

**DIAGNOSING THE CAUSES AFFECTING THE PUBLIC SPEAKING
ANXIETY OF EFL COLLEGE STUDENTS IN INDONESIA:
A QUALITATIVE STUDY**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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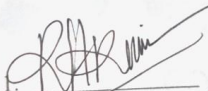
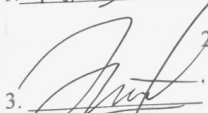


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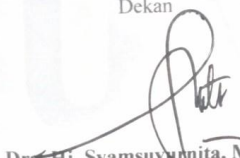
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Diagnosing the Causes Affecting the Public Speaking Anxiety of EFL College Students in Indonesia: A Qualittative Study" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, September 2023

Hormat saya

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ABSTRACT

Zetri, Dea Ananda, 1902050085. **Diagnosing the Causes Affecting the Public Speaking Anxiety of EFL College Students in Indonesia: A Qualitative Study.** Thesis: Faculty of Teachers' Training and Education, English Department, University of Muhammadiyah Sumatera Utara. Medan. 2023.

Public speaking is a common skill that must be mastered by students especially in English Department. Previous research has found that, there are still many Indonesian EFL college students do not feel confident to conduct public speaking. They perceive that public speaking can influence their anxiety enhancement. Therefore, the aims of this qualitative research are to diagnose the causes that affect the public speaking anxiety, and to identify the circumstances of their anxiety as well. This research was completed by 18 undergraduate students in University of Muhammadiyah Sumatera Utara who experienced anxiety in public speaking. All participants were shared an online open-ended questionnaire that consisted 5 questions. Then, the answers were validated by using interview approach. This study identifies 9 causes of public speaking anxiety such as lack of confidence, difficulty of concentrating, fear of making mistakes, limited vocabulary, poor grammar, fear of people's attention, less preparation, negative judgment, and shyness. Additionally, the students feel the anxiety in specific circumstances such as on preparation, pre-performance, and performance.

Keywords: *public speaking, anxiety, EFL students, causes, circumstances, university, college, Indonesia*

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This research entitled “Diagnosing the Causes Affecting the Public Speaking Anxiety of EFL College Students in Indonesia: A Qualitative Study” and it was written to fulfill one of requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at University Muhammadiyah of North Sumatera. In writing this research, the researcher faced a lot of difficulties and problems but those did not stop her efforts to make a better one, and it is impossible to be done without helps from others.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a very important common language because it serves as information dissemination, exchange, and knowledge in a variety of fields. The increasing demand for international communication has increased the English language to the status of the international language of communication (Ahmed et al., 2017). However, many people who are trying to learn a new language report experiencing stress, nervousness, or anxiety when attempting to speak the target language (Suleimenova, 2013). There are several things that are considered as the difficulties in speaking such as the grammar, pronunciation, and vocabularies. Manurung (2015) argues that there are big differences between the grammar of the native language and English as a Foreign Language (EFL), so students find it hard to speak grammatically correct. Moreover, EFL students are reluctant to talk since they cannot pronounce some words, which are humiliating for them (Diaab, 2016). As the result, students will struggle when they are requested to complete an oral communication task especially in front of the audience.

The national assessment standards initiative requires standardized grading criteria to measure academic speaker effectiveness, so a bachelor's degree cannot be achieved without delivering graded oral presentations, usually both individual and group (Sellnow, 2005). In Indonesia, higher education students must be able to speak in public especially for English Education Department students who must

speak English while doing presentation. As people who study in higher education, students must distribute their ideas orally, especially while they are requested to give performance in front of audience such as entering the public speaking class. By mastering public speaking, it can assist the learners in developing essential needs to their college success (Griece & Skinner, 2010). They will learn to analyze and evaluate arguments and evidence from any source in a critical way (Devito, 2016). In addition, Verderber et al. (2010) argue that the ability to communicate effectively in public can enhance the learners to accomplish their professional goals. People can develop an effective communication style through public speaking, whether for conversation or an important job interview. Due to the significance of public speaking for students' education and future careers, it is expected that learners possess excellent public speaking skills.

