

# **PUBLIC SPEAKING ANXIETY IN THE INDONESIAN EFL CONTEXT**

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**Presented to the Department of English Language Education as Partial**

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# APPROVAL SHEET

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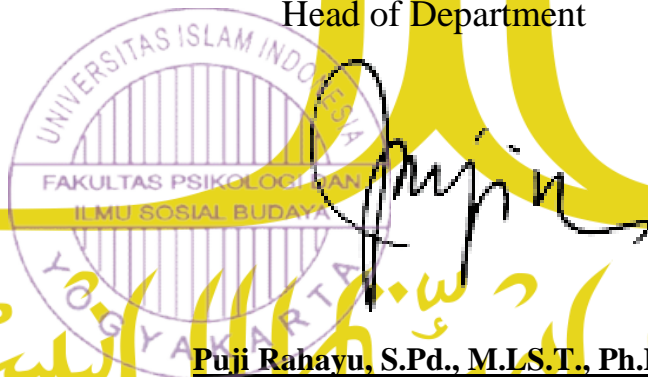
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## **STATEMENT OF WORK'S ORIGINALITY**

I honestly state that I wrote this thesis myself and there is no other work except cited in quotations and references as n scientific paper should

Yogyakarta, 5 Oktober 2022

The Writer



**Anita Dwi Rahmawati**  
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## MOTTO

“Adapt quickly because life goes on”

(Anita)

“Lately, my life isn't easy but it's still worth living and trying”



## DEDICATION

This thesis is dedicated to my parents, who always give advices and support. Also, my other family members, who have accompanied me to take some rest when I was bored. In addition, I dedicate my thesis to my supervisor Ms. Anandayu Suri Ardini who also always patiently provided guidance and support during the process of compiling and finishing this thesis. Most importantly, this thesis is dedicated to myself, who always struggled in writing thesis.



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All that I cannot mention one by one, thank you very much for supporting and embracing me. I hope this thesis will be useful for the readers. However, this research is still far from being perfect, hence any criticisms, ideas, and suggestions for the improvement of my thesis are greatly appreciated

Yogyakarta, 4 Oktober 2022



Anita Dwi Rahmawati



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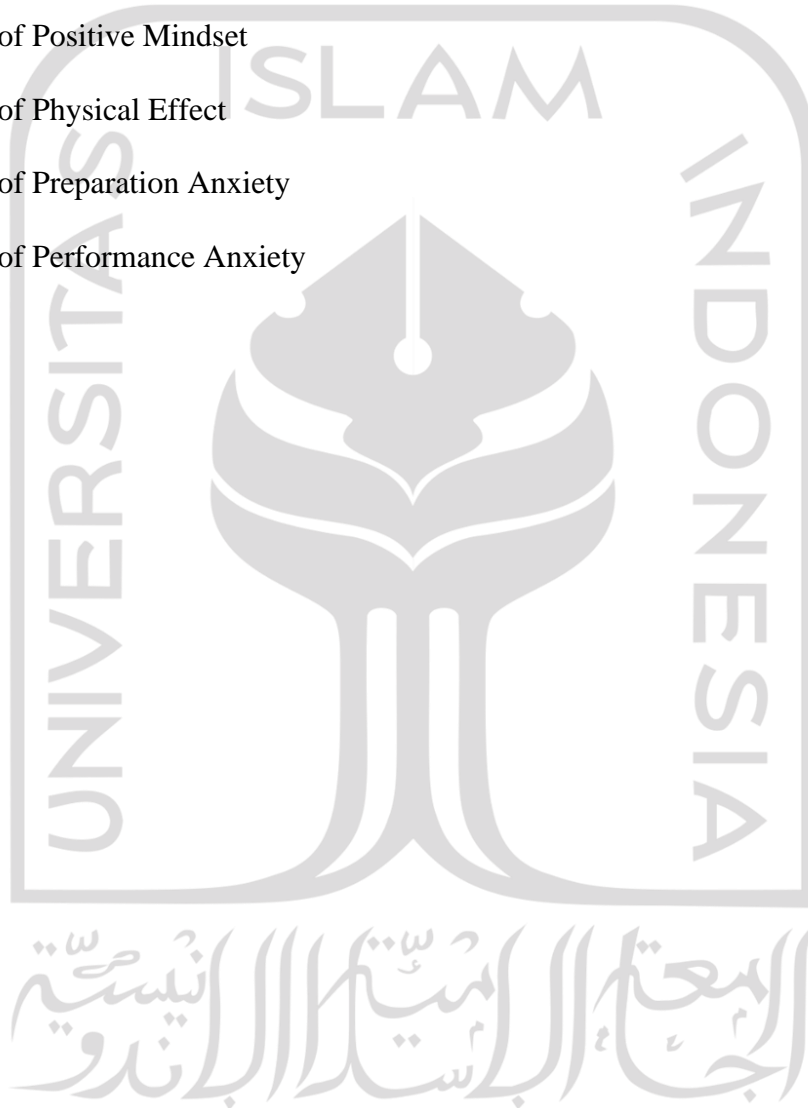
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# Public Speaking Anxiety in the Indonesian EFL Context

By

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## ABSTRACT

The current study aims to describe what dimensions of public speaking anxiety in Indonesian EFL university students. This research was carried out with a quantitative method focusing on survey design. The researcher used the Personal Report of Public Speaking Anxiety (PRPSA) questionnaire which consisted of 25 items. This questionnaire is the result of the factor analysis conducted by Kelsen 2019 on the original PRPSA questionnaire by McCroskey 1997. Positive mindset, physical effect, preparation anxiety, and performance anxiety mentioned as the dimensions of the PRPSA questionnaire by Kelsen 2019. As many as 55 university students contributed to fill out the questionnaire. All participants already have enrolled in public speaking class and had several experiences in delivering public speaking. The result of this study showed that dimensions of physical effects, preparation anxiety and performance anxiety appear when the participants experienced public speaking anxiety. On the other hand, dimension of positive mindset did not appear when the participants felt anxious. This study suggests to the reader who has public speaking anxiety to pay attention to the finding of this study in order for the anxiety can be handled.

