

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

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Abstract: Learners may face anxiety when they try to deliver a presentation or speech in public. Delivering a speech or oral presentation in front of a live audience of classmates in the classroom can cause anxiety, which is called public speaking anxiety. Whether male or female, learners often have to face fear, especially in public speaking classes. Thus, it is crucial to analyze the anxiety level of third-semester students in the public speaking class and to determine the different levels of anxiety experienced by male and female students in public speaking classes during presentations at Universitas Islam Malang. A quantitative approach with descriptive quantitative and causal-comparative design was used in this study. The participants were 20 male students and 35 female students from three public speaking classes. The researcher used a Public Speaking Class Anxiety Scale (PSCAS), which was constructed by Yaikhong & Usaha (2012), as a questionnaire in Google Forms to collect the data. The findings of this study revealed that the first research problem question showed the average total was 3.14, which is considered moderate. This pointed out that the learners experienced moderate levels of public speaking anxiety. The learners indicated increased heart rate, thought incompetent, and started panicking. It revealed that the learners sometimes experienced communication apprehension, test anxiety, fear of negative evaluation and comfort in using English during public speaking activity. Also, the second finding revealed that there is no significant difference in public speaking anxiety levels experienced by male and female students in public speaking classes during presentations at Universitas Islam Malang.

Keywords: presentation, public speaking, public speaking anxiety.

INTRODUCTION

Speaking is defined as the systematic production of linguistic statements to communicate meaning (Bailey, 2003). The one most necessary skills to be developed to communicate effectively is speaking (Leong & Ahmadi, 2017). Related to speaking, English learners should be strong in language acquisition, both written and spoken. Writing is a greater challenge than speaking to communicate ideas because writing must be self-explanatory so that readers can understand the writer's intended meaning Kurniasih et al. (2020). Speaking cannot be separated from public speaking and speaking anxiety in the academic field. Learners can improve numerous elements of their learning activities inside and outside the classroom by mastering public speaking by

understanding their level of speaking anxiety when appearing in class. An interactive process of building up a context that involves producing, receiving, and processing information can be defined as speaking (Florez, 1999). According to Bailey (2003), which stated that speaking can be viewed as a useful aural or oral skill. It is the systematic creation of linguistic statements to convey meaning.

Related to public speaking, the skill of speaking in public is often referred to as public speaking. The art of public speaking necessitates both skill and bravery. Public speaking can be practiced in such an agenda, for instance, a conference, meeting or academic presentation, because of the large number of people who come to listen (Amelia et al., 2022). According to Valenzano III (2020) stated that public speaking can be described as delivering a speech in front of a live audience of classmates in the classroom. Public speaking is a fundamentally contextual act of communication. Speech are among the most ephemeral forms of art; they are given to specific audiences at certain times in a specific space (Kamridah, 2016). According to Boromisza-Habashi et al. (2016) stated that there are essentially two kinds of participants in public speaking: a speaker and an audience.

Public speaking activities in English classrooms include any activity where the students address an audience orally in front of the class (Shea, 2009). Several common factors influence the decision to participate in public speaking activities, including students' language proficiency, specific learning goals, and resource availability (Suban, 2021). Public speaking in English classroom focus on two activities, such as student presentations and debates. Student presentations typically include individual or group speeches concerning class lessons or outside projects. Debates are collaborative tasks that generally require a higher level of organization. Two or more students alternate speaking on opposite sides of an issue in a debate activity. (Shea, 2009).

Related to the presentation activity, according to Sakkir et al. (2022) defined "Presentation is an action where the presenter imparts to the audience their knowledge of a specific subject. It takes place in a structured environment with time constraints." Class presentation also referred to as an oral presentation or learners' presentation, is a teaching technique that involves learners' interaction in an activity to explore a topic and share results or thoughts in class (Widyastuti & Mahaputri, 2018). It is supported by Riadil (2020) who claims that presentation activity is expected to build the students' confidence in speaking English.

