

**University Students' Perception of Mindset and Mentality toward
Public Speaking Anxiety: Voices from Indonesia**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the Bachelor of Education Degree
in English Language Education**



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University Students' Perception of Mindset and Mentality toward Public Speaking Anxiety: Voices from Indonesia

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Approved at August 11, 2023

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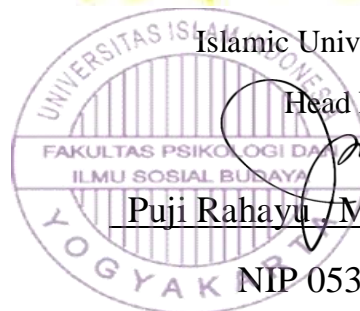
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DEDICATION

Every day and every time I work on this thesis, I thank God for helping me. Every day I thank myself for being myself. Every morning I thank you for supporting me, especially to my Mom. This thesis is my gift to you.

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All praise is due to Allah SWT who has given His grace and gifts to the author and the prayers and greetings may be poured out to our great prophet Muhammad SAW so that the writer can finish this thesis well. The author would like to thank all those who have helped in the preparation of this thesis, especially to:

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The author realizes that this thesis is far from perfect due to the limited experience and knowledge of the author. Therefore, the authors expect all forms of advice and input even constructive criticism from various parties. Hopefully this thesis can provide benefits to encourage further research.

Yogyakarta, August 22 , 2023

The researcher,

A handwritten signature in black ink, appearing to be 'Aryo Bimo', written in a cursive style with a long horizontal stroke extending to the right.

Aryo Bimo

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University Students' Perception of Mindset and Mentality toward Public Speaking Anxiety: Voices from Indonesia

Aryo Bimo

Abstract: This thesis explores the perceptions of mindset and mentality regarding public speaking anxiety among university students in a national Islamic-based university in Yogyakarta, Indonesia. The study reveals diverse views and types of mindset and mentality, with most respondents displaying a tendency towards growth and learning when facing public speaking anxiety. While aspects such as vulnerability, authenticity, challenge, and excitement were prominent, self-empowerment, empathy, support, confidence, and fear of judgment were generally low. The findings align with prior research and emphasize the significance of mindset and mentality in shaping individuals' experiences and attitudes towards public speaking anxiety. However, limitations exist, including a small sample size and reliance on self-reported perceptions. Future research is recommended to employ a more diverse sample, utilize multiple data collection methods, explore cultural factors' influence, and investigate interventions to promote a positive mindset and mentality, offering valuable insights for educators and practitioners in addressing public speaking anxiety among university students.

Chapter I.

Introduction

1.1 Background of study

Investigation focussing on public speaking anxiety have been carried out by many academics from various backgrounds (Broeckelman-Post & Pyle, 2017; Gallegoa, McHughb, Villattec & Lappalainena, 2020; Grieve, Woodley, Hunt & McKay, 2021; Marinho, de Medeiros, Gama , & Teixeira, 2017; Nash, Crimmins & Opreescu, 2016) who generally try to explore aspects related to fear when speaking in public. Among the results of their research shows that one of the key factors in overcoming public speaking anxiety is being open with the bad experiences they have experienced (Gallegoa, McHughb, Villattec & Lappalainena, 2020). Meanwhile Marinho, de Medeiros, Gama, and Teixeira (2017) reported that female students who were not much involved in group activities that required speaking skills, and were not confident in their tone of voice were students who tended to be afraid when speaking in public.

In addition to those studies, previous empirical studies have explored public speaking anxiety (PSA) and social anxiety disorder (SAD). Bippus et al., (2009), Dwyer and Davidson (2012), examined the factors that lead to PSA. Grieve et al., (2021), Pörhölä (2009), Bledsoe and Baskin (2014), and Febvre et al., (2018) emphasized their study on student fears. Furthermore, Bloteetal (2008) and Nelsonetal (2009) explored the fear of speaking associated with social anxiety, meanwhile Zheng et al., (2021) dan Nash et al., (2015) investigated assessments to address PSA. Communication skills in speaking anxiety were studied by Broeckelman-Post and Pyle (2016) and Cody and Teachman (2011). Other studies by LeFebvre et al., (2019), and Stewart et al., (2017) found ways to overcome PSA for students. Considering these empirical studies, little is known about exploring mindset and mentality toward public speaking anxiety. To focus on these matters, the research questions of this study are formulated as follows.

1. What are your perceptions of mindset and mentality toward public speaking anxiety?
2. What types of mindset and mentality mostly do students have regarding public speaking anxiety?

1.2 Identification of problems

Effective communication through public speaking demands overcoming several internal barriers that affect ones' mindset- including negative self-perception, fear of judgments, lack of confidence, and anticipatory anxiety. These hurdles often lead to limiting beliefs resulting in avoidant behavior. This ultimately impairs one's personal development & professional growth. However, a paradigm shift from this negative approach is achievable using various methods including embracing a positive attitude. Cultivating self-belief and practicing structured thought processes. Such constructive transformation will enhance an individuals' public speaking ability while improving their confidence in addressing a diverse audience leading to greater personal and professional success.

1.3 Objectives of study

- A. To investigate information of what are university students' perception of mindset and mentality toward public speaking anxiety
- B. To investigate information of what types of mindset and mentality do students have regarding public speaking anxiety

1.4 Significance of study

This research is expected to have practical contribution in a way to explain about university students' perception of mindset and mentality towards speaking anxiety, especially from Indonesian students. The findings of this study could provide useful empirical results for especially English teachers to deal with public speaking anxiety in terms of mindset and mentality

Chapter II.

Literature Review

2.1 Mindset toward public speaking anxiety

It is vital to consider the mindset and mentality of university students since they can greatly impact their experience with public speaking anxiety. When students adopt a negative mindset characterized by self-doubt and fear of judgments, it tends to amplify their levels of anxiety during public speeches or presentations. This vicious cycle of negative thoughts can further heighten nervousness whilst diminishing confidence which affects subsequent engagement negatively. Conversely, if students maintain a positive stance that manifests in confidence they stand better chances for not only alleviating but also managing anxiety about showcasing ideas publicly. The study shows how much difference one's perception makes towards tackling anxiety.

Research on mindset has highlighted the importance of individuals' beliefs and attitudes in shaping their experiences and outcomes. Studies from Stewart et al., (2017) have shown that students who possess a growth mindset, characterized by the belief that abilities can be developed through effort and practice, tend to exhibit lower levels of public speaking anxiety. They are more likely to view public speaking as a skill that can be improved over time, rather than a fixed trait.

Conversely, students with a fixed mindset, believing that public speaking abilities are inherent and cannot be changed significantly, are more prone to experiencing high levels of anxiety. Bippus & Dally (2009) found that students' fear of judgments and failure can hinder their performance and overall confidence in public speaking situations. It is crucial to explore the mindset and mentality of Indonesian university students towards public speaking anxiety to develop targeted interventions and support systems. By promoting a growth mindset, educators

can empower students to overcome their anxieties and enhance their public speaking skills (Stewart et al., (2017).

2.2 Mentality toward public speaking anxiety

An individual's public speaking anxiety is greatly influenced by their mental approach. This encompasses factors such as their attitudes, mindset and overall outlook towards public presentations. A favorable mentality, which includes adopting a positive attitude towards challenges, embracing opportunities for personal development through oral communication skills acquisition while seeking out means to share ideas provides multiple benefits such as building resilience, strengthening self-confidence thus promoting full control over any associated fears or insecurities. Conversely, a negative mentality characterized by self-doubt, fear, and a focus on potential failures intensifies anxiety and hinders performance. By cultivating a positive mentality, individuals can reframe their thoughts, manage their anxiety more effectively, and approach public speaking with greater confidence, leading to improved communication and overall presentation skills.

Cody and Teachman (2011) highlight the multidimensional nature of mentality toward public speaking, encompassing cognitive, affective, and behavioral aspects. Students' beliefs, attitudes, and self-perceptions play a crucial role in shaping their mentality toward public speaking. Stewart et al., (2017) also added that individuals with positive beliefs and attitudes, such as self-efficacy and confidence, are more likely to approach public speaking with enthusiasm and motivation.