*Keyword: Foreign Language learner, Public Speaking Anxiety*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Globally, public speaking is a quite necessary skill for every university student. It is because most activities in university require students to do public speaking (e.g. project presentation, formal speech, FGD, and LDG). Furthermore, Johnson and Szczupakiewicz (1987) revealed data that alumni from five universities in the United States rated public speaking skills (e.g. informative speaking, listening, and handling questions and answers) to be important skills in the workplace. This is strong evidence that university students need to practice their public speaking skills. Oral presentation (in this article will be mentioned as the synonym of public speaking) can be defined as the act of talking to an audience to inform, persuade, and/or entertain (Sullivan, 2009: 425). Besides, in this study, public speaking refers to an activity that needs preparation for material such as PowerPoint slides, and the individual or students standing in front of the class to present the material or talk about a specific topic. This mode of communication tends to be unidirectional, semi-formal, and it has specific language (e.g. intonation) and non-language-related (e.g. body language) features (Guest, 2018). Those several characteristics or criteria require extra effort and preparation from the students who will do presentations or public speaking. In addition, they also have to speak in front of various types of audiences. This is why public speaking activities are susceptible to make students experience stress when performing, and even during preparation. The pressured feeling is well known as speaking anxiety.

The pressure to speak in public is bigger for Indonesian EFL students. This happens because English is not the first language. This opinion is supported by Cagatay (2015) who

revealed that Turkish State University's students as EFL students have a moderate level of FLSA (Foreign Language Speaking Anxiety). Previous researchers have found that students' fear of making errors and mistakes when delivering a speech and also getting feedback from the expert or teacher can increase anxiety levels (Horwitz et al., 1986). These presumptions often arose in EFL students' thoughts before they do a speech.

Rajitha and Alamelu (2020) stated that speaking anxiety is caused by two factors; external factors and internal factors. The external factors are lack of English knowledge, grammar, pronunciation, and also peer factors. This is in line with Suleimenova (2013) who stated that low proficiency in English could make students nervous when having to speak in public. Therefore, lack of ability in English has always been proven to be the main external factor that triggers a speaker to experience speaking anxiety, especially when the speech is done in public. On the other hand, several researchers have found the internal factors which cause speaking anxiety. Kalra and Siribud (2020) found that students who have high ambitions to speak fluently in English like native speakers have a high potential to experience English speaking anxiety. That ambition gives pressure on students to speak correctly in English. Even people who already have experience delivering a speech in front of audiences still felt speaking anxiety when starting their speech (Allen et al., 1989). To get a clearer understanding, speaking in public will make the speaker feels unstable emotionally. However, Kelsen (2019) found that a positive attitude can prevent speaking anxiety arisen when students delivered a speech. This is where the lecturer has an important role in helping the students get the motivation to build a great attitude. should assist students to make sure that students can maintain their confidence and effort to prepare for the performance.

This study will focus on public speaking anxiety in Indonesian university students. This study is also limited to participants who have several experienced in delivering a speech in

class. Even though public speaking anxiety has been saturated to discuss, this topic will always give society many new perspectives. Especially in the context of Indonesian students who learning English is not a top priority. Thus, the ability to speak English is also not fluent enough and in the end, it makes the speaker feel less confident when performing a speech. This article ends with data for greater emphasis on factors that can trigger the emergence of public speaking anxiety in higher education.

### **1.2 Identification of The Problem**

Based on the background of the study described above, several problems can be identified as follows:

1. Speaking English in public often causes anxiety in speakers, especially for EFL learners.
2. There is an external factor such as a lack of ability in speaking English and an internal factor such as a fear of making mistakes and getting negative feedback from others that make EFL learners experience public speaking anxiety.

### **1.3 Limitation of The Problem**

This study is limited to participants who are currently EFL university students and have several experiences in delivering speeches in front of the class.

### **1.4 Formulation of The Problem**

The researcher formulates the problem in this research in the form of the following questions:

How are the dimensions of public speaking anxiety of EFL university students?

### **1.5 Objectives of The Study**

The objective of this study is to describe the dimensions of public speaking anxiety in Indonesian EFL university students.

## 1.6 Significance of The Study

The result of this study can contribute empirically to the public speaking anxiety literature, especially in the context of EFL learners. This study provides information related to dimensions of public speaking anxiety that occurs when delivering a speech. Therefore, it is hoped that in practice, the results of this study can be a reference for students or lecturers to minimize the anxiety in public speaking.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Public Speaking Anxiety and Foreign Language Speaking Anxiety

Public Speaking Anxiety (PSA) is one type of social anxiety (Clevenger, 1984) that can be defined person's level of fear or anxiety associated with communication in front of audiences (MacIntyre et al., 1997). Public speaking is one of the most forms of communication which trigger anxiety (Dwyer and Davidson, 2012). Bodie (2010) conducted research on focusing situational anxiety and the result showed that speaking anxiety could arise when someone is asked to speak in class. Reinforced by Suleimenova (2013) reported that some students felt anxious when teachers used random selection. In other words, being called out to the board triggered anxiety among students. Therefore, public speaking anxiety can be understood as a person's maladaptive reaction at a certain time because of social pressure that impacts public speaking ability. Anxious speakers will experience decreased information processing abilities, dread, nervousness, and try to escape from the situation (Schwarzer, 1986). Public speaking anxiety can be detected in several ways. MacIntyre and MacDonald (1998) already mentioned cognitive, affective, and behavioral reactions were shown as anxiety reactions. While Kelsen (2019) conducted research to find factors that make public speaking anxiety arises. There are four factors that were found; positive mindset, physical effect, preparation anxiety, and performing anxiety. These factors will lead the researcher to find the final result of this study.

For EFL (English as Foreign Language) students, speaking is considered one of the most challenging skills to learn. The previous study conveyed that activities such as open discussion and oral presentation highly induce anxiety in students (Tanveer, 2007). The anxiety often arises because the classroom situation becomes more formal and stressful during the speaking

section. On the other hand, the students used to doubt their abilities in using English as their language communication. These students commonly have linguistic problems such as being stuck in grammar and vocabulary, difficulty making complex sentences, and also encounter pronunciation problems (Gan, 2013). Speaking English becomes more difficult when EFL learners have a mother tongue that is much different from English in phonology or sentence structure. Wong et al (2019) found the impact of L1 Cantonese background knowledge on English speaking competence. People will always try to translate word by word from Cantonese to English and they often use Cantonese to think while they are speaking English at the same time. This makes EFL learners stutter when speaking in English and end up feeling anxious about their performance.