The majority of language learners experience anxiety while the language acquisition process. Although each person's level is different, it cannot be denied that it exists at all (Risati, 2011). Anxiety is a subjective feeling of strain, fear, and anxiety linked to the autonomic nervous system (Horwitz et al., 1986). According to Damayanti and Listyani (2020), stated that college students were challenging to express their ideas orally. The majority of students was due to being nervous, being confused due to a lack of vocabulary, shyness, or other factors. If learners are expected to speak a second or foreign language before becoming fluent, it may be more stressful. It is also supported by MacIntyre and Gardner (1991), who stated speaking in a second language

causes the most anxiety in students. Half of this anxiety stems from the utilization of speaking skills as a confidence-building experience.

Moreover, anxiety can be divided into two: facilitating or debilitating. First, facilitating anxiety encourages learners to take a proactive approach and be compliant to accept the new learning assignments. Second, debilitating anxiety encourage learners to adopt an evasive attitude. As a result, they tend to avoid the learning assignments (Scovel, 1978). Related to speaking anxiety, Spielberger (1983) stated that anxiety is separated into two types: state and trait anxiety (as cited in Pappamihel, 2002). First, trait anxiety can be described as anxiety that is inherent and becomes a trait or character in a person. Individuals who have trait anxiety become increasingly nervous and are more inclined to be anxious no matter the situation; that is, anxiety is a component of their personality or a feature of a more severe condition. Another statement by Risati (2011) stated that fear is a section of an individual's personality, it is permanent and hard when the person incapable to overcome. A characteristic anxious person is prone to feel anxious in a number of scenarios. When worry becomes a trait, it will impede language learning. Second, state anxiety referred to the individuals who can assess and perceive circumstances as harmful or secure within reasonable bounds. State anxiety refers to a social form of anxiety that develops under certain arrangements. This is also powered by Risati (2011), who claimed that state anxiety arises from learners being exposed to a stressful situation. Some students, for example, become nervous when the teacher or lecturer gives them time to speak in class.

Related to Public Speaking Anxiety (PSA), it refers to a set of evaluative feelings related to how to deliver a speech (Daly et al., 1989). Public speaking anxiety also refers to the uncomfortable feeling one feels when delivering a speech or preparing for a speaking performance (Gallego et al., 2022). Public speaking anxiety interpreted as situation-specific social anxiety resulting from the live or expected delivery of a presentation (Bodie, 2010). According to Schlenker and Leary (1982) stated that PSA classified as social anxiety where social anxiety refers to the threat of receiving negative feedback from audiences. Next, Daly et al. (1997) stated that PSA is divided into three: experience physiological arousal, negative self-focused cognitions, and behavioral concomitants. First, learners who experience those tend to experience physiological arousal, for example, enhanced heart rate. Learners who face negative self-focused cognitions tend to think that they appear incompetent. Lastly, learners tend to tremble while delivering a live or expected presentation when learners take on behavioral concomitants (as cited in Bodie, 2010).

Furthermore, each person experiences anxiety when they are speaking to a live audience. Public speaking anxiety is common among college learners and the general public (Chandran et al., 2015). Also, gender can influence how a language is learned (Rianto, 2021). Male students prefer logical and systematic learning, and they prefer manipulative and analytical games. Furthermore, learners utilized their whole body as a form of response so that the response has more impact on them. They must finish their schooling quickly while remaining analytical, dispassionate, impartial, and factual. As a result, male students are more self-sufficient and reasonable than female students (Oxford, 1995).

Related to the public speaking anxiety, there are some researches inquire into EFL learners' anxiety. A research by Hasibuan and Irzawati (2020) discussed correlation between speaking anxiety and speaking performance on EFL learners. This study used correlation design participated by seventy-eight freshmen of the 2018/2019. The analyzed shows that speaking anxiety and speaking performance were correlated. Fear and anxiety caused by public speaking anxiety could impair spoken language skills.

