



STUDENTS' LEARNING EXPERIENCES IN PUBLIC SPEAKING: CHALLENGES AND STRATEGIES

Nur Hidayah

Universitas Islam Negeri KH. Aburrahman Wahid Pekalongan
nurhidd102@gmail.com,

Dewi Puspitasari

Universitas Islam Negeri KH. Aburrahman Wahid Pekalongan
dewi.puspitasari@uingusdur.ac.id

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Abstract: This study seeks to explore the levels of self-assurance exhibited by students when engaged in public speaking following their participation in public speaking courses. The primary research questions addressed in this study are as follows: (1) What is the degree of self-confidence observed in students after completing the public speaking course? and (2) What are the difficulties encountered by students, and how do they navigate these challenges? The research employs a narrative approach, gathering data through interviews conducted with five students who have undergone public speaking courses. The collected data are subjected to analysis using three techniques, specifically data condensation, data presentation, and drawing conclusions as proposed by Miles, Huberman, and Saldana. The findings of this investigation reveal various emotions experienced by students during public speaking, including stiffness, a sense of being inarticulate, complexity, unhappiness, insecurity, nervousness, and embarrassment. Nevertheless, some participants reported improved self-assurance and enhanced confidence after completing the public speaking course. Participants also encountered challenges during public speaking, such as unclear speech, confusion, self-doubt, stage fright, difficulties in controlling expressions, and limited vocabulary. However, they devised their own strategies to overcome these challenges, such as staying calm, adopting positive thinking, practicing more, self-convincing, disregarding negative feedback, thorough topic preparation, refreshing themselves by washing their face, and offering prayers before speaking publicly. Based on the data analysis, it can be concluded that the majority of students continue to grapple with low self-confidence

when speaking in public, even after completing their public speaking coursework. This study contributes valuable insights to the pedagogical process of teaching and learning public speaking within the English department.

Keywords: student's self-confidence, public speaking, English, public speaking course.

INTRODUCTION

The Oxford Dictionary defines self-confidence as "a sense of trust in one's own qualities, discernment, and capabilities." According to Perkins (2018), self-confidence is closely linked to personal well-being, educational accomplishments, achievements, and overall harmony. The connection between confidence and public speaking is evident, and furthermore, student self-assurance is considered a factor that can impact a student's success, particularly in the realm of communication, particularly in the context of public speaking. Public speaking holds significance as it involves the expression of ideas to a public audience, as emphasized by Grieve et al. (2021).

Public speaking encompasses more than just the spoken words; it also encompasses body language, often referred to as non-verbal communication, as not everything can be adequately conveyed through words alone. Hence, the utilization of non-verbal communication in public speaking holds significant importance, as highlighted by Adha (2016). Furthermore, the objective of public speaking is not solely limited to delivering information; it also strives to elicit reactions and feedback from the audience. This aligns with the assertion made by Esenwein et al. (2007) that the purpose of public speaking extends beyond the mere dissemination of information and includes the intention to shape the emotions, actions, and attitudes of its listeners.

Public speaking holds significant importance for students studying English, leading the English department to mandate the completion of a public speaking course. The primary objective of this course is to cultivate and enhance the self-assurance of English students. Consequently, during the public speaking course, students are instructed in essential public speaking principles and are expected to demonstrate proficient skills, as emphasized by Eттner and Utterback (1951).

Prior research has demonstrated the efficacy of public speaking courses in enhancing participants' self-assurance. This finding is derived from a study conducted by Nurcandrani et al. (2020), which involved a public speaking training program designed to bolster confidence and speaking abilities, with sessions held four times each month. The research revealed that the outcomes of the training were highly favorable, demonstrating that by the fourth session, participants had developed proficient public speaking skills. This improvement was evident in their increased self-confidence, adept presentation of material, and the successful application of public speaking techniques.