Beyond the technical issues, Phongsa et al (2017) mentioned peer pressure and lack of support from the teacher in the learning can lead EFL students to experience speaking anxiety. Alwi and Sidhu (2013) found that confidence affects in delivering an oral presentation. It was stated that the students as the respondents admitted that they still needed guidance from the lecturer on improving their delivery skills. Therefore, it is clear to state that mental conditions can also contribute to the emergence of speaking anxiety in someone. To convince, other scholars have also proven the relationship between mental state and speaking anxiety. Shi et al (2015) concluded that negative self-talk can be a predictor of speaking anxiety. Motivation to perform better also comes into play to trigger speaking anxiety, people with low motivation will not do their best in preparation for their performance (Matsuda and Gobel, 2004). All this previous research shows that actually self-perception itself makes individuals feel anxious before performing and ultimately affects the ability to speak English in public.

All of the triggers of public speaking anxiety that have been discussed previously have a relationship with the position of English in the social construct of EFL learners. The EFL

learners use English as a language communication only in certain situations and it is not a basic activity or condition of their life. In effect, communicating in English is a challenge for EFL learners yet many of them manage to score high on every written English exam. This is supported by the finding of Horwitz et al (1986) that adult EFL learners are very good at thinking and generating ideas but will stutter when they have to voice them. In addition, He (2013) stated assessment in language classrooms leads the EFL learners to feel anxious since their language skills will be assessed while they are still practicing it. Aside from that, Dewaele et al (2008) found that the frequency of using language also affects the low level of foreign language anxiety. The more often people practice the target language in daily conversation, the lower the chance for them to experience language anxiety.

There have been many studies that discuss foreign language anxiety, especially in speaking skills. He (2013) found three prominent factors which lead Chinese learners to experience Foreign Language Speaking Anxiety (FLSA). They are speaking unfamiliar topics in a foreign language (e.g. English), afraid of being tested orally, and thinking for a while before starting to speak in English. In line with Yalcin and Incecay (2014) who found unpreparedness increases students' level of anxiety. This is what causes many EFL students to not talk much in spontaneous speaking activities. As a solution, Cagatay (2015) suggests that teachers can motivate students to take the opportunity to have a meaningful authentic conversation with native speakers through international programs.

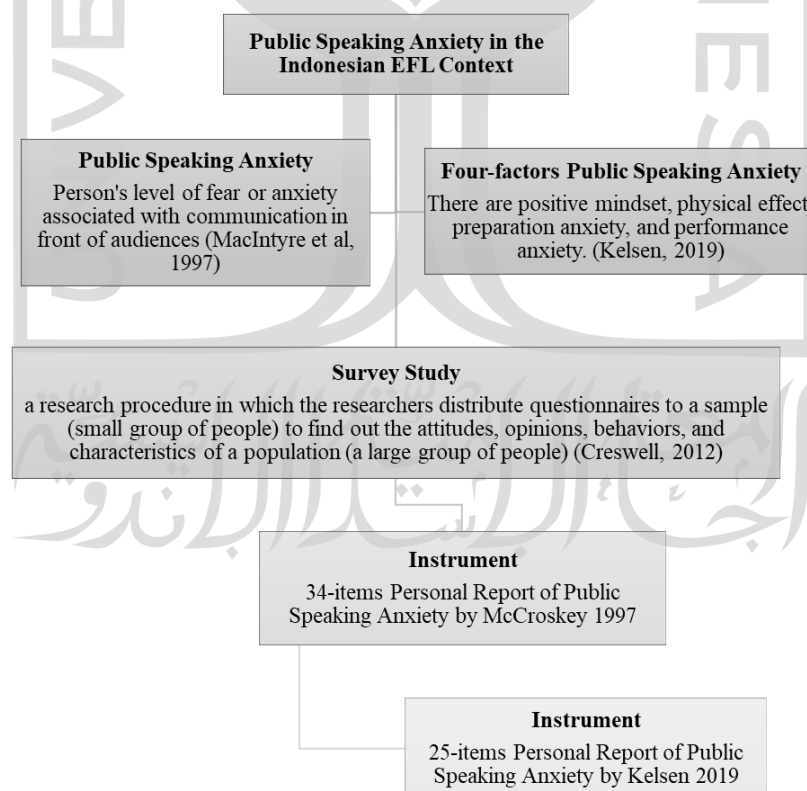
Taking into account the exposure of several researchers related to public speaking anxiety and foreign language anxiety, there is a connection between these two terms that arise. The EFL learners have a greater chance of experiencing public speaking anxiety than others who have learned English since childhood. The EFL students have many limitations in speaking English, they are still learning it but at the same time, they need to take a test for academic

reasons. The unfamiliar topics, lack of vocabulary, and few opportunities to practice every day can lead the EFL learners to feel anxious when asked to perform speaking. Fear of making mistakes because they are not fluent enough in English as a foreign language can increase public speaking anxiety among EFL learners.

## 2.2 Conceptual Framework

The framework guiding this research is that public speaking anxiety can be defined as a Person's level of fear or anxiety associated with communication in front of audiences (MacIntyre et al, 1997). In addition, Kelsen (2019) mentioned that there are four factors that can trigger public speaking anxiety: positive mindset, physical effect, preparation anxiety, and performance anxiety. To describe what dimensions of public speaking anxiety this study chose a survey study to conduct research (Creswell, 2012: 21)

**Figure 1 Conceptual Framework**



# CHAPTER III

## RESEARCH METHODOLOGY

### 3.1 Research Design

This research was conducted with a quantitative method focusing on a survey to gain data. This research aimed to determine public speaking anxiety factors. Creswell (2012) stated that survey design is a research procedure in which the researchers distribute questionnaires to a sample (small group of people) to find out the attitudes, opinions, behaviors, and characteristics of a population (a large group of people).