For leadership positions and professional prospects, public speaking is an essential skill, but many people are uncomfortable with it (De Paola et al., 2021). Students often escape from the speaking performance because they do not know how to deliver their ideas effectively. Public speaking involves more than just communicating an idea; it also involves making sure that the listeners understand what has been said through a variety of nonverbal cues such as head nodding, facial expressions, and eye movements (Sofian Hadi et al., 2020).

According to observation done in University Muhammadiyah of Sumatera Utara, EFL students felt anxious to present their public speaking, and the most causes were lack of grammar, shyness, unconfidence and lack of vocabulary. Rajitha & Alamelu (2020) clarify the factors of public speaking anxiety include

language factor, grammar and pronunciation factor, peer aspect, stage fright, lack of confidence, and shyness. Therefore, speaking has been acknowledged as one of the most challenging abilities to master by EFL students (Tokoz-Goktepe, 2014).

Students try to improve their English skills in various ways, but they often perceive more anxiety when speaking English (Rajitha & Alamelu, 2020). The requirement to get everything right and strive for perfection could make public speaking more stressful and cause more anxiety (Grieve et al., 2021). As the result, speaking skill which is rarely assessed and practiced will create students who face English speaking task feel anxious when they want to express their opinions orally (Chou, 2018).

Because EFL students are often anxious when performing public speaking, it is essential to identify the most causes that affect their anxiety. According to the statements delivered above, this study diagnosed the most common causes affecting the public speaking anxiety of EFL college students in Indonesia. The purpose of this paper would be to investigate the causes of their public speaking anxiety and the circumstances experienced in public speaking anxiety. Furthermore, this study will benefit students who intend to overcome their anxiety by creating and improving their strategies to learn public speaking.

B. Identification of the Problems

Related to the background discussed above, the researcher decided that there were two problems, such as:

1. Indonesian EFL students feel anxious while doing public speaking.

2. Indonesian EFL students perceive anxiety in public speaking.

C. Scope and Limitation

In conjunction with the problems and the background of this research, this study focused on the causes of public speaking anxiety, and the circumstances which were experienced in public speaking anxiety by Indonesian EFL college students.

D. Formulation of the Problems

From the identification and limitation of the problems above, the research problems were formulated as follow:

1. What are the most causes affecting the public speaking anxiety of Indonesian EFL college students?
2. Under what circumstances do the Indonesian EFL college students experience the public speaking anxiety?

E. Objectives of the Study

The objectives of the study are formulated to provide answers from the problems, such as:

1. To diagnose the most causes affecting the public speaking anxiety of Indonesian EFL college students.
2. To investigate the circumstances of public speaking anxiety experienced by Indonesian EFL college students.

F. Significances of the Study

Theoretically, this study was expected to contribute knowledge and information about the public speaking anxiety of Indonesian EFL college students. Moreover, it would be beneficial as a reference for further study related to public speaking.

Practically, this research could enhance Indonesian EFL college students' knowing about the causes that affect their public speaking anxiety and the circumstances in public speaking. Additionally, this study could be beneficial for evaluation material for Indonesian EFL college students to improve public speaking skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Public Speaking

Speaking is known as a way for people to share their ideas, thoughts, opinions, and other information and the most important part of learning a language is being able to speak it. Jaffe (2016) defines that public speaking is the act of preparing and delivering a speech to an audience, typically without interruptions to the speaker's flow of thoughts.

Beebe & Beebe (2013) assume that public speaking is more prepared than conversation. Although there may be times when people are requested to speak on the spur of the moment, they will normally know in advance if they will be needed to deliver a talk on a specified occasion. A public speaker may spend hours or even days drafting and practicing his or her speech. Additionally, when delivering a speech, individuals must prioritize conveying their thoughts effectively and persuasively. A person must try to ensure that the message audience hears matches as closely as possible the message he/she intends (Grieco & Skinner, 2010). Lucas (2013) explains that they must be strategic in light of at least two primary factors: first, the content, language, organization, and delivery resources provided to each speaker; and second, the limited time of the speech.