However, a negative mentality, characterized by self-doubt, fear of judgments, and low self-esteem, can hinder students' engagement and performance in public speaking situations. Factors such as prior negative experiences, social comparison, and lack of supportive environments contribute to the development of negative mentality toward public speaking (LeFebvre et al., (2018). By promoting positive beliefs, fostering supportive learning environments, and addressing cultural influences, educators can help students develop a healthy mentality toward public speaking (Grieve et al., (2021)

In conclusion, this literature review highlights the multidimensional nature of mentality toward public speaking. It underscores the importance of addressing negative beliefs to cultivate a positive mentality that promotes student engagement and confidence in public speaking.

2.3 Previous studies on mindset and mentality toward public speaking anxiety

Stewart et al., (2017) in their research entitled an initial exploration of students mindsets, attitudes, and beliefs about public speaking, explained the purpose of the research was to investigate how students implicit theory that public speaking abilities can be developed and improved. Was related to their apprehension, perceived competence and belief regarding public speaking. This research revealed several interesting preliminary findings regarding college students' public speaking frame of mind.

In relation to that, Bledsoe and Baskin (2014) has written about recognizing students' fear, the aim of the study explores common types of student fear such as performance based anxiety, fear of failure, fear of being laughed at, and cultural components of fear that impact learning. Result of this study was recognizing student fear and helping them overcome their problem. One of them is for those who have a mindset issue.

In another discovery, Grieve et al., (2021) has written about students' fears of oral presentations and public speaking in higher education. There are two objectives of this study. First, it sought to gather further insight into the fears experienced and strategies used by students who fear public speaking, including oral presentation. The second objective was to determine whether their fear affected their experience of higher education. Purpose of the study identified the specific fears students have in public speaking which is related with attitude or mental issues and provide evidence of the overall negative effect on their higher education experience .

In addition, from LeFebvre et al., (2018) has conveyed about cataloguing students' fears about public speaking. This study catalogues students' self-described fears related to public speaking. The ultimate goal of this study is to more clearly determine how to better equip

instructors with the tools to accurately diagnose and ease students' PSA, one of which is caused by their attitude (mentality).

For expansion, Gallegoa et al (2020) examine the relationship between public speaking anxiety, distress, tolerance and psychological flexibility. The aim of the study is to look at the connection between psychological flexibility, distress tolerance, and public speaking fear. These findings suggest that openness attitude/mentality to experiences is a key factors in developing Interventions to cope with self-reported public speaking anxiety for undergraduate student

2.4 Flow of reviewed literature

The literature review presented in this section provides an overview of the existing research on the mindset and mentality of university students toward public speaking anxiety, with a specific focus on the Indonesian context. The review started with an examination of studies on mindset and public speaking anxiety and explored the intersection of mindset & mentality in the Indonesian context.

The first section of the literature review discusses previous studies that have investigated the relationship between mindset and public speaking anxiety among university students. It explores the impact of growth and fixed mindsets on anxiety levels, highlighting the importance of perceiving public speaking as a skill that can be developed and improved.

The subsequent section shifts the focus to studies that have explored the mentality of university students toward public speaking. It delves into the significance of positive beliefs, attitudes, and self-perceptions in shaping students' engagement and performance in public speaking situations.

By following this flow of reviewed literature, the literature review provides a comprehensive understanding of the research landscape regarding mindset and mentality toward public speaking anxiety. This flow of information is essential for contextualizing the thesis's investigation into the perception of mindset and mentality among Indonesian university students and their experiences with public speaking anxiety.

Chapter III. Research Methodology

3.1 Setting and Participants

This research was conducted at a national Islamic-based university in Yogyakarta. This university was chosen as the research setting because the students could provide a vibrant environment for conducting this research, with access to diverse student populations and rich intellectual resources.

This study would involve students who have taken and passed the subject of public speaking, public speaking and interpreting, and also classroom management of the English Education Department in a national Islamic-based university in Yogyakarta. These students were recruited in this research due to their experience in learning subjects related to speaking in public.

The negotiation process to recruit participants was conducted by contacting students who taught related research topics. Explaining the purpose of the research, the benefits, and addressing concerns related to the topic of discussion in the research. Those participants were agreed to participate in this research by they let me send the Online questionnaire through their WhatsApp

3.2 Research design

This research design is a survey which is addressed to students who have taken and passed the subject of public speaking, public speaking & interpreting and classroom management of the English Education Department in a national Islamic-based university in Yogyakarta. These students were recruited in this research due to their experience in learning subjects related to speaking in public. This research design was chosen because collecting data from a number of respondents in a relatively short period of time, reflects the diversity because the data would be filled by numerous students from different regions, and easily spread through various media. This survey was used to obtain students' perceptions of mindset and mentality towards public speaking anxiety. The survey was conducted after students had taken the subjects of public

speaking, public speaking and interpreting and classroom management. Students were randomly recruited for the survey regardless of age, gender, and previous public speaking experience. The survey was designed to facilitate students in voicing their perceptions about their mindset and mentality towards public speaking anxiety.

Adapted from Nash G et al (2015) on how to classify student responses into 4 categories: (1) not at all, (2) a little, (3) somewhat and (4) very much so. Distribute or send questionnaires to predetermined target participants, write the purpose of the research and the benefits of participating so that respondents feel excited to participate. As well as providing clear instructions so that the responses given are relevant to the research topic.

This method was chosen because it provides easy access and convenience for respondents, efficient data processing using quantitative analysis software (SPSS), and maintains the anonymity and confidentiality of respondents who have participated.

A. The first session of a question “*What are your perceptions of mindset and mentality toward public speaking anxiety?*”

There are 5 commonly perceptions of mindset and mentality toward public speaking anxiety:

1. Perception of growth and learning
2. Perception of vulnerability and authenticity
3. Perception of challenge and excitement
4. Perception of self-empowerment
5. Perception of empathy and support

The students already chose one based on their own perception and the completed results were mentioned in chapter four.

B. Second section of a question “*What types of mindset and mentality mostly do students have regarding public speaking anxiety?*”

There are 5 common types of students mindset and mentality do students have regarding public speaking anxiety:

1. Fear of judgments
2. Lack of confidence
3. Fixed mindset
4. Performance pressure
5. Avoidance mindset

The students already chose one that described them the most and the completed results were mentioned in chapter four.

3.3 Data Analysis

Data obtained from online questionnaires would be imported, processed and analyzed using simple quantitative analysis software which is SPSS v21 (IBM 2012). The result of the data would be shown in chapter four.

The data presented below are the results of 30 respondents, as indicated in the total number of frequencies in each table. The meaning of a little, not at all, somewhat and very much so is an option for each respondent, each individual has chosen which one best describes them in each statement given.

The meaning of a little, not at all, somewhat and very much so:

- A little indicates a small amount or degree. It is more than "not at all," but less than "somewhat."
- Not at all indicates that there is no amount or degree of something.

- Somewhat indicates a moderate amount or degree. It is more than "a little," but less than "very much so."
- Very much so indicates a large amount or degree. It is the highest possible amount or degree.

Chapter IV. RESULTS AND DISCUSSION

The data that the researcher got was from an online questionnaire from English Education Department students' in a national Islamic-based university in Yogyakarta. After the researcher distributed the online questionnaire, it took around one week until the data was collected and analyzed through SPSS.

4.1 Result

1. Questionnaire Results

The general results in this study showed that out of 30 participants had different perceptions about mindset and mentality towards public speaking and also have different types of mindset and mentality that they generally have related to public speaking anxiety. This shows that there are real differences in terms of the quality of respondents with each other even though they came from the same study program and campus. The detailed results of this study have been explained in the next section.

2. Data analysis:

After collecting and analyzing the data adapted from Nash et al (2015) research, it was found that the respondents' anxiety towards public speaking was mixed. These results can be outlined as follows:

Section one:

A. Perception of growth and learning

This item refers to perception of individuals who perceive public speaking anxiety as an opportunity for growth and learning. These individuals believe that by facing their anxiety, they can develop their communication skills and become more confident speakers over time. Table Below shows the students' perception of their growth and learning.