Additional data corroborate this observation, as evidenced in a study conducted by Putri et al. (2021) revealing notable transformations occurring at the conclusion of the program, as demonstrated by the post-test outcomes. The data indicates that among the 15 respondents surveyed, 9 individuals exhibited a high level of self-confidence, while the remaining 6 respondents reported having a sufficient level of confidence. Notably, none of the participants expressed a lack of confidence following their participation in the public speaking training. Examining data from prior research, it is expected that every student who has completed public speaking courses would experience an improvement in their self-confidence compared to their initial levels. Nonetheless, the reality is that English majors often acknowledge their lack of confidence in public speaking.

As a result, this study endeavors to uncover insights into the self-confidence of students when engaged in public speaking and explore the strategies students employ to overcome these challenges after they have completed their public speaking courses. While numerous investigations have explored related subjects, such as the anxiety associated with public speaking among ESL students in Ghana, employing a combination of quantitative and qualitative techniques (Dansieh et al., 2021), as well as the overall confidence and academic performance of students in oral presentations using a correlational approach (Salim, 2015), this study seeks to contribute distinct insights by examining a different aspect and employing a unique methodology. Diverging from prior research, our study focuses on post-public speaking course self-confidence and adopts a narrative research design as its distinctive approach. Furthermore, the investigators selected participants from the 2019 class of English education students, specifically those who had successfully completed the public speaking course yet still experienced feelings of insecurity. The primary objective of this study is to uncover the levels of self-assurance among students when engaged in public speaking following the successful completion of a public speaking course. Additionally, the research aims to shed light on the difficulties encountered by students during public speaking endeavors and the strategies they employ to overcome these challenges. Moreover, the researcher aspires for this study to offer practical insights for the benefit of students, educators, professionals, and anyone seeking to enhance their communication skills, particularly in the realm of public speaking.

METHODOLOGY

This study employed qualitative narrative research methods, focusing on individual experiences that were subsequently documented in a chronological narrative format. This approach incorporates narrative research within the research design and adopts a qualitative perspective. Narrative research, in essence, involves presenting a comprehensive account of events, narratively composed to convey a detailed sequence of experiences. In the context of narrative research design, researchers typically document, gather, and articulate stories depicting individual life experiences, as outlined by Clandinin (2007).

This research was conducted at a university located in Pekalongan, Central Java, Indonesia. The participants in this study were enrolled in a public speaking course at this university. The study was carried out at a specific university in Pekalongan. It focused on a group of five participants, comprising three females and two males, who were part of the English education class of 2019 and had completed public speaking courses. These individuals were selected as participants because they openly acknowledged that despite successfully completing the public speaking course, they still struggled with a lack of confidence.

Table 1. The Description of the Participants

No.	Name of Participants (pseudonym)	Gender	Batch
1.	Juliet	Female	2019
2.	Risa	Female	2019
3.	Nana	Female	2019
4.	Galang	Male	2019

5.	Zafir	Male	2019
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The data obtained underwent qualitative data analysis, a process consisting of three distinct stages, as outlined by (Miles et al., 2004). These stages encompass data reduction, data presentation, and the drawing or validation of conclusions, as seen in table 2.

Table 2. Three Distinct Stages of Qualitative Data Analysis

No.	Three Distinct Stage	Definition
1.	Data Reduction	Data reduction refers to data analysis process wherein information is arranged, concentrated, eliminated, improved, and structured to enable researcher to reach a conclusive and validated state with the data.
2.	Data Presentation	Data presentation follows data reduction as the second stage. Typically, presented data comprises compacted and structured details designed to facilitate drawing conclusions. It aids in comprehending the situation and lays the foundation for further analysis stemming from that comprehension.
3.	Drawing Validation of Conclusion	The third stage of qualitative data analysis, following data reduction and data presentation, involves drawing conclusions as they progress through their study. This validation process entails revisiting field notes, reviewing written materials, engaging in discussions with peers, and providing further explanations as needed.