Students who study public speaking will be able to perform in order to increase their skill, confidence, and pronunciation in order to master English fluently, as formal speaking situations are common (Netta et al., 2020). Verderber, et al. (2010) clarify that public speaking has 3 essential benefits. First, public speaking abilities assist to engage in democratic process. Second, public speaking skills enable individuals to communicate complicated concepts and information in a manner that is accessible to all audience members. Third, public speaking abilities help to reach people's work goals and be self-sufficient.

2. Public Speaking Anxiety (PSA)

Fear of public speaking has been referred to by different names throughout the years, including speech fright, speech anxiety, stage fright, and public speaking anxiety (Sellnow, 2005). Verderber, et al. (2010) describes that public speaking anxiety is the level of worry a person experiences before or while speaking in front of an audience. The statement is also in line with McCroskey (1977) that public speaking anxiety (PSA) is a person's level of dread or anxiety in response to actual or expected communication with the other people.

When required to speak in front of an audience, some people become restless and suffer sleeping issues related to public speaking anxiety (Raja, 2017). It means that people often feel uncomfortable and worry before they face the performance. Many people suffer stage fright when delivering a public speech, performing in a play, singing in front of an audience, or attending a public symposium (McCroskey, 1977).

People will feel several symptoms if they are apprehensive in conducting public speaking. Verderber et al. (2010) clarify there are 3 symptoms such as: (1) cognitive, negative test-taking reactions; (2) affective, the symptoms include indigestion, nausea, perspiration, clammy hands, urination desire, dry lips, shaking, and pounding heartbeats; (3) behavioral, the effects that grow unconfident feeling in public speaking.

3. Causes of Public Speaking Anxiety

Students who experience public speaking anxiety must have certain reasons for their problems. According to O'Hair, et al. (2007), public speaking anxiety can be influenced from several causes, such as:

a. Lack of Positive Experience

Anxiety about what to expect is common if you are new to public speaking or have had negative experiences. And without any positive experience to depend on, it's difficult to put this concern into context. It's like a vicious circle. Some people choose to avoid giving speeches entirely, yet acquiring additional experience is essential for overcoming speech anxiety.

b. Feeling Different

Many of us become especially sensitive to our individual quirks, such as a less-than-ideal haircut or an accent, when faced with the prospect of speaking in front of an audience. It's possible for us to think that no one is likely to be interested in anything we have to say.

We assume that being different in some way equates to being inferior as inexperienced speakers, which causes worry. Actually, there are several ways in which each person differs from the others. But almost everyone feels anxious before giving a speech.

c. Being the Center of Attention

As presenters, speakers may believe that they did something incorrect to lose the audience's attention, such as talking to a neighbor or checking the texts while they are presenting. They then question if the audience noticed the alleged blunders. People become even more self-conscious and perceptive to even the smallest mistakes as a result of our self-consciousness, which heightens the uneasiness. In reality, the audience hardly ever picks up on anything about us that we don't want them to know.

4. Circumstances in Public Speaking Anxiety

Students perceive the public speaking anxiety in certain condition. They can feel anxious before or while performing public speaking. According to O'Hair, Rubenstein, and Stewart (2007), speaker often perceive anxious at several stages.

a. Pre-preparation anxiety

At this moment, an individual experiences anxiety when realizing that he or she will be delivering a speech. Some people begin to experience anxiety at the moment they learn they will be giving a speech. Pre-preparation anxiousness can become an issue when a speaker puts off planning for the speech or when it fills

his thoughts to the point where he forgets important details required to complete the speech assignment.

b. Preparation anxiety

People in this stage might feel stressed by the amount of time and planning they need to do, or they might run into a problem that makes them late. Pressures of preparation lead to a cycle of stress, putting things off, and simply avoiding, which all add to preparation anxiety. If speakers feel nervous during this stage, they must put all of their attention on preparing for the speech, but they have to take short breaks to calm their anxiety and get the confidence and focus back.