Table 1: Statistic of growth and learning perception

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	5	16.7	16.7	16.7
	not at all	3	10.0	10.0	26.7
	somewhat	13	43.3	43.3	70.0
	very much so	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

The total 30 participants, there were 13 respondents or equivalent to 43.3% who answered "somewhat". This shows that the mindset and mentality of respondents tend to have growth and learning in dealing with public speaking anxiety.

B. Perception of vulnerability and authenticity

This item refers to the perception of individuals who view public speaking anxiety as a sign of vulnerability and authenticity. These individuals believe that experiencing anxiety shows their genuine emotions and makes them more relatable to the audience, enhancing their connection during the speech.

Table 2: Statistic of vulnerability and authenticity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	7	23.3	23.3	23.3
	not at all	3	10.0	10.0	33.3
	somewhat	18	60.0	60.0	93.3
	very much so	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Of the 30 participants, there were 18 respondents or equivalent to 60.0% who answered "somewhat". This shows that most of the respondents' mindset and mentality have vulnerability and authenticity in dealing with public speaking anxiety is generally low.

C. Perception of challenge and excitement

This item refers to the perception of certain individuals who perceive public speaking anxiety as a sign of a thrilling challenge. They embrace the adrenaline rush and excitement that comes with speaking in front of an audience, viewing it as an opportunity to showcase their abilities and captivate the listeners.

Table 3: Statistic of challenge and excitement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.3	3.3	3.3
a little	11	36.7	36.7	40.0
not at all	1	3.3	3.3	43.3
somewhat	14	46.7	46.7	90.0
very much so	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Of 30 participants, there were 14 respondents or equivalent to 46.7% who answered "somewhat". This shows that the mindset and mentality of respondents tend not to have challenge and excitement in facing public speaking anxiety tends to be low.

D. Perception of self-empowerment:

This item refers to the perception of some individuals who adopt a mindset of self-empowerment when it comes to public speaking anxiety. These respondents believe that they have the power to manage their anxiety and overcome their fear through preparation, positive self-talk, and visualization techniques.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	10	33.3	33.3
	not at all	2	6.7	40.0
	somewhat	10	33.3	73.3
	very much so	8	26.7	100.0
Total		30	100.0	

Table 4: Statistic of self-empowerment

Of 30 participants, there were 10 respondents or equivalent to 33.3% who answered "a little" and "somewhat" respectively. This shows that the respondents' mindset and

mentality are generally low related to self-empowerment in dealing with public speaking anxiety tends to be low.

E. Perception of empathy and support:

This item refers to the perception of certain people who perceive public speaking anxiety as something that others can relate to and support them through. These individuals believe that many people in the audience have experienced similar anxieties and are understanding and supportive of their efforts to overcome it.

Table 5: Statistic of empathy and support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	7	23.3	23.3	23.3
	somewhat	14	46.7	46.7	70.0
	very much so	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Of 30 participants, there were 14 respondents or equivalent to 46.7% who answered "somewhat". This shows that the mindset and mentality of respondents tend to have low empathy and support in dealing with public speaking anxiety.

Section two:

A. Fear of judgments:

This item refers to the type of participants who have a mindset that revolves around the fear of being judged by their peers or instructors when speaking in public. They might worry about making mistakes, being perceived negatively, or facing criticism.

Table 6: Statistic fear of judgments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	8	26.7	26.7	26.7
	somewhat	12	40.0	40.0	66.7
	very much so	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Of 30 participants, there were 12 respondents or equivalent to 40.0% who answered "somewhat". This shows that the mindset and mentality of respondents generally feel the fear of judgments in dealing with public speaking anxiety.

B. Lack of confidence

This item refers to the type of participants who have a mentality of low self-confidence when it comes to public speaking. They might doubt their abilities, feel insecure about their communication skills, or have a negative self-perception that hinders their confidence in delivering a speech.

Table 7: Statistic lack of confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	8	26.7	26.7	26.7
	somewhat	14	46.7	46.7	73.3
	very much so	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Of 30 participants, there were 14 respondents or equivalent to 46.7% who answered "somewhat". This shows that the mindset and mentality of most respondents have a lack of confidence in dealing with public speaking anxiety.

C. Fixed mindset

This item refers to the type of participants who may have a fixed mindset, believing that their public speaking skills are fixed traits that cannot be developed or improved. They might think they are naturally bad at public speaking and feel resigned to their anxiety without actively seeking growth.

Table 8: Statistic of fixed mindset

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	9	30.0	30.0	30.0
	not at all	2	6.7	6.7	36.7
	somewhat	13	43.3	43.3	80.0
	very much so	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Of the total 30 participants, there were 13 respondents or equivalent to 43.3% who answered "somewhat". This shows that the mindset and mentality of most respondents have a fixed mindset in dealing with public speaking anxiety.

D. Performance pressure:

This item refers to the type of participants who experienced a mentality of performance pressure when speaking in public. They might feel immense pressure to deliver a flawless performance, meet high expectations, or receive positive evaluations, leading to heightened anxiety and stress.

Table 9: Statistic of performance pressure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	11	36.7	36.7	36.7
	not at all	1	3.3	3.3	40.0
	somewhat	10	33.3	33.3	73.3
	very much so	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

From total of 30 participants, there were 11 respondents or equivalent to 36.7% who answered "a little". This shows that the mindset and mentality of respondents generally feel almost no performance pressure in dealing with public speaking anxiety.

E. Avoidance mindset:

This item refers to the type of participants who developed a mentality of avoidance toward public speaking anxiety. They may actively try to avoid speaking opportunities, seek alternative assignments, or exhibit avoidance behaviours to escape the discomfort and anxiety associated with public speaking.

Table 10: Statistic of avoidance mindset

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	12	40.0	40.0	40.0
	not at all	2	6.7	6.7	46.7
	somewhat	10	33.3	33.3	80.0
	very much so	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Total 30 participants; there were 12 respondents or equivalent to 40.0% who answered "a little". This shows that the mindset and mentality of respondents generally have an almost non-existent avoidance mindset in dealing with public speaking anxiety.

4.2 Discussion

In the first finding/table it was discovered that 43.3% of the participants responded with "somewhat" when asked about their mindset and mentality towards public speaking anxiety. This indicates a tendency towards growth and learning in dealing with this anxiety. This aligns with research conducted by Stewart et al. (2017). Which examined students' beliefs about public speaking. According to Stewart et al., students who hold the implicit theory that public speaking abilities can be developed are more likely to experience apprehension and perceive themselves as competent in public speaking.

Furthermore the second finding/table reveals that 60.0% of the participants responded with "somewhat" when it comes to vulnerability and authenticity in dealing with public speaking anxiety. This suggests that a majority of respondents have a relatively low mindset and mentality when it comes to being open and authentic in their public speaking experiences. This finding is consistent with a study conducted by Gallego et al. (2020). This investigated the relationship between psychological flexibility, distress tolerance, and public speaking fear. According to Gallego et al., psychological flexibility, which includes being open to experiences. Plays a crucial role in coping with self-reported public speaking anxiety.

The third finding/table states that 46.7% of the participants responded with "somewhat" regarding their mindset and mentality of challenge and excitement when facing public speaking anxiety indicating relatively low levels of these factors. This result is in line with a study conducted by Grieve et al. (2021) which examined students' fears of oral presentations and public speaking in higher education. Grieve et al found that students experienced specific fears related to public speaking which had a potential negative impact on their overall experience. These findings provide valuable insight into individuals' mindsets and mentalities towards public speaking anxiety while also drawing upon previous research conducted by esteemed scholars in this field.

Based on the finding/table result. It can be inferred that a notable portion (33.3%) of participants expressed feeling only "a little" or "somewhat" empowered in dealing with their public speaking anxiety. Indicating a generally low level of self-empowerment among respondents. This finding supports the findings from LeFebvre et al.s (2018) study, which aimed to document students' fears related to public speaking. The purpose of this study was to provide instructors with tools for diagnosing and alleviating students' anxiety surrounding public presentations, particularly focusing on attitude or mindset related factors.