A study by Pertiwi and Hidayanti (2022) which participated by thirty-three English-speaking learners in the fourth semester during online learning at Universitas Islam Malang. This study discovered that fourth-semester students felt competent while online learning without experiencing substantial anxiety. To deal with their nervousness, the students used affective strategy. This strategy centered on how learners learned to talk and gain confidence.

Another study was carried out by Sumarsono et al. (2021) centered on learners' speaking anxiety during blended learning in the middle of pandemic. The students from Mandalika University of Education's English department in their second semester of study was participated. The researcher utilized both quantitative and qualitative as an approach. The result indicated that communicating with one another make most students were anxious. Their anxiety was primarily caused by factors such as lack of confidence, fear of making mistakes, lack of vocabulary, low English proficiency, lack of practice and fear of not being able to follow or understand others.

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

Another study was carried out Fathikasari et al. (2022), which examined the level and factors that are often faced when performing public speaking by senior learners of the English Language Education Department of Brawijaya University. The result showed that senior learners experienced high levels of public speaking anxiety. The general sense factor, such as audience, fear of negative assessment, and past mistakes, is the most commonly chosen factor that causes their nervousness when speaking in public.

Furthermore, another related previous research was reported by Naser and Isa (2021) purposed to establish the public speaking anxiety level. This study also investigated the relationship between students' public speaking anxiety in their presentation class and their speaking performance among UiTM Shah Alam college learners. The participant was 150 UiTM Shah Alam students. The result indicated that most of the students endured a moderate level of PSA in live presentation. Nevertheless, most of the students experienced speaking anxiety during public speaking presentations, despite having good academic results.

Besides, a study was completed by Chandran et al. (2015), which focused on public speaking anxiety faced by Institut Teknologi Brunei learners in oral presentations. The findings showed that sixty-three learners of first-year Electrical and Mechanical degrees participated in this study. The study found that 64% of participants experienced low anxiety or flutter, while 36% of participants reported moderate anxiety.

Apart from that, a study was explored by Rahman Hz (2022), which explored the levels of the English learners' anxiety regarding public speaking in the context of gender distinctions. This study was participated by 63 English Language Education Department learners, consisting of 21 male learners and 42 female learners. The result revealed that male students had lower anxiety than female. This is supported by the female statement that they feel anxious that she will humiliate herself during public speaking. Then she thought she felt anxious before giving a speech and apprehensive that the audience would think she was a lousy speaker. These is reported that female learners were more concerned than male learners.

Another study was explored by De Paola et al. (2021), which focus on female anxiety in public speaking. More than 500 under-graduate students participated in this study. The finding revealed that female under-graduate students are more confident to present live. Female students were significantly less likely to be a presenter in public. Female resentment to public speaking was unrelated to self-confidence, self-rating, risk aversion, potential.

Ultimately, from the several studies above there has not been much discussion about the level of speaking anxiety, specifically public speaking. Some of previous research examining students' speaking anxiety during online learning, this research explored students' anxiety in public speaking classes at Universitas Islam Malang, where Universitas Islam Malang has been holding offline learning in the post - covid era. This research can help learners gain self-confidence and control their fear by identifying their public speaking anxiety level in public speaking classes. Thus, the researcher concentrates on the PSA level of third-semester learners in the public speaking class and the differences in levels of public speaking anxiety experienced by males and females. Therefore, This research has a possibility to help learners whether male or female learners to gain self-confidence and try to control their fear by identifying their PSA level.

METHOD

This study utilized a quantitative approach with descriptive quantitative and causal-comparative design. The descriptive quantitative research design was used to describe the third-semester students anxiety level in the public speaking classes at the Universitas Islam Malang when speaking in public during presentations. The second one is causal-comparative research design, which used to determine the different levels of anxiety faced by males and females in public speaking classes during presentations at Universitas Islam Malang.

The population of this study is English Education Department students, Faculty of Teacher Training and Education at Universitas Islam Malang. Then 55 third-semester students consisting of 20 male students and 35 female students from three public speaking classes were

participants in this research. The researcher utilized purposive sample as a sampling technique. Thus, the third-semester students who take and learn public speaking subject in public speaking classes were taken as a participant.