c. Pre-performance anxiety

This stage is experienced by speaker when practices giving or rehearses the speech. Some people get nervous when they practice giving a speech. This is when they realize how things really are: they worry that the audience will only watch and listen to them, they feel like their ideas aren't being said as well as they should be, or they realize that they don't have much time to prepare. If this stress before a show is bad enough, some people may even decide to stop practicing.

d. Performance anxiety

The speaker feels anxious when he or she is at the beginning of the speech. Most of the time, performance anxiety is at its worst at the beginning of a speech, when we become most aware of the audience's attention. But people who have

given speeches before agree that the rest of the speech goes well if they can keep their nerves under control during the beginning.

No matter when worrying about a speech hits, it's important to remember that speakers can control it and not let it control them by making them less motivated or keeping them from putting in the time and energy to give a good speech (O'Hair, et al., 2007).

5. Foreign Language Anxiety

Horwitz et al. (1986) argue that Foreign Language Anxiety (FLA) is a significant challenge to conquer when learning another language. The statement is in line with Rajitha & Alamelu (2019) that language anxiety is described as a sensation of discomfort, worry, or fear caused by an individual's impression of learning or using a foreign language. It is a statement of fear, a sense of unease, or an emotional struggle during a particular language-performing context.

Students of foreign languages who are apprehensive identify speaking the target language as the most terrifying language competence (Yalçın & İnceçay, 2014). They argue that when learning a foreign language, people who are anxious might sweat, have heart palpitations, worry, forget things, or have trouble learning the language. Therefore, some language learners feel that anxiety has been a terrible experience (Ahmed et al., 2017).

According to Horwitz, et al. (1986), there are 3 types of Foreign Language Anxiety, such as communication apprehension, fear of negative evaluation, and test anxiety. Communication apprehension (CA) is shyness brought on by the

necessity of speaking English with professors and other pupils (Alla et al., 2020). McCroskey (1994) describes that CA is a person's level of dread or anxiety related with actual or anticipated communication with another individual or individuals. In a foreign language class, where they have little control over the communication situation and are closely observed, people who have trouble speaking in groups may struggle even more. Secondly, test-anxiety is a sort of performance anxiety caused by a fear of failing a test. Students with this sort of anxiety set unreasonable objectives and view anything less than an ideal outcome as a failure (Alla, et al., 2020). According to them, the most symptoms of test anxiety that students perceive include stress during a foreign language class, anxiety about failing a language class or exam, and a sense of being overwhelmed by the number of grammatical rules required to master a foreign language.

The third type of FLA is fear of negative evaluation. Horwitz, et al. (1986) define that fear of negative evaluation is anxiety about others' judgments, avoidance of evaluating circumstances, and the assumption that others would evaluate one badly. Learners of foreign languages have a tendency to predict that others will evaluate them negatively (Damayanti & Listyani, 2020). Students, who have this type of FLA, often feel that their other friends have better English and laugh to their speech (Alla et al., 2020).

6. English as a Foreign Language (EFL)

Broughton, et al. (1978) explains that English as a foreign language is a language which is frequently taught in schools, but it does not play a crucial part

in social life. For instance, in Brazil, Japan, and Spain, the citizens do not have to speak English or other foreign language to socialize in their society. English is exclusively taught at schools in Indonesia, and the language is not widely spoken. For language learners in Indonesia, English is truly a foreign language (Setiyadi, 2020).

B. Previous Relevant Study

Meliyani et al. (2022) conducted a research with 33 students at SMAN 1 Pandeglang, Indonesia, from the class X IPS 3 to explore EFL learners' speaking anxiety. The results show that 66.67% of the students have high levels of anxiety when speaking. According to this study, there are two categories of things that could make students anxious. The first is teacher-related aspects, like the teacher's calling style and assertive teaching style. The second category includes issues specific to students, such as their low opinion of English, the ridicule they receive from peers, their self-confidence issues, their fear of making mistakes, and their lack of support for speaking English.