Likewise the fifth result/table demonstrates that 46.7% of participants reported feeling only "somewhat" empathetic and supported when facing their public speaking anxiety. This finding concurs with research conducted by Grieve et al. (2021). Whose objective was to gain insight into the fears experienced by students who dread engaging in public speaking activities or assignments. Grieve et al.s study revealed that the fear of presentation had an overall negative impact on students' higher education experience signaling a deficiency in support and empathy for those confronted with this apprehension.

Similarly the sixth result/table indicates that 40% of participants reported feeling "somewhat" fear of judgments when it comes to their public speaking anxiety. This outcome aligns with LeFebvre et al.s' (2018) research, which aimed to categorize students' self-reported fears surrounding public speaking. The fear of being judged is a common concern among students when it comes to delivering speeches or presentations.

According to the seventh result/table approximately 46.7% of the participants responded that they felt "somewhat" confident in dealing with public speaking anxiety. This finding aligns with a study conducted by Stewart et al. (2017) which investigated students' mindsets, attitudes, and beliefs regarding

public speaking. In their research, Stewart et al. discovered that students' implicit theory about the potential for developing public speaking abilities was linked to their perceived competence in this area. Similarly.

The eighth result/table reveals that around 43.3% of the participants indicated a "somewhat" fixed mindset when it came to handling public speaking anxiety. This outcome mirrors the findings from Stewart et al.'s (2017) study on students' mindsets surrounding public speaking. The researchers found a correlation between students' beliefs about the develop ability of public speaking skills and their apprehension towards engaging in such activities.

Moving on to the ninth result or table it states that approximately 36.7% of the participants reported feeling only "a little" performance pressure in relation to public speaking anxiety. These findings suggest that respondents generally possess a mindset and mentality characterized by low levels of performance pressure. While there is no explicit reference to performance pressure in the aforementioned studies. It can be inferred that this result may be influenced by factors such as fear of failure and fear of judgments. Which have been discussed in previous research (Bledsoe & Baskin, 2014; LeFebvre et al., 2018).

It is discerned from the tenth finding or table that around 40.0% of participants responded with "a little" when asked about their inclination to avoid public speaking anxiety. This discovery suggests that respondents generally demonstrate a minor inclination towards avoidance when confronted with public speaking anxieties. This result does not directly correspond to any of the mentioned studies.

BAB V

CONCLUSION

5.1 Conclusion

In conclusion this study examined the perceptions of mindset and mentality regarding public speaking anxiety among university students in a national Islamic-based university in Yogyakarta. The findings revealed that participants held different views and types of mindset and mentality towards public speaking anxiety. While most respondents displayed a tendency towards growth and learning when confronting public speaking anxiety. Aspects such as vulnerability and authenticity, challenge and excitement.

Self-empowerment, empathy and support, confidence, and fear of judgment were generally low. Additionally fixed mindset, performance pressure, and avoidance mindset were also present but to a lesser extent. These results align with previous research conducted by Stewart et al. (2017). Bledsoe and Baskin (2014). Grieve et al. (2021) LeFebvre et al. (2018) and Gallego et al. (2020). These prior studies have shed light on the significance of mindset and mentality in shaping individuals' experiences and attitudes towards public speaking anxiety. The current study contributes to the existing body of knowledge by providing insights specifically from Indonesian university students offering a diversity perspective on this subject.

5.2 Limitation

Moving on to limitations. It is important to acknowledge that this study had several constraints. Firstly the sample size was relatively small as it consisted of only 30 participants from a national Islamic-based university in Yogyakarta. This restricts the generalizability of the findings to a larger population. Therefore, Future research should aim to include a more diverse and representative sample to enhance the external validity of the results.

The study had a reliance on self-reported perceptions, which could potentially introduce biases and inaccuracies. Participants' responses may have been influenced by social desirability or their own interpretation of the questionnaire items. To address this limitation future research could utilize multiple data collection methods, such as interviews or observations to gain a more

comprehensive understanding of students' mindset and mentality towards public speaking anxiety.

5.3 Future Research

In light of the findings and limitations of this study. Several avenues for future research can be suggested. Firstly conducting a longitudinal study to examine changes in mindset and mentality over time would provide valuable insights into the developmental aspects of public speaking anxiety. This would help identify factors that contribute to mindset shifts and assess the effectiveness of interventions aimed at addressing mindset and mentality.

Secondly exploring the influence of cultural factors on shaping mindset and mentality towards public speaking anxiety would be worthwhile. Cultural influences can greatly impact individuals' attitudes, beliefs, and coping strategies. Examining how cultural values, norms, and communication styles interact with mindset and mentality could enhance our understanding of public speaking anxiety in different cultural contexts.

Moreover, it would be beneficial to investigate the effectiveness of interventions designed to promote a positive mindset and mentality towards public speaking anxiety. Developing interventions that specifically target fixed mindsets or fear of judgement could assist students in cultivating healthier attitudes and coping mechanisms. For educators and practitioners, evaluating the results of such treatments and their long-term impacts would be beneficial.

5.4 Implications

The findings of this study hold important implications for practice. Primarily, educators and English teachers should prioritize understanding the mindset and mentality of students regarding public speaking anxiety. By taking into account students' perceptions and beliefs instructors will be able to tailor their teaching strategies appropriately while creating supportive learning environments that foster growth as well as learning. Encouraging opportunities for reflection on mindset along with challenging negative beliefs can promote a positive frame of mind while bolstering confidence levels in public speaking among students.

Furthermore, it is essential to implement interventions along with support systems designed specifically for addressing mindset related issues contributing towards public speaking anxiety. Educators may incorporate activities as well as exercises that enable self-empowerment. Build resilience skills & encourage positive self-talk. Thereby assisting students in overcoming their anxieties. Additionally, creating a classroom culture that thrives on empathy and support plays a pivotal role in minimizing students' fear of judgment while cultivating a more positive mindset.

Finally, The significance of considering cultural factors arises from this study when it comes to addressing public speaking anxiety. Educators must exhibit sensitivity towards cultural differences while altering their approaches accordingly. Incorporating culturally relevant examples acknowledging diverse communication styles and fostering inclusive classroom environments contribute significantly to the overall wellbeing and success of students in public speaking.

In conclusion, the conduct of this study has offered important insights into how university students perceive mindset and mentality in relation to public speaking anxiety. These findings significantly contribute to the existing literature on this topic by highlighting the need for focused interventions and support systems. Teachers may provide an atmosphere where students can overcome their fears and master successful public speaking by knowing and addressing the mindset and perspective of their learners.

