionnaire of Personal Report of Public Speaking Anxiety

(PRPSA) in Bahasa Indonesia

Kuesioner Catatan Pribadi Kecemasan dalam Berbicara didepan Publik

(PRPSA)

McCroskey (1970)

Kuesioner ini tidak dimaksudkan untuk mengukur kemampuan seseorang dalam Bahasa Inggris Anda akibat berbicara di depan umum. Juga bukan tes yang bisa Anda nilai tinggi dan rendah ataupun benar atau salah. Sebenernya, kuesioner ini membantu kami membantu anda dengan mengacu tanggapan sebenarnya, kami akan mengetahui bagaimana pengalaman siswa-siswa dalam program internasional dalam berbicara bahasa asing secara publik pada saat presentasi secara online. Dengan demikian, kerja sama Anda tentu dapat membuat perbandingan yang besara. Terima Kasih atas waktu Anda sebelumnya.

Petunjuk: Di bawah ini adalah 34 pernyataan yang terkadang dibuat orang tentang diri mereka sendiri. Harap tunjukkan apakah Anda yakin atau tidak setiap pernyataan berlaku untuk Anda dengan menandai apakah Anda:
Sangat Tidak Setuju = 1; Tidak setuju = 2; Netral = 3; Setuju = 4; Sangat Setuju = 5.

_____1. Ketika mempersiapkan presentasi, saya merasa tegang dan gugup.

_____2. Saya merasa tegang ketika saya melihat kata presentasi dan berbicara didepan publik dalam kerangka pembelajaran.

_____3. Pikiran saya menjadi bingung dan campur aduk ketika saya menyampaikan sebuah presntasi.

_____4. Setelah saya melakukan presentasi, saya merasakan pengalaman yang menyenangkan.

_____5. Saya merasa gelisah ketika memikirkan presentasi yang akan datang.

_____6. Saya tidak memiliki rasa takut ketika melakukan presentasi.

_____7. Walaupun saya merasa gugup sebelum mulai presentasi, Saya segera merasa tenang setelah memulai berbicara dengan nyaman.

_____8. Saya berharap untuk berbicara di depan publik dengan cara presentasi.

_____9. Ketika dosen memberikan pengumuman akan ada tugas untuk presentasi di kelas, saya merasa tegang.

_____10. Tangan saya bergetar ketika melakukan presentasi.

_____11. Saya merasa santai saat melakukan presentasi.

_____12. Saya merasa nyaman saat mempersiapkan presentasi.

_____13. Saya selalu takut lupa dengan apa yang akan saya presentasikan

_____14. Saya merasa gelisah jika seseorang menanyakan sesuatu terkait topik yang saya bicarakan dan saya tidak tau jawabannya.

_____15. Saya mempunyai harapan besar untuk presentasi dengan rasa percaya diri.

_____16. Saya merasa bahwa saya dalam keadaan siap ketika berbicara di depan umum.

_____17. Pikiran saya jernih ketika berbicara secara publik.

_____18. Saya tidak takut memberikan presentasi secara publik.

_____19. Saya berkeringat sesaat sebelum berbicara didepan umum

_____20. Jantung saya berdebar sangat kencang ketika baru memulai public speaking

_____21. Saya mengalami kecemasan yang cukup besar ketika saya duduk di ruangan sebelum presentasi.

_____22. Beberapa bagian tubuh saya merasa sangat tegang dan kaku ketika presentasi.

_____23. Menyadari bahwa hanya sedikit waktu yang tersisa ketika berbicara membuat saya sangat tegang dan cemas.

_____24. Saat melakukan presentasi, saya tahu saya bisa mengendalikan perasaan tegang dan stres.

_____25. Saya bernafas lebih cepat sebelum memulai presentasi.

_____26. Saya merasa nyaman dan santai dalam waktu satu jam sebelum melakukan presentasi.

_____27. Saya merasa lebih buruk ketika melakukan presentasi karena saya merasa cemas.

_____28. Saya merasa cemas ketika dosen mengumumkan jadwal presentasi.

_____29. Ketika saya membuat kesalahan saat presentasi, saya merasa sulit untuk berkonsentrasi pada tahapan selanjutnya.

_____30. Dalam suatu presentasi yang penting, saya mengalami perasaan tidak berdaya yang menumpuk dalam diri saya

_____31. Saya mengalami kesulitan tidur pada malam sebelum presentasi.

_____32. Jantung saya berdetak sangat cepat saat saya menyampaikan presentasi.

_____33. Saya merasa cemas saat menunggu giliran memberikan presentasi.

_____34. Saat memberikan presentasi, saya menjadi sangat gugup sehingga saya lupa fakta yang benar-benar saya ketahui.