The researcher used Public Speaking Class Anxiety Scale (PSCAS) which constructed by Yaikhong & Usaha (2012), which consist of seventeen items. In addition, Yaikhong and Usaha (2012) mentioned that PSCAS items were adopted and adapted with minor wording changes before being validated. In Addition, Yaikhong and Usaha (2012) used Bartlett test of sphericity and Kaiser-Meyer-Olkin (KMO) measure, which the result of KMO measure of sampling adequacy attained a .78 value, which was far greater than the acceptable value of .6 and the Bartlett test of sphericity was $p = .00$, which was significant. Thus, the suitability data and acceptable level of reliability was confirmed by the two tests.

PSCAS questionnaire items divided into four factors classification by Yaikhong & Usaha (2012). The construct of PSCAS item construction containing: communication apprehension, test anxiety, fear of negative evaluation and comfort in using English. The following table is classification items of PSCAS which was adopted from Yaikhong & Usaha (2012).

Table 1. Classification items of PSCAS.

Factors	Items
Communication apprehension	Q2, Q3, Q5, Q15
Test anxiety	Q1, Q7, Q17
Fear of negative evaluation	Q6, Q9, Q11, Q13, Q14, Q16
Comfort in using English	Q4, Q8, Q10, Q12

Source: Yaikhong & Usaha (2012)

The questionnaire items consisted of seventy items were designed in Google Forms. Then the researcher wrote the clear instructions on top of the questionnaire to avoid participants misunderstanding related instructions. After all, third-semester students filled out the questionnaire in public speaking class.

In this study, SPSS 20 would be utilized for descriptive statistical and independent T-test to analyze the data. First, descriptive analysis statistics used to reveal the mean score of each statement based on the questionnaire, and it showed the anxiety level of third-semester students in the public speaking classes. The following table below is the way to determine the anxiety levels which adopted from Oxford (1990).

Table 2. The Interpretation of Anxiety Level

Category	Mean Score
High	3.45 - 5.00
Moderate	2.45 - 3.44
Low	1.00 - 2.44

Source: Oxford (1990)

Second, a T-test used to determine the different levels of anxiety experienced by males and females learners in public speaking classes during presentations. The following table is the

way to determine different levels of public speaking anxiety faced by males and females learners which adopted from (Yaikhong & Usaha, 2012).

Table 3. Level public speaking anxiety using PSCAS

Category	Mean Score
High	>68
Moderate	68-51
Low	<51

Source: Yaikhong & Usaha (2012)

The data were retrieved from the Public Speaking Class Anxiety Scale (PSCAS) questionnaire. Linkert Scale was used to measure negative statements in the range 1 to 5 and positive statements in the range 5 to 1. In this questionnaire, negative statements were: Q1, Q2, Q3, Q5, Q6, Q7, Q9, Q11, Q13, Q14, Q15, Q16, Q17. Conversely, Q4, Q8, Q10, Q12 were positive statements. The negative statement scale ranged from strongly disagree to strongly agree. Meanwhile, positive statements ranged from strongly agree to strongly disagree.

FINDINGS AND DISCUSSIONS

This finding presents the results of two research problems related to public speaking anxiety at Universitas Islam Malang. The first research problem question used descriptive quantitative design, specifically descriptive analysis statistics to determine the third-semester learners' anxiety level in the public speaking classes activities. Second, the researcher used a causal-comparative design for the second research problem question. Then the second data were analyzed utilizing T-test to determine the different levels of anxiety experienced by male and female students.

The Profile of Students' Public Speaking Anxiety

The data below provided the third-semester learners anxiety level in the public speaking classes at the Universitas Islam Malang when public speaking during presentations consisting of seventeen items.