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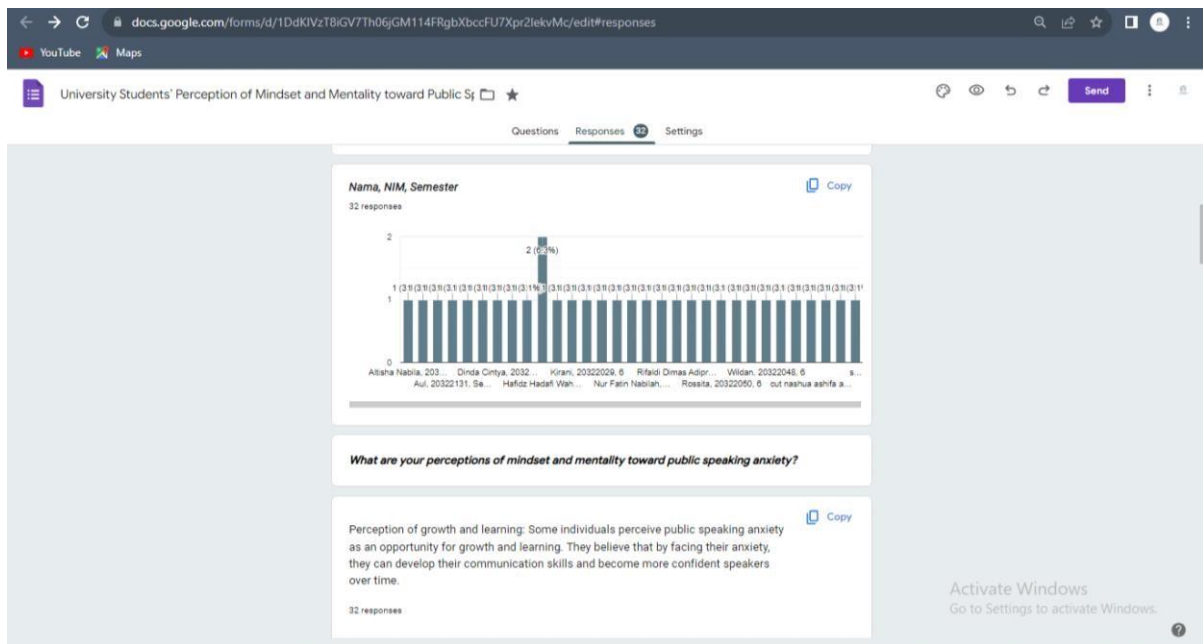
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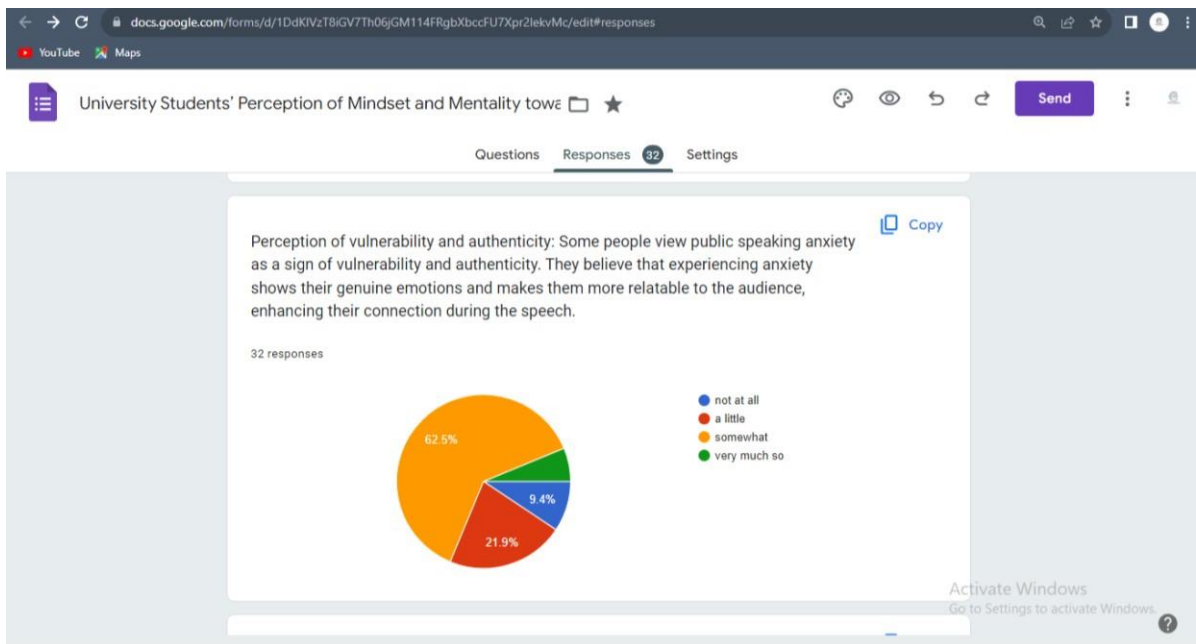
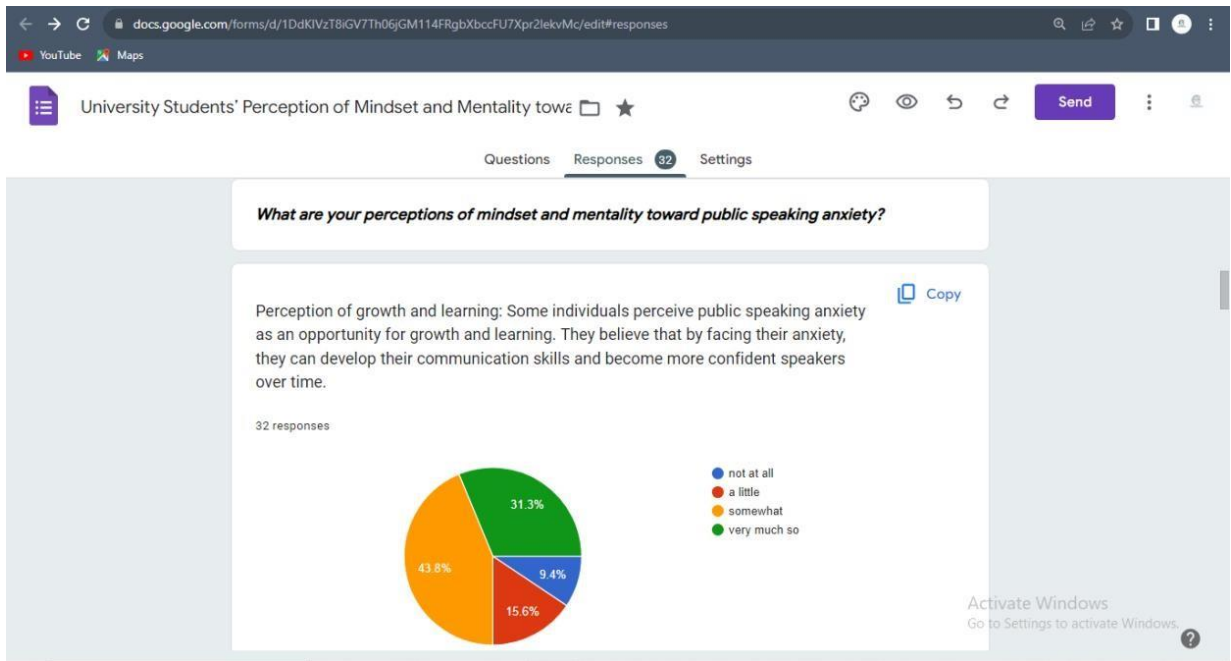