### 3.2 Population and Sample

In this study, the population is 126 Indonesian university students. Then the researcher did a convenience sampling technique to select the sample. The availability at a given time and the willingness to participate become the reason why the researcher chose this sampling technique. The criteria for participants in this research is students who have enrolled the public speaking class. There were 55 students as the sample who were involved to fill out the questionnaire. All participants were fourth-semester university students from a private university in Yogyakarta who take an English language education department. The students have delivered several speeches in front of the class during public speaking class. They have to fill out the questionnaire honestly according to their experience of giving several speeches.

### 3.3 Data Collecting Technique

#### 3.3.1 Instrument

According to Creswell (2012), an instrument is a tool used by researchers to obtain data in order to make research easier and the results better. The researcher chose the adaptation of the Personal Report of Public Speaking Anxiety (PRPSA) questionnaire

version from Kelsen (2019) which consisted of 25 questions. The 25-item questionnaire was adapted from the original PRPSA by McCroskey 1970 with 34 questions. The questionnaire has four factors that are extracted from the whole question; positive mindset, physical effect, preparation anxiety, and performance anxiety.

***Table 1 Four factors of Personal Report Public Speaking Anxiety***

<b>No.</b>	<b>Domain</b>	<b>Number of Items</b>	<b>Item Number</b>
1.	Positive Mindset	8	3,6,7,9,11,12,13,17
2.	Physical Effect	5	15,16,18,23,24
3.	Preparation Anxiety	7	1,2,4,5,8,10,19
4.	Performance Anxiety	5	14,20,21,22,25

This instrument used 5 points of the Likert scale from 1 (strongly disagree to 5 points) for each item. In this study, researchers used the score indicators to help interpret the results of the average score on each question. Positive statements and negative statements that are in the questionnaire have opposite score indicators.

***Table 2 Likert Scale of PRPSA Questionnaire***

<b>Scale</b>	<b>Meaning</b>
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

### 3.3.2 Validity and Reliability

According to Creswell (2012) validity is the development of sound evidence to demonstrate that the test interpretation matches its proposed use. Meanwhile, reliability means that scores from the questionnaire as an instrument are reliable and persistent. In this study, the validity test taken is content validity. The researcher consulted the instrument with the supervisor. In the previous research, the questionnaire has been tested for validity by construct validity. The previous researcher did a factor analysis to get the 25 items that used in current research. Besides, the researcher did a reliability test on the entire questionnaire statements. This test aims to ensure that the questionnaire has consistent results after being used by several respondents. As listed in *Table 3*, Cronbach's alpha of the questionnaire showed a big number of 0,913. From the result number of this reliability test, the questionnaire is consistent with being used many times.

***Table 3 Reliability Test***

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of items
.913	25

Besides looking for Cronbach's alpha of all statements on the questionnaire, the researcher also conducted a group reliability test based on the factor domain. Each Cronbach alpha value of the positive mindset, physical effect, preparation anxiety, and performance anxiety domain is 0,849, 0,865, 0,802, and 0,758.

***Table 4 Reliability test of the Dimensions***

<b>Dimensions</b>	<b>N of items</b>	<b>Cronbach's Alpha</b>
Positive Mindset	8	<u>.849</u>
Physical Effect	5	<u>.865</u>
Preparation Anxiety	7	<u>.802</u>
Performance Anxiety	5	<u>.758</u>

### **3.4 Data Analysis Techniques**

This study was managed with a quantitative analysis method, particularly a simple survey. After reviewing the questionnaire, the researcher translated the whole statement into Bahasa Indonesia and make it into form format with the help of Google Form. Then, the questionnaire was distributed to the participants. After participants completed the questionnaire, the researcher tidied up the data obtained into Microsoft Excel which would then be input into SPSS 26. Before looking for the Standard Deviation and Mean, the data have been tested for reliability first.