(Miles et al., 2004)

FINDINGS AND DISCUSSION

The findings indicated the emotions experienced by students while engaging in public speaking. This chapter can be divided into three main sections: first, exploring students' emotional responses after completing the public speaking course; second, examining the obstacles encountered by students when delivering public speeches; and finally, analyzing the strategies students employ to overcome these challenges.

The Confidence Levels of Students in Public Speaking Following Their Completion of the Public Speaking Course

Every individual undergoes a unique journey when engaging in public speaking. According to the interview findings, two students acknowledged that the public speaking course had a positive impact on their self-confidence and enhanced their public speaking skills compared to their

previous abilities. In contrast, two other students expressed the need for greater fluency when addressing an audience, expressing dissatisfaction with the practice they received through online platforms. Meanwhile, one additional student admitted to continued difficulties but noted occasional ease when speaking in public.

“Enough for me to change and be more confident to speak. However, at that time I could not build my confidence to speak in front of many people.” (Nana, WhatsApp Interview, Author’s translation, April 10th, 2023).

“After taking the PS course, of course, my public speaking is getting better, but it must be accompanied by its use in everyday life.” (Gilang, WhatsApp interview, Author’s translation, April 10th 2023).

“I was not happy because of the online class earlier.” (Zafir, WhatsApp interview, Author’s translation, April 9th 2023).

Conversely, two additional participants reported ongoing difficulties in speaking fluently in English during public engagements.

“In the past, I felt that it was easy because I was still very stiff when speaking English.” (Juliet, WhatsApp interview, Author’s translation, April 10th 2023).

“Unfortunately I still feel less fluent and convoluted when speaking in front of people.” (Risa, WhatsApp interview, Author’s translation, April 16th 2023).

Obstacles Encountered by Students While Engaging in Public Speaking

Participants in public speaking encounter a range of challenges, including feelings of nervousness, anxiety, low self-confidence, communication apprehension, test anxiety, fear of negative evaluation, shakiness, and dizziness.

a. Feeling Nervous or Anxious

Nervousness is a common challenge experienced by nearly all participants when it comes to public speaking, as evident from the data that:

“Number one is being nervous and feeling tense and stiff.” (Juliet, WhatsApp interview, Author’s translation, April 10th 2023).

“I must have felt very nervous and in the end what I was saying became unclear and even confusing.” (Risa, WhatsApp interview, Author’s translation, May 16th 2023).

“Nervousness is the obstacle most often felt by me.” (Zafir, WhatsApp interview, Author’s translation, April 9th 2023).

“I think it is confidence in myself when doing PS and knowing what I will convey later. But lack of self-confidence during PS is my nervous attitude that sometimes appears when dealing with crowds.” (Zafir, WhatsApp interview, Author’s translation, April 9th 2023).

“What makes me nervous when speaking in public is that my grammar is still quite messy

but on the other hand I am also confident with my pronunciation.” (Gilang, WhatsApp interview, Author’s translation, April 10th 2023).

b. Lacking Self-Confidence

A number of participants experienced a deficit in their self-confidence, and the underlying reasons for this varied. This can be observed from the collected interview data, as presented below:

“The obstacles are lack of self-confidence, stage fright, and unable to control expressions.” (Nana, WhatsApp Interview, Author’s translation, April 10th 2023).

Also Nana stated:

“I’m not confident enough because I’m afraid I’ll say the wrong thing and the listeners will laugh at me. Especially when I don’t really understand what I have to say can make me feel more insecure” (Nana, WhatsApp Interview, Author’s translation, April 10th 2023).

“I don’t feel confident yet. Sometimes even though I already think I’m confident and capable of doing it, in reality, I’m still shaky and unclear when it comes to public speaking.” (Risa, WhatsApp interview, Author’s translation, May 16th 2023).

“My confidence has not really been tested because I have never experienced PS practice directly in class.” (Zafir, WhatsApp interview, Author’s translation, April 9th 2023).