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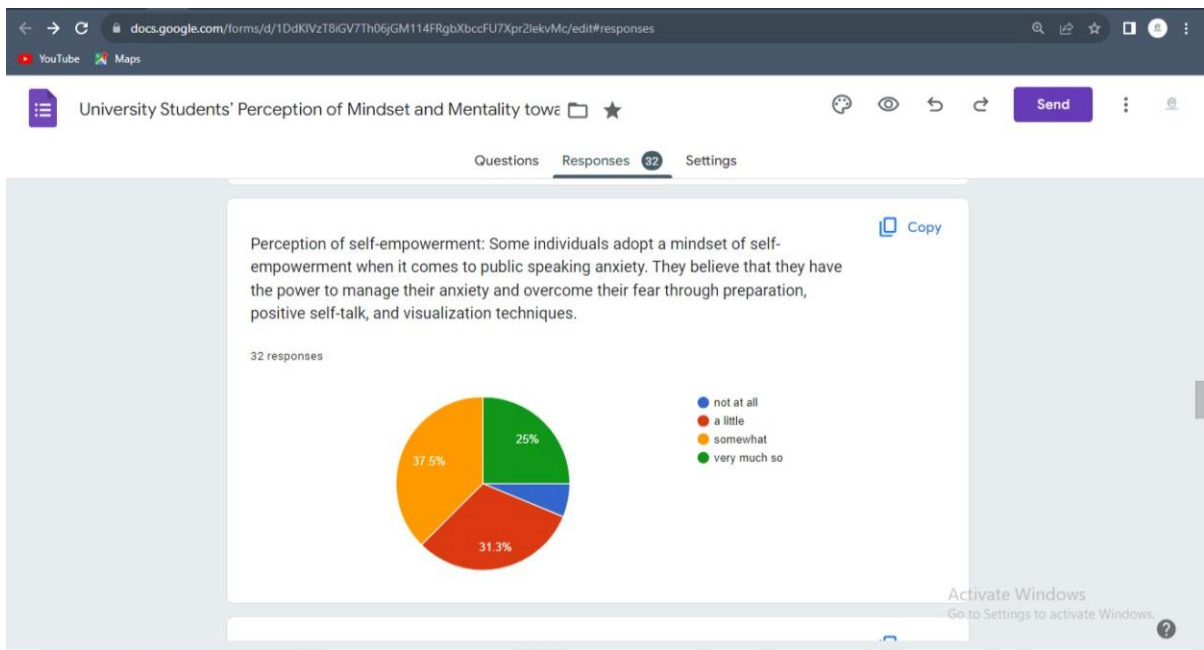
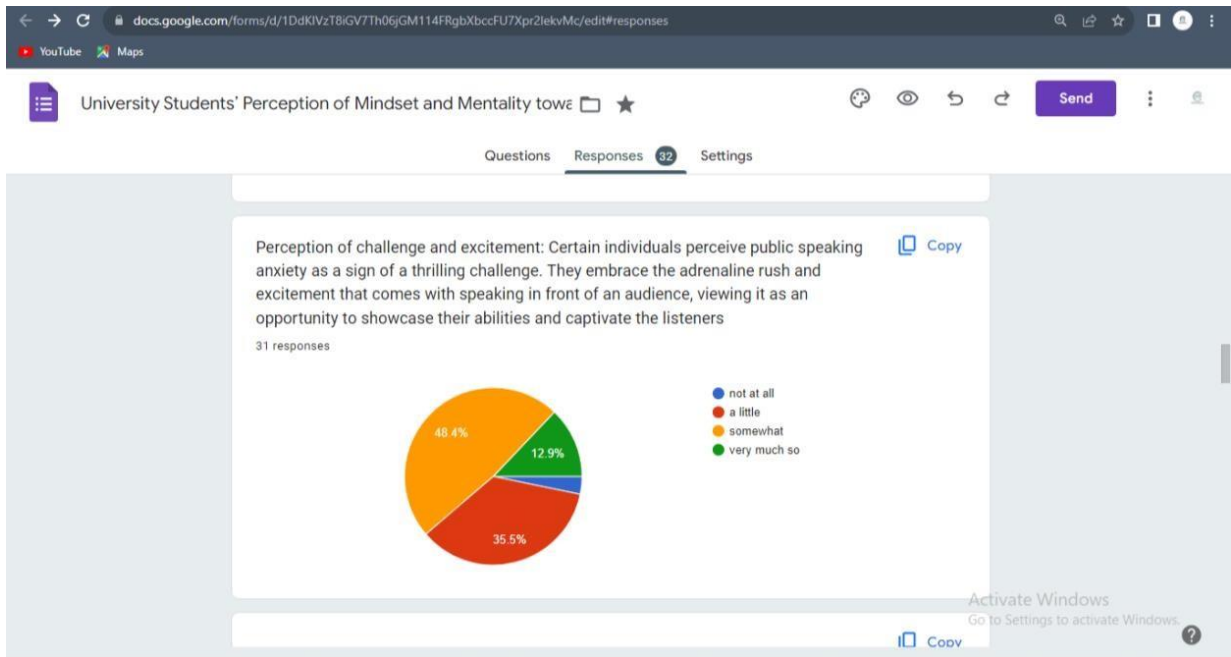
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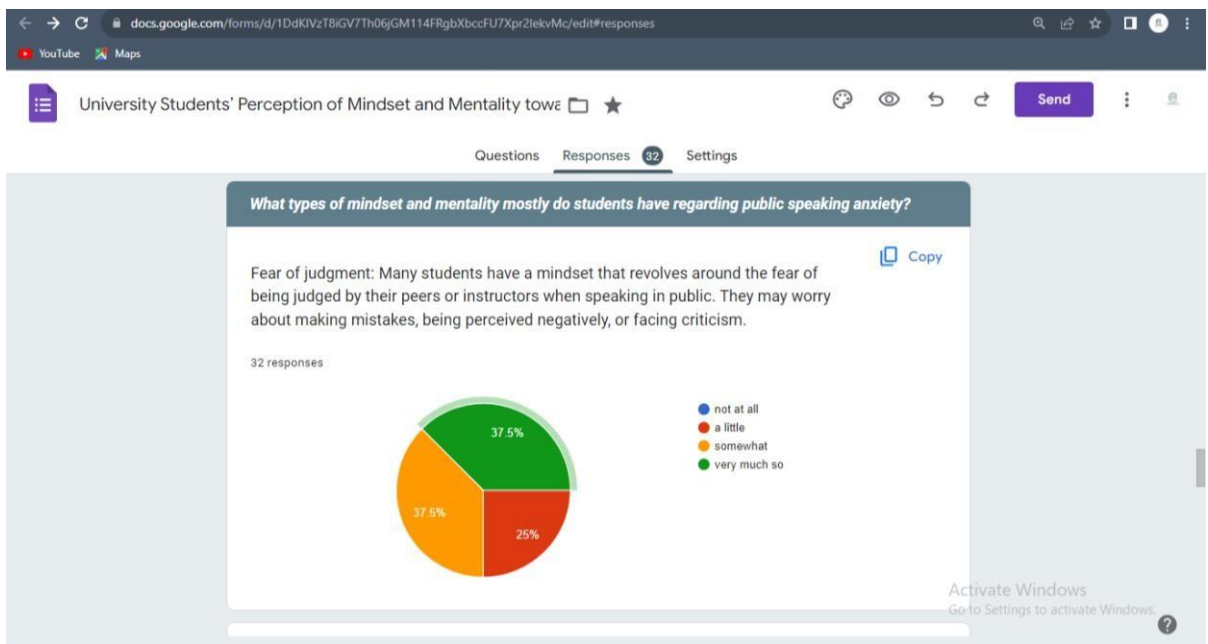
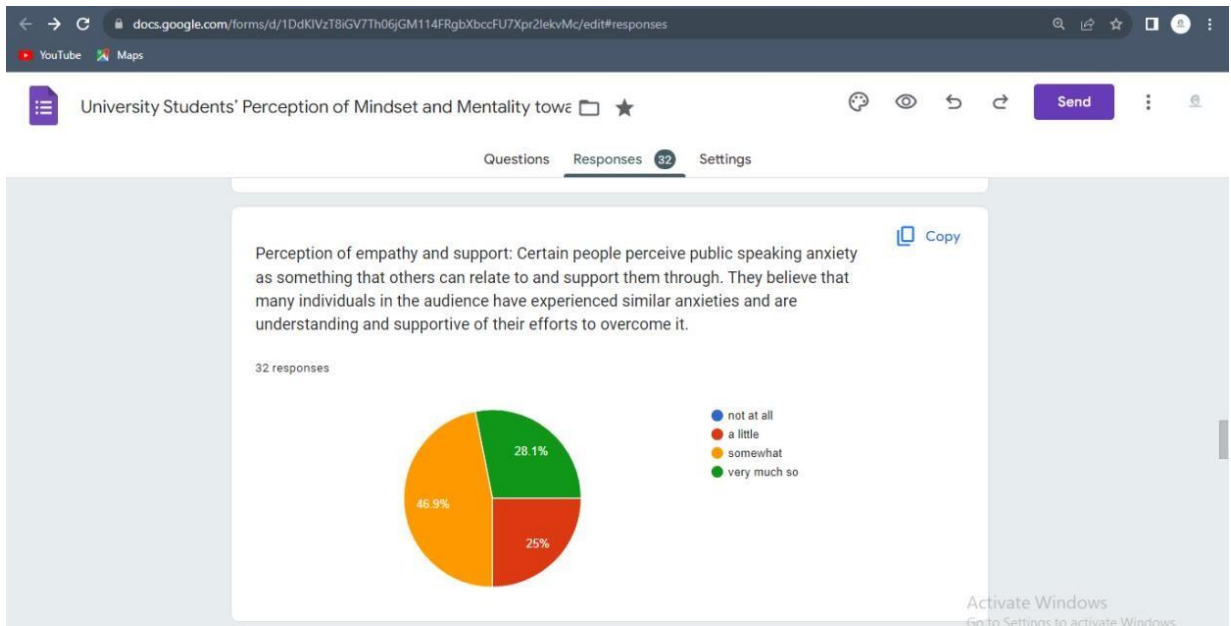