Table 4. Level of public speaking anxiety

No	Statement	Items Classification	N	Mean	Std. Deviation	Category
Q1	Learners never feel confident when speaking English.	Test Anxiety	55	2.96	.981	Moderate
Q2	Learners start freaking out to speak English without any preparation.	Communication Apprehension	55	3.84	.834	High
Q3	Learners get nervous when they forget things when performing English in a speaking	Communication Apprehension	55	3.60	.807	High

No	Statement	Items Classification	N	Mean	Std. Deviation	Category
	class.					
Q4	Learners feel sure to speak English.	Comfort in Using English	55	2.64	.868	Moderate
Q5	Learners are nervous and confused when speaking English.	Communication Apprehension	55	3.29	.975	Moderate
Q6	Learners are scared of being laughed by friends when speaking English.	Fear of Negative Evaluation	55	3.16	1.183	Moderate
Q7	Learners feel nervous when the English teacher asked to speak English even though they had prepared it.	Test Anxiety	55	2.89	1.012	Moderate
Q8	Learners get brave of speaking English.	Comfort in Using English	55	2.65	1.022	Moderate
Q9	Learners feel their hearts race when the turn comes.	Fear of Negative Evaluation	55	3.69	.836	High
Q10	Learners feel relaxed while speaking English.	Comfort in Using English	55	3.02	.913	Moderate
Q11	Learners feel shy when being a volunteer for the first performance when speaking English.	Fear of Negative Evaluation	55	3.38	.972	Moderate
Q12	Learners approach the challenge of speaking English with trust in themselves.	Comfort in Using English	55	2.62	.933	Moderate
Q13	Learners experience tense and rigidity in certain body parts when speaking English.	Fear of Negative Evaluation	55	3.38	.892	Moderate
Q14	Learners tend to be anxious while waiting to speak English.	Fear of Negative Evaluation	55	3.40	.852	Moderate
Q15	Learners avoid using their body and voice expressively when speaking English.	Communication Apprehension	55	2.75	.985	Moderate
Q16	Learners have difficulties in coordinating their body movements while speaking English.	Fear of Negative Evaluation	55	3.00	.882	Moderate

No	Statement	Items Classification	N	Mean	Std. Deviation	Category
Q17	Learners still feel anxious when speaking English even though they are very prepared.	Test Anxiety	55	3.18	1.056	Moderate
	Overall score		55	3.14		Moderate

Based on the table above, the three highest mean scores were categorized as high, which lies in Q2 with a mean score of 3.84, Q9 with a mean score of 3.69, and Q3 with a mean score of 3.60. The three highest mean scores were in Q2, Q9, and Q3, indicating that students experienced high levels of public speaking anxiety. The three highest mean scores were in Q2, Q9, and Q3, indicating that students experienced high levels of public speaking anxiety. Q2 presented that the learners start freaking out to speak English without any preparation which means students experienced communication apprehension during presentation. Moreover, Q9 revealed that the learners feel their hearts race when the turn comes which means fear of negative evaluation as factor of PSA. The Q3 indicated that the learners got nervous when they forgot things when performing English in a speaking class, and it is type of communication apprehension during public speaking activity.

Meanwhile, another fourteen statements categorized as moderate, which Q12 with the score 2.62 as the lowest mean score. Other statements indicating that students experienced moderate levels of public speaking anxiety were Q1, Q4, Q5, Q6, Q7, Q8, Q10, Q11, Q13, Q14, Q15, Q16, Q17. Ultimately, the average total was 3.14, which is considered moderate. This score means sometimes learners experienced anxiety during presentation activity, especially on communication apprehension, test anxiety, fear of negative evaluation and comfort in using English during public speaking activity.

The Differences Level of Anxiety Between Male and Female Students in the Public Speaking during Presentation

The second research problem question focused to determine the different levels of anxiety experienced by male and female students in public speaking classes during presentations. The finding of the data is presented below.