## CHAPTER IV

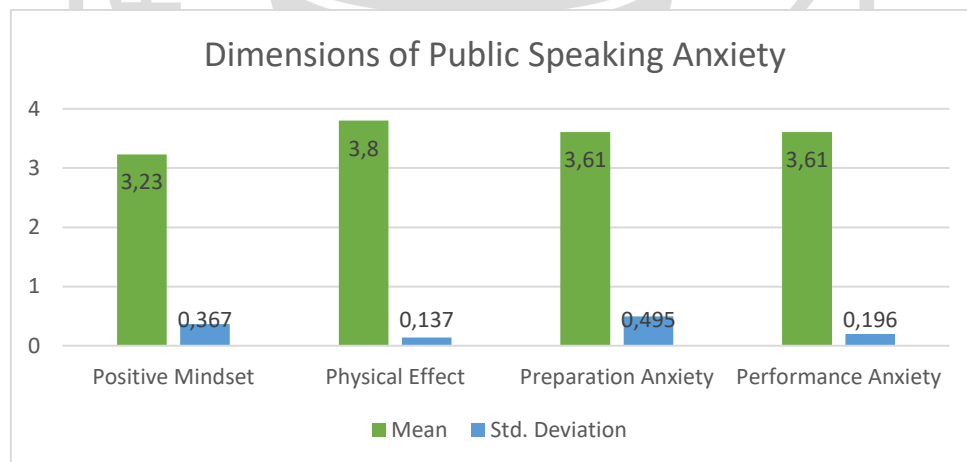
### FINDING AND DISCUSSION

#### 4.1 Findings

##### 4.1.1 Overall finding

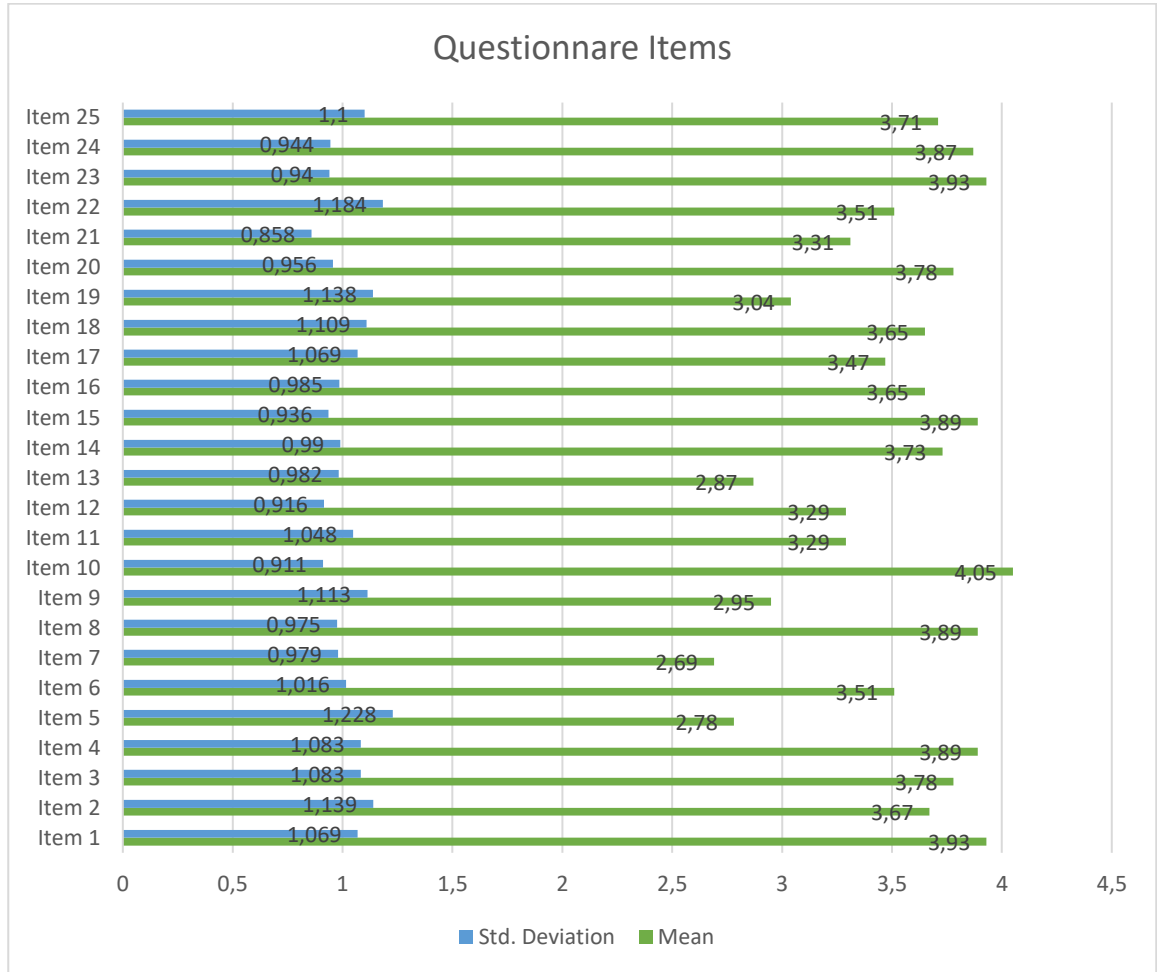
To obtain data in this study, the researcher used an adaptation questionnaire from Personal Report of Public Speaking Anxiety by McCroskey 1970 which consisted of 25 statements with 5 points of Likert scale. The questionnaire consists of four dimensions; positive mindset, physical effect, preparation effects, and performance anxiety. This all dimensions will be used to describe public speaking anxiety of english language education department students.

*Figure 2 Dimensions of Public Speaking Anxiety in University Students*



Based on **Figure 2**, the highest score is physical effect which get a mean score ( $M=3.8$ ) and standard deviation ( $SD=0.137$ ) and the lowest score is positive mindset with a mean ( $M=3.23$ ) and standard deviation ( $SD=0.367$ ). From the comparison diagram, it can be concluded that the anxiety of the participants appears a lot in the dimensions of physical effect. While on positive mindset dimension is not so manifested by participants' anxiety.

**Figure 3** Result of Each Items

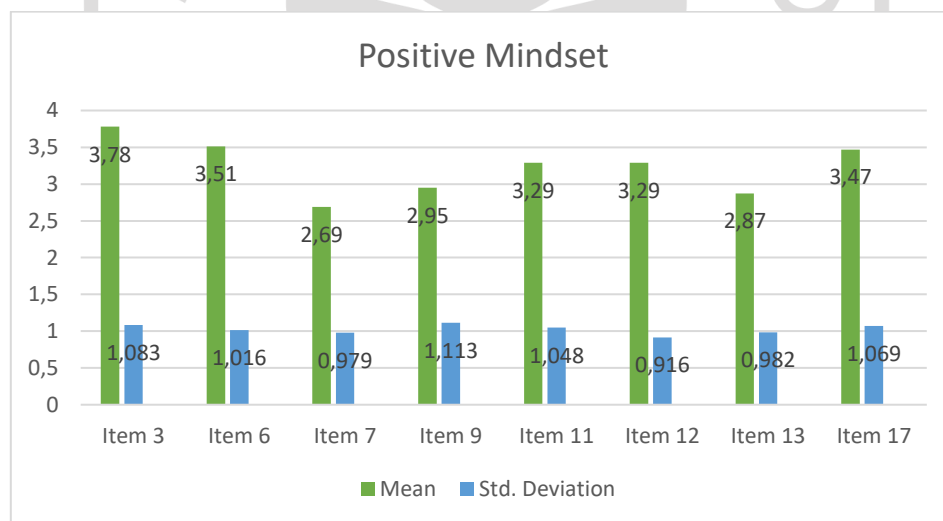


The next analysis was finding the mean and standard deviation of each item. **Figure 3** show that most of the respondents feel worried when they asked about something unfamiliar. It means almost all respondents could not control their emotions when getting an unpredictable situation. It was validated with a high mean score in statement 10 which is “*I get anxious if someone asks me something about my topic that I don’t know*” of 4.05. In contrast, the lowest mean score was 2.69 and it refers to statement 7 which is “*I look forward to giving a speech*” This statement tells that most of the respondents did not wait for moment when they have to deliver speech. It means almost all respondents were not really excited about the practice of public speaking.