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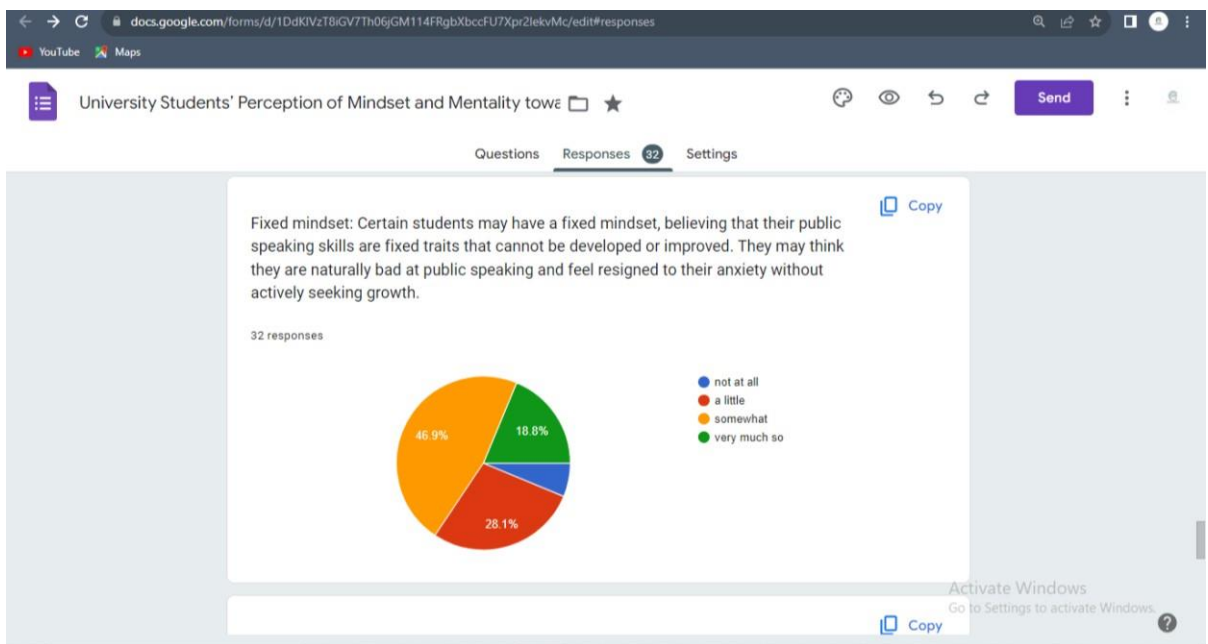
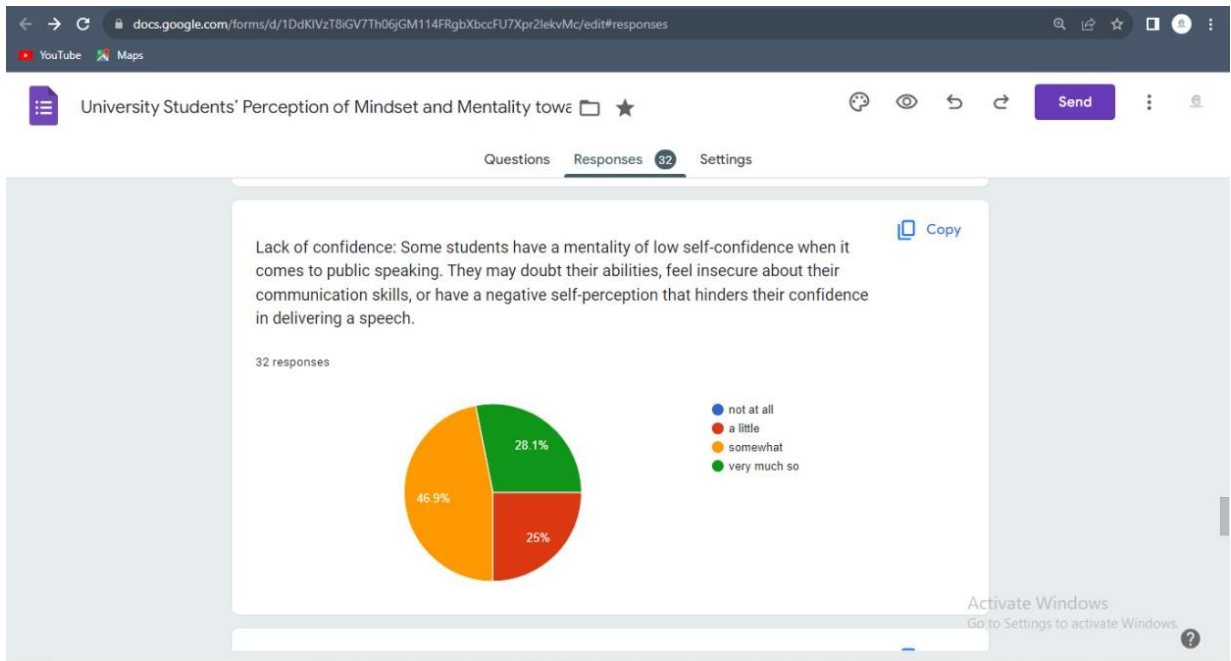
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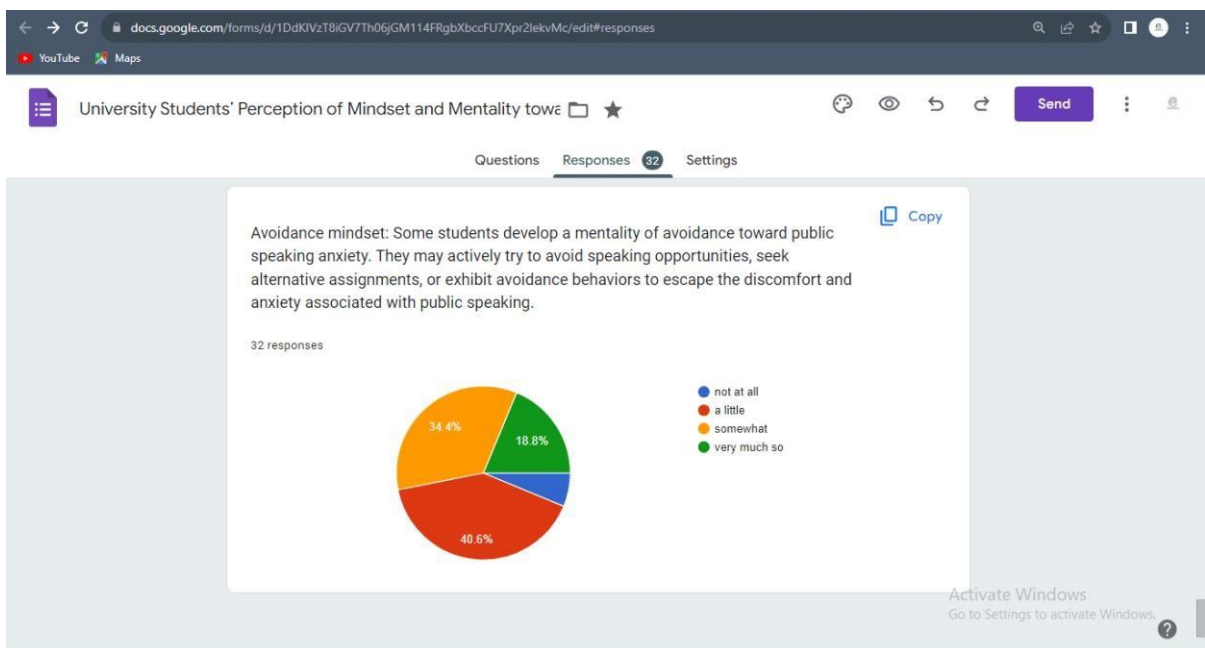
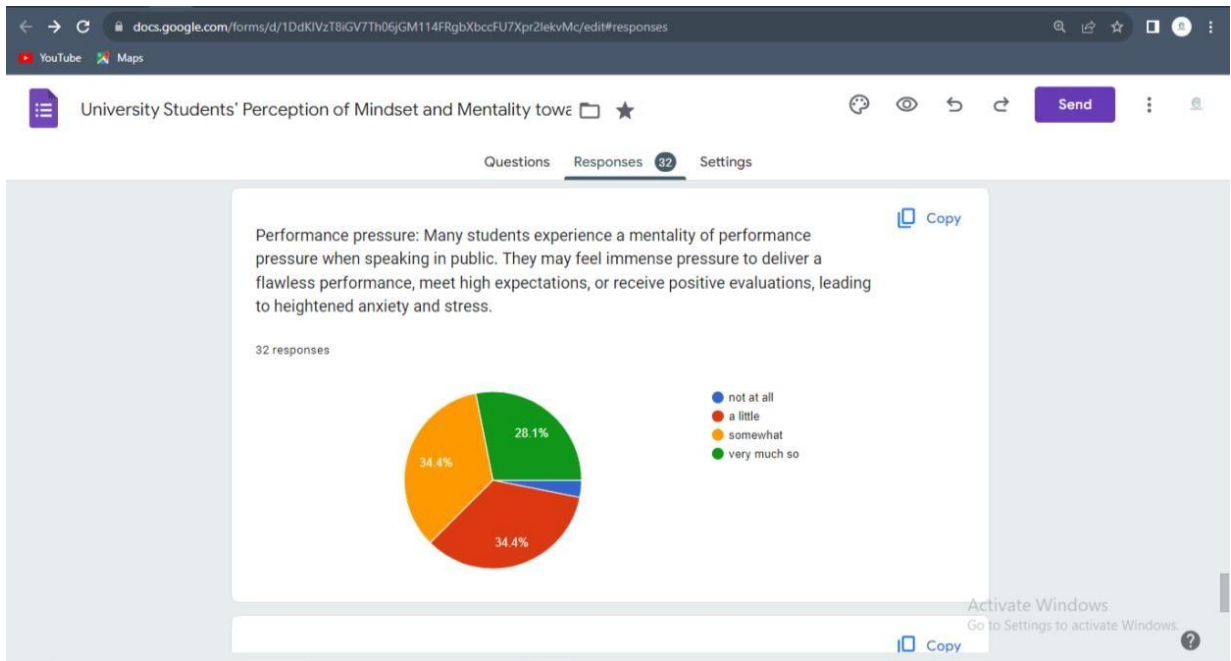