The second study was done by Grieve, et al. (2021). This qualitative study had two objectives. First, it sets out to learn more about the anxieties that students with a phobia of public speaking, especially oral presentations, experience and the coping mechanisms they employ. The second goal was to ascertain whether their worry had an impact on how they perceived higher education. 46 undergraduate and graduate students with a fear of public speaking from the University of the West of England (UWE), Bristol, answered four open-ended questions in a

qualitative survey. Due of their aversion to public speaking, all participants were attending a Stand Up and Be Heard (SUBH) course in the UWE library. The following six themes—fear of being judged, physical symptoms, ambiguity on the subject, detrimental effects on university experience, practice and preparation, and the need for more practical support—were discovered through thematic analysis. The survey's findings pinpoint the specific anxieties students have regarding public speaking and show how this has a detrimental overall impact on their college experience.

Hussain, et al. (2021) conducted the third study at an engineering university in Karachi. The purpose of this study is to look at the causes of speaking anxiety among university students in Pakistan. Another objective of this research is to learn how these students manage their nervousness when speaking English as a second or foreign language. The qualitative research used an open-ended questionnaire to obtain detailed replies from the participants. Speaking in front of a large audience, peer pressure, a lack of vocabulary, grammar norms, a lack of preparation, concerned about making mistakes, and a negative attitude from the teacher were among the factors that exacerbated speaking anxiety. Avoiding the audience, seeking help from a teacher or colleague, being well-prepared, taking deep breaths, facilitating anxiousness, distracting from the anxiety, self-talk/praise, resuming, physical activity, employing comedy, and maintaining eye contact with only one person were some of the coping techniques.

C. Conceptual Framework

In public speaking, EFL students should prepare the content, confidence, and ideas delivery, so audience can understand the material easily. Nevertheless, the students often feel apprehensive while presenting their public speaking. According to the theory from O’Hair, et al. (2007), people are anxious of public speaking due to the lack of positive experience, feeling different, and being the center of attention. Besides, they also argue that there are 4 circumstances of public speaking anxiety including pre-preparation anxiety, preparation anxiety, pre-performance anxiety, and performance anxiety. To sum up, this research were intended to diagnose the EFL students’ causes of public speaking anxiety and the circumstances.

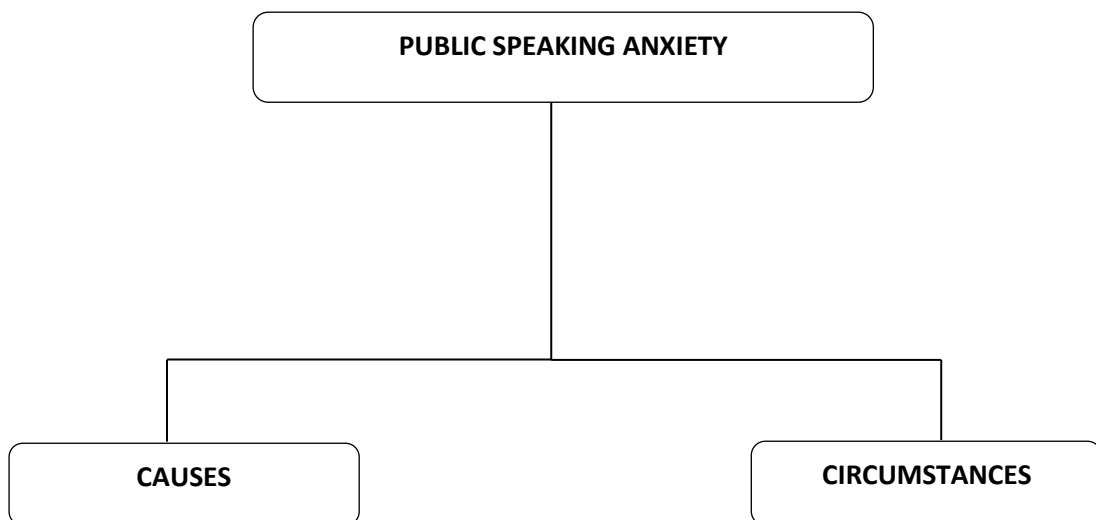


Figure 1.1 Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This study used qualitative descriptive approach. According to Cresswell (2013), a descriptive study depicts the shared interpretation of a concept or phenomenon derived from the lived experiences of multiple individuals. The researcher is concerned with describing what all participants share in experiencing a phenomenon. In this study, the researcher had discussion with individuals about their personal experience in public speaking anxiety and how they experienced it.