“My confidence is lacking because of my poor vocabulary. But if I practice beforehand I will be very confident because I have prepared and for matters of evaluation I just surrender. If it’s for friends who are watching I don’t really care because they don’t necessarily progress and practice better from me, that’s my principle.” (Juliet, WhatsApp interview, Author’s translation, April 10th 2023).

c. Apprehensions About Communication

Communication apprehension is a prominent issue that students encounter during public speaking. The difficulties associated with communication apprehension include having a limited vocabulary, feeling rigid or overly tense, grappling with the thought process to formulate the next words, delivering convoluted and unclear speech, struggling with fluency, and experiencing confusion.

“The problem might be that there isn’t a lot of vocab, sis, so sometimes while talking I also think that it makes me dizzy.” (Gilang, WhatsApp interview, Author’s translation, April 10th 2023).

“My confidence is lacking because of my poor vocabulary. But if I practice beforehand I will be very confident because I have prepared and for matters of evaluation I just surrender. If it’s for friends who are watching I don’t really care because they don’t necessarily progress and practice better from me, that’s my principle.” (Juliet, WhatsApp interview, Author’s translation, April 10th 2023).

Also Juliet said:

“In the past, I felt that it was easy because I was still very stiff when speaking English.” (Juliet, WhatsApp interview, Author’s translation, April 10th 2023).

“Actually, I have, but to practice directly as a teacher with full English explanations, I am unable because of a lack of practice and still poor vocab.” (Nana, WhatsApp Interview, Author’s translation, April 10th 2023).

“Unfortunately I still feel less fluent and convoluted when speaking in front of people.” (Risa, WhatsApp interview, Author’s translation, May 16th 2023).

Also, Risa said:

“I don't feel confident yet. Sometimes even though I already think I'm confident and capable of doing it, in reality, I'm still shaky and unclear when it comes to public speaking.” (Risa, WhatsApp interview, Author’s translation, May 16th 2023).

“I must have felt very nervous and in the end what I was saying became unclear and even confusing. Maybe if that's the case, I'll try to be as calm as possible and think positively about it.” (Risa, WhatsApp interview, Author’s translation, May 16th 2023).

d. Test Anxiety/Afraid

The student acknowledged a fear of making mistakes when engaging in public speaking, as evident from the following data:

“I'm not confident enough because I'm afraid I'll say the wrong thing and the listeners will laugh at me. Especially when I don't really understand what I have to say can make me feel more insecure” (Nana, WhatsApp Interview, Author’s translation, April 10th 2023).

e. Fear of Negative Evaluation

The student admitted to a fear of making mistakes during public speaking, with concerns about the audience potentially laughing at her, as indicated in the following data:

“I'm not confident enough because I'm afraid I'll say the wrong thing and the listeners will laugh at me. Especially when I don't really understand what I have to say can make me feel more insecure” (Nana, WhatsApp Interview, Author’s translation, April 10th 2023).

f. Shaking

A participant confessed to experiencing ongoing shakiness during public speaking. Risa openly acknowledged:

“I don't feel confident yet. Sometimes even though I already think I'm confident and capable of doing it, in reality, I'm still shaky and unclear when it comes to public speaking.” (Risa, WhatsApp interview, Author’s translation, May 16th 2023).

g. Experiencing Dizziness

A participant described experiencing dizziness during public speaking. Gilang candidly admitted:

“The problem might be that there isn't a lot of vocab, sis, so sometimes while talking I also think that it makes me dizzy.” (Gilang, WhatsApp interview, Author’s translation, April 10th 2023).