Table 5. Mean of level of public speaking anxiety experienced by male and female students

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Public Speaking anxiety level	Female	35	53.71	9.770	1.651
	Male	20	52.95	8.382	1.874

The table above displayed the mean score of the level of public speaking anxiety experienced by male and female students in the public speaking class at the Universitas Islam Malang when public speaking during presentations. Female students indicated a mean score of

53.71, while male students showed a mean score of 52.95. Overall, it can be concluded that female and male students indicate a moderate level of public speaking anxiety. The students sometimes felt anxious during presentation based on the level of public speaking anxiety using PSCAS, which is presented in Table 3.

Table 6. Significant difference of public speaking anxiety experienced between male and female students

		Group Statistics		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Public Speaking anxiety level	Equal Variances Assumed	.770	.764	2.606
	Equal Variances not Assumed	.761	.764	2.498

This table presents the result analysis related to the different levels of anxiety between male and female learners in the public speaking class at the Universitas Islam Malang when public speaking during presentations. Based on the table above, the significant value (Sig.) of equal variances assumed is 0.770, and equal variances not assumed is 0.761. These two significant values appear to be greater than 0.05, which means there is no difference between the two groups being compared. The result of the analysis accepts the null hypothesis (H0). Thus, it can be inferred that there is no significant difference in public speaking anxiety levels experienced by male and female students in public speaking classes during presentations at Universitas Islam Malang.

As presented in the previous data above, the three highest mean scores were categorized as high. First, Q2 with a mean score of 3.84, indicated that learners started freaking out to speak English without any preparation, which means students experienced communication apprehension. It is indicated that students experience behavioral concomitants. According to Bodie (2010), learners tend to be trembling in response to an expected or accurate presentation, which is called behavioral concomitants. Another statement that was categorized as a moderate level of public speaking also indicated behavioral concomitants in Q7, Q13, Q16, and Q17. The Q7 presented that learners feel nervous when the English teacher ask them to speak English even though they have prepared it. The Q13 referred that the learners experience tense and rigidity in certain body parts when speaking English. Next, the Q16 showed that learners had difficulty in coordinating their body movements while speaking English. Then Q17 pointed out that learners still felt anxious when speaking English even though they were very prepared.

Second, Q3 with a score of 3.60, showed that learners got nervous when they forgot things they knew. Third, Q9 with a mean score of 3.69, pointed out that learners felt their hearts race when the turn came. Then, learners who experience increased heart rate indicated experiencing physiological arousal (Bodie, 2010). Another statement that is categorized as moderate also indicates the experience of physiological arousal in Q5 and Q14. The Q5 showed that learners were nervous and confused when speaking English. In addition, Q14 referred that

learners tend to be anxious while waiting to speak English. It is confirmed by Gallego et al. (2022) that uneasiness a person feels when delivering a speech or getting ready to speak in front of others.

Besides, learners who face negative self-focused cognitions tend to think that they appear incompetent (Bodie, 2010). Learners who have a moderate level of public speaking anxiety experience negative self-focused cognitions. It is shown in the statement of Q1, Q6, Q11, and Q15. The Q1 revealed that learners never felt confident when speaking English. It also pointed out that Q6 indicated the learners were scared of being laughed by friends when speaking English. Then Q11 presents that learners felt shy when being a volunteer for the first performance when speaking English. It is corroborated by Horwitz et al. (1986) that fear as communication is a type of shyness that can be seen through signs of fear or anxiety about communicating with people. Lastly, Q15 referred that the learners avoid using their body and voice expressively when speaking English.

The results of the current study present that the third-semester learners anxiety level in the public speaking classes at the Universitas Islam Malang when public speaking during presentations is moderate level. The current research results are linear with the results of research by Naser and Isa (2021), which revealed that the students of UiTM Shah Alam faced a moderate level of public speaking anxiety in oral presentation, despite having good academic results. On the other hand, research by Chandran et al. (2015) presents that most of the learners of Institut Teknologi Brunei tend to feel low public anxiety. It shows that this study found that 64% of participants experienced low anxiety or flutter, while 36% of participants reported moderate anxiety. Therefore, this differs from current research findings, which provide the average total of public speaking anxiety with a score of 3.14, considered moderate.