B. Research Subject

The data in this research are the students' answers that were collected from the open-ended questionnaire and interview. The sources of data were from 8th undergraduate English Education students in University of Muhammadiyah Sumatera Utara. The students in the university had already learned public speaking course. For qualitative research, information is gathered mostly through in-depth interviews with at least 10 participants (Cresswell, 2013). In this research, 18 students could be collected as the respondents to participate in questionnaire and interview approach.

C. Techniques of Collecting Data

There were 2 techniques of collecting data such as open-ended questionnaire and interview.

1. Questionnaire

The researcher distributed online open-ended questionnaire to explore the students' answers based on their experience about the public speaking anxiety, so they could be easily to express their own answer honestly. Open-ended questionnaires are subjective requests for responses in which respondents are at freedom to provide their own responses (Saris & Gallhofer, 2014).

2. Interview

After giving the questionnaires to the students, some of the students were asked to do the interview activity. The students who experienced public speaking anxiety took a part of the interview session. Taylor, et al. (2016) describes that we refer to face-to-face contacts between the researcher and informants that are intended to extract the informants' perspectives on their lives, experiences, or events as expressed in their own words as "in-depth qualitative interviews."

D. Techniques of Analyzing Data

After the data are completely collected, the data will be analyzed by using Miles, Huberman, & Saldana's techniques such as: (1) data condensation, (2) data display, and (3) conclusion drawing/verification.

1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and/or modifying the data that occur in the whole text of field notes, interview transcripts, papers, and other empirical materials (Miles, Huberman, & Saldana, 2014). The questionnaire and interview answers were selected and simplified to know the respondents' meaning of the causes affecting the public speaking anxiety and the circumstances of public speaking anxiety.

2. Data Display

Then, the data were displayed. Looking at displays can help to comprehend what is happening in the field. The researcher displayed and understood the data about public speaking anxiety from students' answers in questionnaire and interview.

3. Conclusion Drawing/Validation

The last, there was conclusion drawing. Before concluding the data, the researcher had to classify the categories of public speaking anxiety causes and the circumstances and found the types of them. After that, the researcher interpreted the data that had been displayed and concluded what were the most causes that affected the EFL college students' public speaking anxiety, and the circumstances.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

The data had been collected from 2 instruments, such as questionnaire and interview. After collecting data from English Department students, the researcher did an interview approach to validate and gain more information related to the research questions: (1) What are the most causes affecting the public speaking anxiety of Indonesian EFL college students? (2) Under what circumstances do the Indonesian EFL college students experience the public speaking anxiety?

1. Result of Questionnaire

Open-ended questionnaire was used to collect their answers according to their problems in public speaking ability. There were 5 questions delivered in the online questionnaire, concerning their weaknesses, feelings, conditions, and their strategies in conducting public speaking.

The 5 questions were:

1. *What are your main weaknesses in conducting public speaking?*
2. *How do you feel when you are managed to conduct public speaking?*
3. *Do you feel anxious in conducting public speaking?*
4. *In what circumstance do you experience public speaking anxiety?*
5. *Can those problems influence your academic experience in university?*

According to the open-ended questionnaire result, the students had various main weaknesses in public speaking. Most of them did not feel confident enough to manage public speaking. The other problems were caused by less of vocabulary, fear of being wrong, lack of grammar and difficulty of concentrating. In addition, they always felt nervous or anxious when presenting public speaking.

In the questionnaire, the EFL students experienced public speaking anxiety under specific circumstances. For instance, their anxiety increased when they started the presentation, when the moment was crowd, when audiences were watching them seriously, before performing, while preparing the speech, and when delivering information as well.