### 4.1.2 Positive Mindset

As mentioned in the previous chapter, there are four dimensions contained in the questionnaire. The first dimension is about a positive mindset of the respondents and 8 statements are included in this factor. They are statements number 3, 6, 17, 11, 12, 9, 13, and 7. In this factor, the data shows that the respondent has a pleasant experience after delivering the speech. In contrast, they are not really waiting for the moment when they must give a speech. This can be seen in **Figure 4**, statement number 3 which is, “*Right after giving a speech I feel that I have had a pleasant experience*” gets the highest mean score of 3.78 while “*I look forward to giving a speech.*” which is statement number 7 gets the lowest mean score of 2.69.

**Figure 4** Result of Positive Mindset

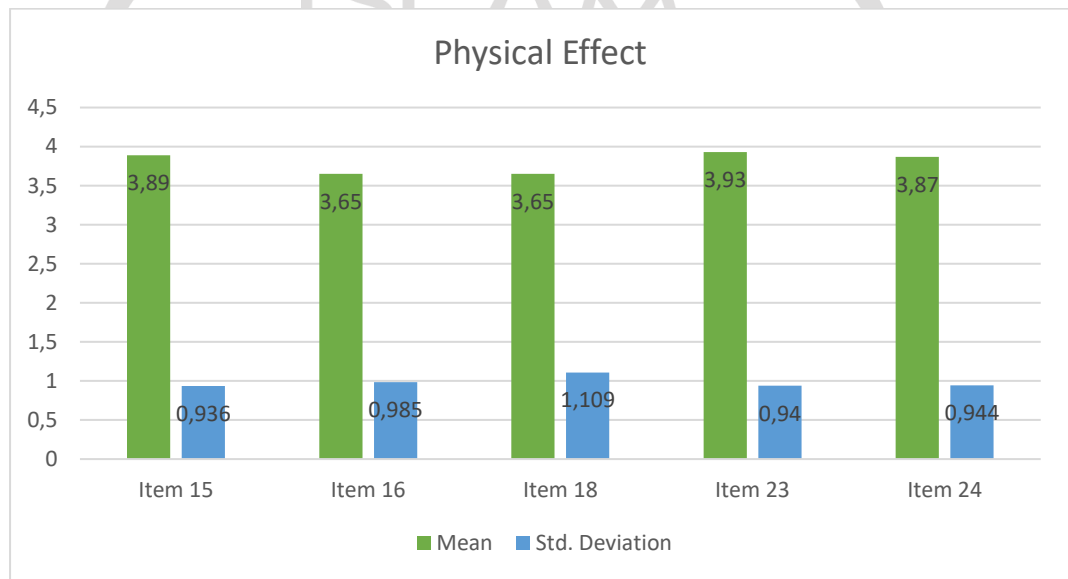


### 4.1.3 PHYSICAL EFFECT

Continue to the second factor, which is the physical effect. The factor consists of 5 statements from number 15, 16, 18, 23, and 24. All statements discuss how a person physically responds to public speech activities that the respondent does. On this factor, the researchers found that the respondents experienced fast heartbeat while delivering the speech. The respondents could not relax while giving a speech. It was proven by the

highest mean score falling on statement number 23, which is “*My heart beats very fast while I present a speech*”. Then, statement number 16, which is “*Certain parts of my body feel very tense and rigid while giving a speech*” gets the lowest mean score of 3.65. The low score indicates that students were not really show physical reaction such as body tension and rigidity during their speech.

**Figure 5** Result of Physical Effect

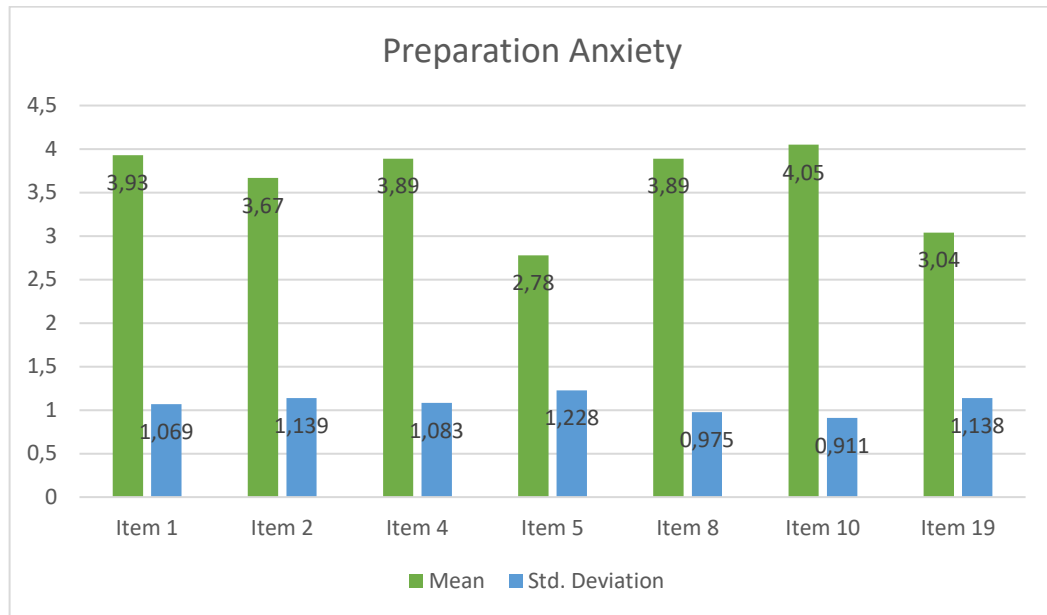


#### 4.1.4 PREPARATION ANXIETY

The next factor is the preparation anxiety factor which consists of 7 statements. As mentioned in **Figure 6**, statements number 1, 2, 4, 5, 8, 10, and 19 include in factor 3. Through the result of factor 3, the respondent was identified become anxious when they received questions about their topic that they did not know from the audience. This is supported by the highest mean score in statement number 10 which is “*I get anxious if someone asks me something about my topic that I don’t know*” of 4.05. On the other hand, most respondents were also afraid if they have to speech in front of the class. This is shown in statement number 5 which is “*I have no fear of giving a speech*” which got the lowest mean score of 2.78. Based on the highest and lowest statements, it can be

concluded that in the preparation stage, public speaking anxiety in participants has appeared.