This current research show that the third-semester learners anxiety level in the public speaking classes at the Universitas Islam Malang when public speaking during presentations is moderate level. A study by Fathikasari et al. (2022) stated that the most commonly chosen factor that causes nervousness when speaking in public is the audience, fear of negative assessment, and past mistakes. Then the senior students experienced high levels of public speaking anxiety. This current study shows three highest mean scores were in Q2, Q9, and Q3, indicating that students experienced high levels of public speaking anxiety. The Q2 presented that learners started freaking out to speak English without any preparation. According to Bodie (2010), this pointed out that students experience behavioral concomitants. The Q3 and Q9 showed that learners who experience increased heart rate indicated experiencing physiological arousal.

The Q5, with a score of 3.29, revealed learners were nervous and confused when speaking English. It was accepted by Hasibuan and Irzawati (2020) that fear and anxiety caused by public speaking anxiety would impair spoken language skills. Besides, Q10 shows a positive statement which is at a moderate level. This statement revealed that learners felt relaxed when they spoke English. It means there is no significant anxiety because the results show students are also confident. It contrasts with the study by Sumarsono et al. (2021) which states that communicating with one another makes most students anxious.

A research by Pertiwi and Hidayanti (2022) presented that English-speaking learners felt competent while online learning without experiencing substantial anxiety. This is also supported by Yaniafari and Rihardini (2022), which represented that learners tend to feel less anxious during online speaking class 48.41%. Besides, learners who experienced face-to-face class got the number 60.96%, which means learners tend to be more anxious in live classes than in an online speaking class.

In addition, female students indicated a mean score of 53.71, while male students showed a mean score of 52.95. Thus, both female and male students indicate a moderate level of public speaking anxiety. This differs from the research finding by Rahman Hz (2022), which revealed that male students tend to have lower levels of anxiety than female ones.

The current study revealed that the significant value (Sig.) of equal variances assumed is 0.770, and equal variances not assumed is 0.761. Based on this significant value, there is no difference between the two groups being compared. It is contrast with the study by De Paola et al. (2021) that revealed women are more willing to present face-to face. Female students were significantly less likely to be a presenter in public. This current study states that there is no significant difference in public speaking anxiety levels experienced by male and female students in public speaking classes during presentations at Universitas Islam Malang.

To sum up, this current study found that the third-semester students are at a moderate anxiety level in the public speaking class at the Universitas Islam Malang when public speaking during presentations. Additionally, both female and male students indicate a moderate level of public speaking anxiety. Thus, it showed that there is no difference between the two groups being compared, which means there is no significant difference in public speaking anxiety levels experienced by male and female learners.

CONCLUSIONS AND SUGGESTIONS

Regarding the findings, the analysis of the first research question shows that learners experience high levels of public speaking anxiety when experiencing several situations. First, learners started freaking out to speak English without any preparation. The learners felt their hearts race when the turn comes. Third, the learners got nervous when they forgot things when performing English in a speaking class.

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

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

levels experienced by male and female students in public speaking classes during presentations at Universitas Islam Malang.

Based on the findings, there are some suggestions for public speaking lecturers, learners and future researchers. First, public speaking lecturers should pay attention to male or female students, whether they have high, moderate, or low public speaking anxiety level. The researcher hopes that the lecturers should choose the appropriate approach such as giving the best guidance in presentation, vocal, body language techniques.

Second, learners should recognize themselves to control their emotions when required to perform public speaking. The researcher hopes that learners could make a small note to remind them of a related sequence of topics discussed during public speaking or presentations. Learners should practice public speaking by themselves; it will be useful for training confidence and fluency.

Lastly, another approach and method are welcomed for further research to support this study. The use of a qualitative approach with a case study research design is recommended for future researchers, for future researchers can explore more deeply the factors that cause PSA and learners' strategies to overcome public speaking anxiety during presentations.

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