2. Result of Interview

The interview activity was done to validate the answers from the respondents and to get more information about their anxiety of public speaking. The researcher could collect 18 respondents from the 8th semester students. The interview consisted of 6 questions about their PSA and the circumstances. Based on their answers, there were several matters that they experienced during public speaking and affected their anxiety. There were 6 responses for lack of confidence, 6 responses for fear of making mistakes, 3 responses for difficulty of concentrating, 4 responses for less vocabulary, and 1 response for lack of grammar. Additionally, 4 respondents said that they were anxious of public speaking due to fear of people's attention, 1 response for less preparation, 2 responses for negative judgment, and 1 response for shyness.

Causes of PSA	Frequency
Lack of Confidence	6
Difficulty of Concentrating	3
Fear of Making Mistakes	6
Limited Vocabulary	4
Poor Grammar	1
Fear of People's Attention	4
Less Preparation	1
Negative Judgment	2
Shyness	1

Table 4.1 Interview Result

2.1 Lack of Confidence

From the data that had been collected, the first cause which was experienced by the students was lack of confidence. From the questionnaire and interview, the students confirmed that their public speaking anxieties were caused by lack of confidence. The answers from the interview can be seen as follow:

The difficulty is lack of self-confidence. (Interview 11, NH)

One of the causes is self-confidence. Without self- confidence, we cannot conduct public speaking in front of many people. (Interview 1, MB)

It is usually because of lack of self-confidence to speak in front of many people. (Interview 5, PFH)

I'm not confident enough to speak in front of many people. (Interview 12, SD)

Lack of confidence when I'm public speaking. (Interview 16, WSN)

I feel unconfident. (Interview 9, KN)

From the statements above, one of the main causes of students' public speaking anxiety were affected by self-confidence. They believed that confidence was impactful for their performance. Moreover, every speaker must be confident to make the audience interested with the speech. According to Norman & Hyland (2003), when the speakers don't believe in themselves, they are hard on themselves and doubt their own skills. They had trouble talking to and getting along with other people, and they avoided doing certain jobs.

2.2 Difficulty of Concentrating

The third cause identified in this research was difficulty of concentrating. 3 students expressed that they were hard to focus and it affected their anxiety.

My difficulty is because there are too many audiences. It's like difficult to concentrate when I want to express some argument in my head, but it's obstructed by them. (Interview 8, OY)

The first is when I forget the script. (Interview 10, RMA)

Yes, my difficulty is that the things I want to talk about are often blank or lost and can't even talk well. (Interview 13, WA)

The students' difficulty of concentrating appeared because of several distractions. The first distraction was bustling atmosphere. When a speaker addresses a group of strangers, however, it is more difficult to predict how the audience will immediately react to him or her (MacIntyre & Thivierge, 1995). OY said in interview that many audiences could induce difficulty of concentrating. As the result, the moment made the speaker strive to convey arguments when implementing public speaking. Secondly, speaker could not focus because he/she forgets the script. As mentioned by RMA, forgetting the script suddenly could

build the difficulty of concentrating, and it created the public speaking anxiety as well. Additionally, WA delivered the same statement that her anxiety was caused by empty mind. Thus, she could not express their speech easily.

2.3 Fear of Making Mistakes

Indonesian EFL students reported that the cause of public speaking anxiety was fear of making mistakes. They were afraid to make mistakes due to giving wrong information or arguments during the speech. Grieve, et al. (2021) clarifies that uncertainty about the topic is an aspect of public speaking that appears to be related to the audience's potential negative reaction to a pupil who lacks subject or knowledge.