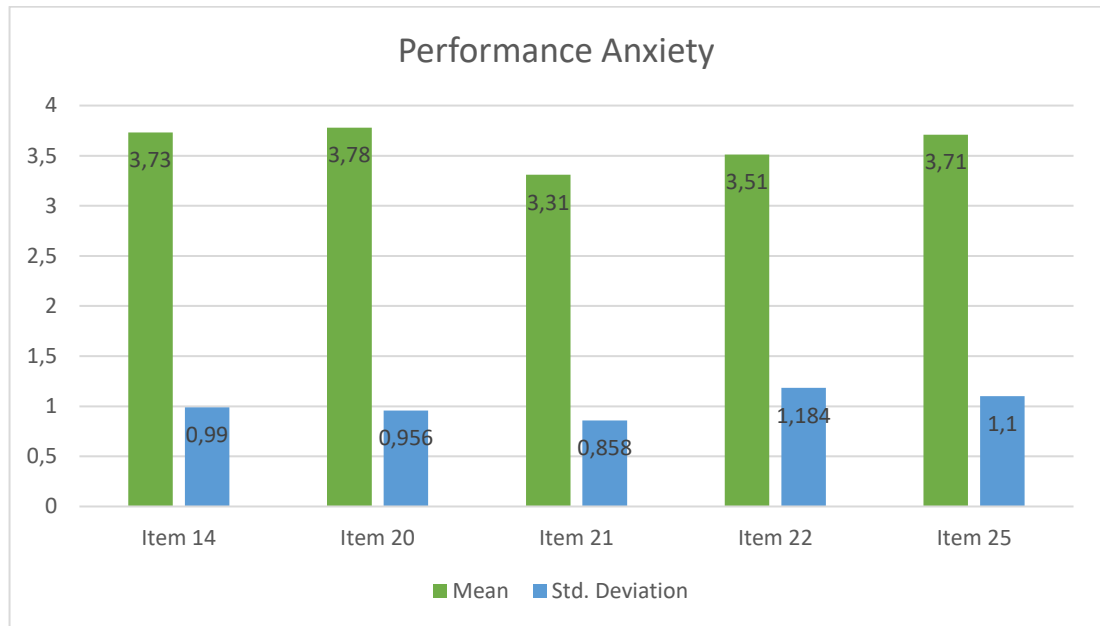
**Figure 6** Result of Preparation Anxiety



#### 4.1.5 PERFORMANCE ANXIETY

The last factor is performance anxiety which has 5 statements. The statement numbers 14, 20, 21, 22, and 25 include this factor. As mentioned in **Figure 7**, statement number 20 which is “*When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.*” gets the highest mean score of 3.78. It represents that most respondents got distraction after making a mistake and they had difficulty to concentrate on the next part of the speech. Furthermore, statement number 21 which is “*During an important speech I experience a feeling of helplessness building up inside me.*” gets the lowest mean score of 3.31. It has meaning that the respondent still found themselves helpless when they must speak on important occasions. In this factor, there is no significant difference in the mean score among the statements. They still found their anxiety while performing the speech.

**Figure 7** Result of Performance Anxiety



## 4.2 DISCUSSION

Public speaking anxiety sometimes appears with different signs for each individual. In this research, there are positive mindset, physical effect, preparation anxiety, and performance anxiety as the dimensions that can describe the speaking anxiety. Physical effect appears as the most dominant dimension appears as a real form of speaking anxiety. Nevertheless, when viewed from the results of the comparison between all dimensions, there are three dimensions that have scores which the differences are not too significant. They are physical effect, preparation anxiety, and performance anxiety. This means that the anxiety of the participants appears in many aspects except for the positive mindset. The participants could not really keep their mind too positive because they have already distracted by the anxiety.

For some people, having a positive mindset is an advantageous thing. With positive thinking, a person gets encouragement or suggestions that good things will happen in the future. Thus, it keeps individuals giving their best in everything they are doing. As well as the findings in this study, the researcher got the information from the data that the participants had a pleasant

feeling after delivering the speech. Even though these participants actually did not expect or look forward to opportunities to give a speech in public because of their speaking anxiety. However, they could control the anxiety immediately and it makes their emotions slowly settle down when start giving a speech. The participant also did not really feel tension and stress again while giving a speech because they tried to do the speech with confidence. To compare, Marinho et al (2017) found an association between students with negative self-perceptions of their voice and public-speaking fear. The negative self-perceptions of voice can be interpreted as a negative mindset that speakers have before delivering a speech that makes them anxious when delivering a speech in public. This kind of anxiety is only in the speaker's head which eventually makes them claim that their performance will be bad. Thus, they did not do anything to overcome their speaking anxiety because they already believed that their performance was bad.

Speaking anxiety sometimes has a quite visible effect on the physical condition of the speaker. The researcher processed the participant's answers which related to this physical effect. The data shows that participants feel physical responses when they are anxious while giving a speech. They experienced fast breathing and heartbeat and slowly felt anxiety just before or even when starting the speech. In addition, participants also felt tense in some parts of the body and became a bit rigid while delivering a speech. Surprisingly, a fast heartbeat still continues during their speech. With the variety of physical responses has been mentioned, almost all participants felt it and each individual could show a different physical response. This can be seen from the average mean number which is not significantly different. A similar thing was also found by Grieve (2021) in undergraduate and postgraduate students who had a fear of speaking. Most of them feel physical symptoms such as blushing, dry throat, and sweaty hands. This indicates that it is very natural when there is a physical response in people who experience

public speaking anxiety. Especially in the context of this study, which involved undergraduate students, who in fact were still at the stage of learning to speak in public. Therefore, the physical response that appears to the participants is still very reasonable and understandable because it does not interfere with their performance too much.