Overcoming Challenges Faced by Students

Students addressed these challenges through three primary approaches: positive thinking, relaxation techniques, and thorough preparation. The following data has been gathered from interviews with students to illustrate these strategies:

a. Employing Positive Thinking

“Number One is being nervous and feeling tense and stiff. The fix is to relax, think positively, and practice a lot.” (Juliet, WhatsApp interview, Author’s translation, April 10th 2023)

“I must have felt very nervous and in the end what I was saying became unclear and even confusing. Maybe if that's the case, I'll try to be as calm as possible and think positively about it.” (Risa, WhatsApp interview, Author’s translation, May 16th 2023).

b. Utilizing Relaxation Techniques

“Number One is being nervous and feeling tense and stiff. The fix is to relax, think positively, and practice a lot.” (Juliet, WhatsApp interview, Author’s translation, April 10th 2023)

“The obstacles are lack of self-confidence, stage fright, and unable to control expressions. The solution is to convince myself not to care about the audience's negative response, learn material that will be discussed well, and calm down before doing PS.” (Nana, WhatsApp Interview, Author’s translation, April 10th 2023)

“Nervousness is the obstacle most often felt by me. The way to overcome this is to wash your face for a moment to refresh yourself and of course, pray before doing PS.” (Zafir, WhatsApp interview, Author’s translation, April 9th 2023).

c. Engaging in Through Preparation

“Number One is being nervous and feeling tense and stiff. The fix is to relax, think positively, and practice a lot.” (Juliet, WhatsApp interview, Author’s translation, April 10th 2023)

“The obstacles are lack of self-confidence, stage fright, and unable to control expressions. The solution is to convince myself not to care about the audience's negative response, learn material that will be discussed well, and calm down before doing PS.” (Nana, WhatsApp Interview, Author’s translation, April 10th 2023)

“Nervousness is the obstacle most often felt by me. The way to overcome this is to wash my face for a moment to refresh yourself and of course, pray before doing PS.” (Zafir, WhatsApp interview, Author’s translation, April 9th 2023).

Discussion

The Confidence Levels of Students in Public Speaking Following Their Completion of the Public Speaking Course

Each individual's experience with public speaking varies, as revealed through interviews with students. Two students acknowledged that the public speaking course positively impacted their self-confidence and improved their public speaking abilities. Two others expressed a need for increased fluency in public speaking and dissatisfaction with online practice platforms. Additionally, one student admitted to occasional difficulties but also noted moments of ease in public speaking.

The students who felt more confident seemed to benefit from their ability to apply the course materials effectively in practice. This aligns with Siska et al.'s (2003) perspective, which suggests that self-confidence arises from learning experiences, interactions with others, and is not solely determined by genetic traits. Such experiences and interactions can contribute to the development of self-confidence, highlighting the importance of experiential learning.

Furthermore, this observation aligns with the theory proposed by Etnner and Utterback (1951), indicating that students enrolled in public speaking courses can acquire fundamental communication principles and enhance their proficiency in various speaking techniques. However, it's worth noting that some students found public speaking courses uncomfortable, particularly when delivered boldly, such as in the case of online courses. This sentiment was expressed by a participant who was dissatisfied with their online course experience. Interestingly, this contradicts the findings of research conducted by Ramadhani (2020), who observed that students tend to be more motivated to communicate and use body language when speaking in front of a camera compared to speaking in public directly.

On the other hand, two participants still faced challenges in speaking fluently in English in public. The researcher analyzed that these difficulties may have arisen due to their experiences with online public speaking classes. This finding is consistent with Ramadhani's (2020) research, which highlighted several obstacles in teaching English public speaking through online platforms. Notably, one key difference between online and face-to-face classes is the ability of the teacher to hear and correct students' pronunciation mistakes more easily in a traditional classroom setting, while online classes may present challenges in this regard.