Writer's own experience in coping PSA

As a student and as a budding businessman, I have faced and overcome the challenges of public speaking several times, whether it is during a presentation in front of the class, speaking in front of colleagues at work or other moments that require me to interact or speak in front of the public. This personal experience is the reason why I chose "University students' perception of mindset and mentality towards public speaking anxiety: voices from Indonesia" to be the title of my research. Feelings of nervousness and worry that I will make a mistake or look silly either from outward appearance or poor delivery when delivering a message to audiences always plague me whenever I am faced with a situation that requires me to speak or interact in public. However, I realized that public speaking is an important skill or ability that must be mastered, especially in professions or occupations that require effective and intensive communication such as being a student, businessman or other job that cannot be separated from interaction between one another.

To overcome the negative feelings that I have conveyed earlier, I try to take and try to apply several ways. Firstly, I try to start preparing myself as well as I can. I started preparing as soon as possible to structure my presentation in a concise and clear manner to help me when delivering the material and speaking in public. Collecting data or information that is right on target according to the topic of discussion that will be delivered later in front of the audience who will listen to my delivery, practicing speaking in front of a mirror as often as possible to assess myself and analyse what things still need to be developed and improved and also no less important is to review what has been prepared beforehand properly and correctly so that everything goes at least according to what is expected. As we all know, this method is quite common and is often used by most people to overcome or reduce anxiety that is often experienced. Another way, which I sometimes try is to involve myself in various opportunities to speak in public even though virtually or online. Like talking when there is a Zoom meeting that involves work and college or when having a conversation or discussion on an app that I often use called Clubhouse.

Maybe not many people know what this application that I often use is, Clubhouse is an audio-based social media application that allows users to participate in live conversations and interact with people from all over the world through voice calls. Another advantage that can be obtained is that Clubhouse provides an opportunity for anyone who uses this application to listen to conversations about topics of interest, participate by speaking or asking questions, or even become a speaker. This method is still relatively new to me, but it has helped me a little in overcoming my anxiety in public speaking. The more I engage in such activities, the more I get used to situations that sometimes make me nervous or something like that. I also try to apply breathing techniques to feel more relaxed when I feel nervous. One of the breathing techniques that I often do is deep breathing.

In addition to preparing myself well by preparing a clear presentation structure and also engaging in speaking or interacting activities even virtually. Another way that I need to prepare is to look the best I can from the way I dress and adjust to the theme of the event at hand. After all that was done, the support of my friends and lecturers was invaluable to me. It is not uncommon for me to call my colleagues just to ask them to listen to my delivery regarding the topic of the talk that I will deliver later in public, thus I can get feedback from them and help me to know what things are still lacking and I need to improve afterwards. They can provide positive encouragement and constructive criticism to help me improve my public speaking skills and overcome my nervousness. I also had to realize that no one is perfect and most people make mistakes when speaking and feel nervous when speaking in public.

My personal experience in overcoming public speaking anxiety is very relevant to the thesis topic that I have researched and which I presented to the examiners last week. This thesis explores students' perceptions of mindsets and mentalities related to speaking anxiety when delivering information or material in public. My experience shows that anxiety or nervousness can be overcome by making careful preparations related to the structure of the presentation, regular speaking practice

in front of the mirror, involving yourself through speaking opportunities at online meeting opportunities through online platforms or applications, preparing the best possible appearance and social support from around such as peers, colleagues, lecturers or others who allow to help overcome the anxiety experienced. This thesis has a very important purpose in dealing with the problem of public speaking anxiety, especially for students in Indonesia like me. As we all know, many students in Indonesia still often experience anxiety when speaking in public or even often will refuse if they get the opportunity to speak in public. Having a mentality that is not afraid to make mistakes and has a sense of always wanting to improve is very helpful in dealing with public speaking anxiety. Because having a strong mentality and having a mindset that wants to always develop is needed by anyone in this modern era.

By understanding the mindset and mentality needed to overcome public speaking anxiety, effective steps can be taken to help anyone overcome these challenges. In addition, the results of this study can provide guidance for educational institutions in developing more inclusive learning methods, helping students develop public speaking skills as early as possible. In my thesis, I wanted to answer the recurring question of what factors influence Indonesian students' speaking anxiety and how to mould their mindset towards this challenge or problem. The results of my research can provide additional insights and valuable information for better teaching approaches, which can help students overcome anxiety early on and develop more confident and professional speaking skills to support the smooth running of their studies and future careers. These speaking skills are crucial because they belong to the class of "soft skills", skills or expertise that must and must be mastered by anyone without exception to improve self-quality and ultimately be able to give a good message to the surrounding.

Through my submission this time, it can be seen that by dealing with public speaking anxiety maturely, getting support from friends, colleagues or lecturers and changing mindsets, I and people out there can overcome these obstacles, obstacles and problems that are often faced by students or people who come from

developing and underdeveloped countries. My thesis aims to embrace these experiences, bring together the voices and opinions of students, and help build a more inclusive approach to addressing students' speaking anxiety, especially in Indonesia. In this conclusion, my personal experience in overcoming public speaking anxiety is a strong enough foundation and reason to understand why my thesis entitled "University students' perception of mindset and mentality towards public speaking anxiety: voices from Indonesia" has a deep relevance or connection. Through this research, I hope to provide better guidance for educators or teachers and students in dealing with public speaking challenges, creating a more conducive and supportive environment for the sustainable development of individuals.