A similar thing happened when the participants were in the preparation phase. The participants have experienced the anxiety when preparing for their speaking performances. They felt fear but not excessively when the lecturer gives a speech assignment. They also felt anxious when thinking about the upcoming speech. Nevertheless, some participants tried to relax and enjoy an hour before they speak. This continues until the participants performed. They eventually found themselves in a helpless situation during the speech and then forgot some points of the speech. They even have trouble sleeping the night before they performed. Nevertheless, it was manageable and they immediately tried to concentrate on continuing the next part. Koçak (2010) conducted interviews with students who felt anxiety and did not feel anxiety. The result showed that 10% of total students felt anxious and became ashamed when they have to speak in public because of afraid making mistakes. Then, 5% of them were also blushing and started trembling when the audience paid attention to the students. This can be concluded that the anxiety felt by the participants in this study was still quite normal. The nervousness and fear they felt only occur at the beginning of the speech because they have not done the speech itself. The participants did not know what will happen to their speech thus they make several scenarios in their brains that sometimes tend to be negative. It all can drive participants to be anxious excessively in the beginning part. Whereas, the participants were actually still able to finish their speech even though small errors occurred in the middle of the speech.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study aims to describe the dimensions of public speaking anxiety in university students when delivering a speech. According to the explanation of the result in the previous chapter, the researcher found several answers regarding what aspects or dimensions are the real forms of public speaking anxiety. The participants' speaking anxiety appeared on the dimension of physical effect, preparation anxiety, and performance anxiety. They experienced fast breathing and heartbeat and slowly felt anxiety just before or during when starting the speech. Even when the participants knew announcement that they have to deliver a speech, the fear has arisen. On the other hand, dimension of positive mindset did not really appear when the participants felt speaking anxiety.

#### **5.2 Suggestion**

The current study shows that there are several dimensions that appear when people experienced anxiety. However, the data collection in this study was carried out based on the participants' overall speech experiences while in public speaking class. Therefore, the researcher suggests further research is conducted in a more specific setting such as, in a certain evaluated presentation. In addition, the researcher also suggests to the reader who has public speaking anxiety to pay attention to the finding of this study. Therefore, they can minimize the anxiety appear in many ways or at least it can be handled and not excessively appear

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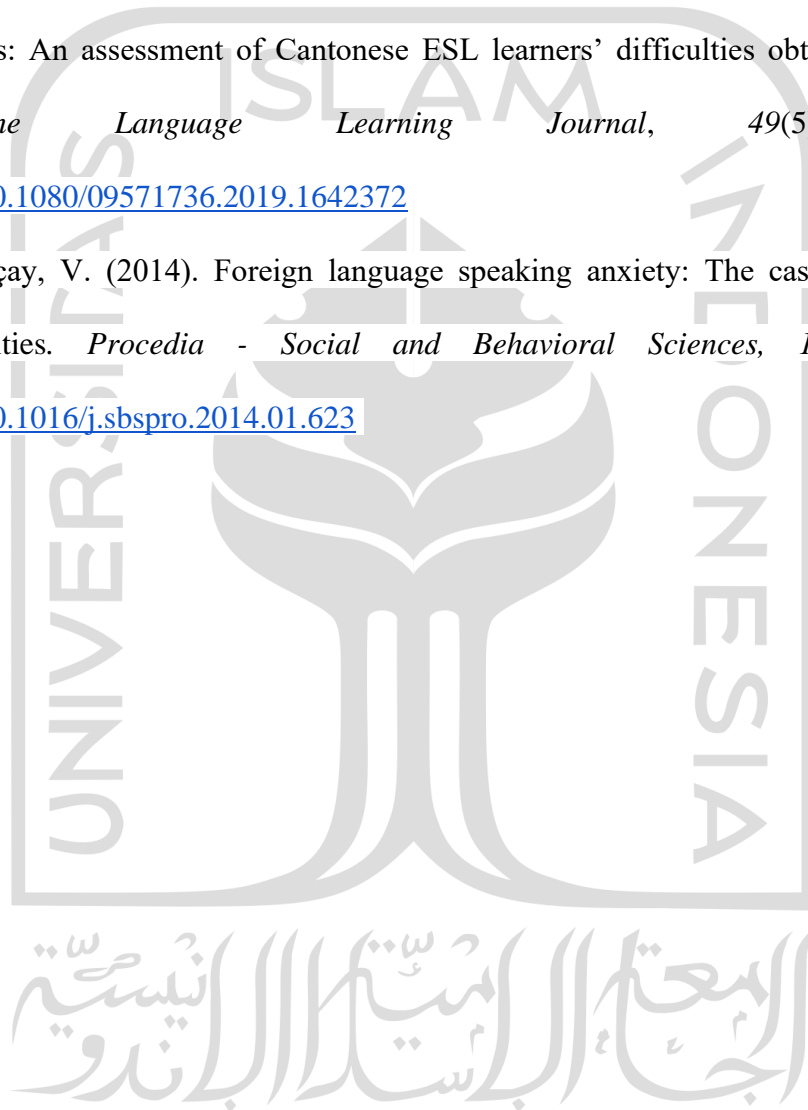
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## APPENDIX 1

### Questionnaire of Personal Report of Public Speaking Anxiety (PRPSA)

#### English Version of Personal Report of Public Speaking Anxiety

Kelsen (2019)

**Directions:** Below are 25 statements that people sometimes make about themselves. Please indicate whether you believe each information applies to you by marking: **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.	Right after giving a speech, I feel that I have had a pleasant experience.
4.	I get anxious when I think about a speech coming up.
5.	I have no fear of giving a speech.
6.	Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
7.	I look forward to giving a speech.
8.	When the instructor announces a speaking assignment in class, I can feel myself getting tense.
9.	I enjoy preparing for a speech.
10.	I get anxious if someone asks me something about my topic that I don't know.
11.	I face the prospect of giving a speech with confidence.
12.	I feel that I am in complete possession of myself while giving a speech.
13.	My mind is clear when giving a speech.
14.	I perspire just before starting a speech.
15.	My heart beats very fast just as I start a speech.

16.	Certain parts of my body feel very tense and rigid while giving a speech.
17.	While giving a speech, I know I can control my feelings of tension and stress.
18.	I breathe faster just before starting a speech.
19.	I feel comfortable and relaxed in the hour or so just before giving a speech.
20.	When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
21.	During an important speech I experience a feeling of helplessness building up inside me.
22.	I have trouble falling asleep the night before a speech.
23.	My heart beats very fast while I present a speech.
24.	I feel anxious while waiting to give my speech.
25.	While giving a speech, I get so nervous I forget facts I really know.