Obstacles Encountered by Students While Engaging in Public Speaking

Students often encounter various obstacles when engaging in public speaking. One common challenge is the fear of public speaking, which can lead to anxiety and nervousness. These points can be tracked in the following explanations.

a. Feeling Nervous or Anxious

Nervousness is a clear indicator of anxiety when it comes to public speaking. As defined by Horwitz and Cope (1986), anxiety is a personal sensation of discomfort that is closely connected to the functioning of the nervous system. When students are tasked with preparing, delivering, and responding to academic content, they often experience stress originating from their academic environment. This stress can manifest as feelings of nervousness among students. Furthermore, factors like inadequate preparation, a lack of

confidence, and limited prior experience in public speaking can all significantly contribute to this heightened state of anxiety.

b. Lacking Self-Confidence

Lar and Maulina (2021) maintain that students tend to speak fluently when they possess confidence. On the contrary, the primary barrier to effective communication is a deficiency in self-confidence, as affirmed by students who admitted to lacking confidence. These participants acknowledged that their self-confidence remained low due to various reasons.

The researcher's analysis suggests that the absence of confidence acts as a hindrance to fluency in public speaking. This conclusion aligns with Salim's (2015) findings, which suggest that students with high levels of self-confidence tend to express themselves more effortlessly when speaking in front of their peers. Conversely, individuals with low self-confidence often encounter challenges when addressing their classmates.

Lar and Maulina (2021) argue that students tend to speak fluently when they possess confidence. Conversely, the most significant barrier to effective communication is a deficiency in self-confidence. This assertion is supported by students who openly acknowledged their lack of confidence. These participants admitted that their self-confidence remained low for various reasons.

Therefore, the researcher deduced that a lack of confidence acts as a hindrance to fluency in public speaking. This observation aligns with the findings of Salim (2015), who noted that students with high levels of self-confidence tend to express themselves more effortlessly when speaking in front of their peers. In contrast, individuals with low self-confidence often encounter difficulties when addressing the class.

c. Apprehensions About Communication

Students encounter a range of challenges when it comes to public speaking, including issues such as having a limited vocabulary, feeling overly rigid, grappling with formulating their next thoughts, delivering convoluted and unclear speeches, struggling with fluency, and experiencing confusion. This common situation often arises when learners feel ill-equipped and face difficulties expressing complex thoughts or ideas, in addition to grappling with their overall communication abilities (Akbar et al., 2018).

According to Pratiwi and Analido (2018), these challenges stem from various factors, including having a limited vocabulary, the psychological pressure associated with the fear of making mistakes, and a lack of proficiency in communication skills such as pronunciation, intonation, and fluency.

d. Fear of Tests or Performance Anxiety

Students often experience a fear of making mistakes when speaking in public, which can be explained by Pratiwi and Analido (2018) as a form of test anxiety. Test anxiety is the uncomfortable feeling that arises when individuals are concerned about their academic evaluation due to a fear of failure. This type of anxiety tends to manifest when individuals feel ill-prepared for the task at hand.

Dansieh et al. (2021) have found that one of the most anxiety-inducing experiences for students is speaking in front of a large audience in English. The challenges that contribute to difficulties in public speaking include low self-confidence, a lack of consistent speaking experience, limited knowledge of public speaking techniques, the fear of making mistakes and potentially being ridiculed, and inadequate preparation, which can all lead to feelings of fear and anxiety.

e. Fear of Negative Evaluation

Participants often express a fear of being ridiculed when speaking in public, which aligns with the concept outlined by MacIntyre and Gardner (1991) known as the fear of negative evaluation. This fear becomes evident when students show excessive concerns about how their performance in the target language, both academically and personally, will be assessed and perceived by others. This concern is reflected in the interview data.

According to Pratiwi and Analido (2018), this fear arises from several factors, including the apprehension of receiving unfavorable feedback, the discomfort of others or the audience perceiving their performance negatively, and experiencing low self-esteem. These factors can contribute to the anxiety and fear associated with public speaking.

f. Shaking

Onwuegbuzie (1999) noted that individuals who experience anxiety during public speaking frequently display physical reactions such as trembling, cold and sweaty hands, a shaky voice, a rapid heartbeat, sweating, blushing, dizziness, shortness of breath, digestive discomfort, or difficulty articulating their thoughts. Research supports the idea that individuals who feel anxious about public speaking often exhibit an elevated heart rate, experience self-consciousness while presenting, and find it challenging to envision themselves succeeding in public speaking situations.

This phenomenon was further corroborated by a narrative interview with Nana, who openly admitted to still experiencing shakiness when engaged in public speaking, thus highlighting the tangible physical manifestations of public speaking anxiety.

g. Dizziness

One of the participants, Gilang, reported feeling dizzy when engaged in public speaking, which aligns with the findings presented by Szyszka (2017). Dizziness can indeed serve as an indicator of public speaking anxiety. Participants may experience feelings of dizziness due to the complex nature of the material they have to present. This complexity can lead to difficulties in fully understanding and controlling the material, resulting in unfortunate incidents and physical reactions such as dizziness during public speaking engagements.

Challenges Encountered by Students

a. Employing Positive Thinking

Positive thinking plays a pivotal role in alleviating students' anxiety and nervousness, as evidenced by the experiences of Risa and Juliet, who primarily addressed these challenges by embracing a positive mindset. This aligns with the insights provided by Kondo and Ling (2004), emphasizing the importance of engaging cognitive processes to reduce anxiety and redirect focus toward positive and enjoyable aspects. In this context, students can visualize themselves performing exceptionally well and employ strategies to manage performance-related stress. Therefore, maintaining a positive mindset is of utmost significance, acknowledging that making mistakes is a natural aspect of the language learning journey and that striving for perfection is an unrealistic expectation.

b. Utilizing Relaxation Techniques

The data indicates that students employ relaxation techniques that involve calming themselves down and refreshing their faces, often through activities like washing their faces. The primary goal of relaxation is to alleviate the physical symptoms associated with

anxiety. As highlighted by Kondo and Ling (2004), relaxation techniques are specifically aimed at reducing somatic anxiety symptoms.

Students engage in activities that promote relaxation, such as taking deep breaths, which helps in calming their bodies. Physical exercise is another approach that can transform nervousness into positive energy by facilitating a soothing release of tension. Additionally, adopting a comfortable and upright posture in the classroom allows students to take long, slow breaths, hold them for several seconds, and exhale slowly, further contributing to their relaxation and stress reduction.

c. Engaging in Thorough Preparation

Preparation plays a crucial role in helping students reduce anxiety and gain control over themselves by familiarizing themselves with the material and practicing extensively. According to the collected data, students undertake various preparation strategies, including additional practice, studying the content they are going to deliver, and offering prayers before engaging in public speaking. These practices align with the insights of Kondo and Ling (2004), who emphasize that preparation empowers students to exercise self-control by enhancing their learning and study techniques.

Preparation involves diligent study and the effort to create comprehensive summaries of lecture notes. These strategies are expected to bolster students' perceived mastery of the subject matter, thereby reducing the anxiety associated with language classes and public speaking engagements.

CONCLUSIONS

Based on the data analysis, it can be concluded that a significant portion of students continues to struggle with low self-confidence when engaging in public speaking, despite having completed a public speaking course. These students express a lack of confidence in their abilities, experiencing doubt, nervousness, embarrassment, and uncertainty during public speaking engagements, even after prior practice. The factors contributing to their low self-confidence are diverse and include deficiencies in communication skills, the fear of making mistakes and being ridiculed by the audience, a limited grasp of the subject matter, heightened nervousness, and challenges with grammar.

The challenges faced by students in the context of public speaking encompass nervousness, anxiety, low self-confidence, communication apprehension, test anxiety, the fear of negative evaluation, shakiness, and general anxiety. To address these challenges, students adopt strategies such as positive thinking, relaxation techniques, and thorough preparation. These strategies are employed to mitigate anxiety and bolster their confidence in public speaking situations.

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