I'm afraid if I am wrong in delivering information, and also if the language that I use is not correct. (Interview 6, YAA)

I worry if there are some mistakes. Moreover, my performance will be watched by many people. (Interview 7, IZ)

Fear of making mistakes or words that offend others. (Interview 8, OY)

Constant fear of speaking wrong. (Interview 11, NH)

Afraid of saying something wrong. (Interview 12, SD)

I'm afraid of making mistakes. (Interview 14, MK)

On the other hand, the students felt worried of making mistakes because they were hard to choose appropriate vocabulary. As it is known, Indonesian students use English as a foreign language which can be an obstacle for them to master English Vocabulary. Consequently, the students are fear of making mistakes and anxious to perform confidently.

I'm scared if I misspoke in public speaking. (Interview 11, NH)

I often have heart-pounding to speak in front of many people because I'm afraid of saying the wrong thing. (Interview 12, SD)

I'm usually confused to arrange words. It's like afraid of being wrong. (Interview 14, MK)

This finding is in line with Meliyani and Masrupi (2022) that this dread is also because of their poor grammar, vocabulary, and difficulty to properly pronounce words in the target language.

2.4 Limited Vocabulary

The next public speaking anxiety faced by the EFL students was limited vocabulary. The students believed that having less vocabulary could affect their nerves in public speaking. It would be difficult for them to express their ideas during their performance if they had limited vocabulary. Vocabulary growth tracks all four language acquisition skills and it strongly correlates with speaking proficiency (Khan et al., 2018)

Improper vocabulary arrangement. (Interview 3, NA)

When I don't know what I want to say. Moreover, I lack in vocabulary. (Interview 9, KN)

I have less vocabulary. (Interview 4, VF)

Yeah, especially we need to master lots of vocabulary in public speaking. (Interview 17, RM)

According to the data, it showed that having limited vocabulary could increase the students' public speaking anxiety. Hussain, et al. (2021) argue that English has a wide range of words as a result of borrowing many terms from various other languages. Hence, this can be a challenge to beginning ESL/EFL students as they struggle to find the right word to use in certain situations.

2.5 Poor Grammar

Another cause that influenced the public speaking anxiety was poor grammar. One student was found that her anxiety was caused by having trouble of grammar. She realized that her grammar mastery were not good enough to support her public speaking performance.

Lack of grammar. It's my shortcoming in using good and correct grammar. It's pretty disturbing because sometimes it makes my concentration a little fluid and increases anxiety. (Interview 18, VK)

From the interview, VK also clarified that the problem might irritate her and her concentration would be distracted. Savage et al. (2010) argues that students must comprehend the meaning of grammatical structures as they listen to lectures, read manuals, and study textbooks, as well as correctly apply the structures in oral presentations and written papers. Therefore, they can be conveniently to convey their thoughts and the audience will understand them.

2.6 Fear of People's Attention

Several students clarified that people's attention really affected their anxiety when managing public speaking. The audience's seen could influence the students' anxiety because they were scared of making mistakes and not sure with their ability.

Sometimes I tend to be anxious and scared, heart-poundings because there is a lot of people. (Interview 4, VF)

If all eyes on me, the anxiety will increase. (Interview 10, RMA)

Because there are many people in front of me and their eyes are on me. (Interview 15, BL)

My struggle is when I face a lot of people and it makes me nervous and anxious. (Interview 16, WSN)

According to Hasibuan et al.'s research (2022), this may be the case because students fear scorn and embarrassment, especially if they lack confidence in their English abilities.

2.7 Less Preparation

Not having much time to prepare is also one of the causes that impact the EFL students' public speaking anxiety. Moreover, speaking is a skill that requires more time for foreign students to prepare both mentally and materially (Kusumawat & Fauzia, 2019). Every speaker must have prepared everything to support his performance before they present it. If the speakers do not have good preparation, the unpreparedness will make them hesitant to execute the public speaking confidently. There was 1 student of 18 who gave information that less preparation made her anxiety in public speaking increased.

Because of less material (Preparation). (Interview 16, WSN)

WSN informed that she has anxiety due to less material. Her anxiety increased if she realized that she didn't prepare well before performing the speech.

2.8 Negative Judgment

Another cause found in interview was fear of negative judgment. There were 2 EFL students realized that they had negative thinking while delivering the speech. They thought that while presenting the public speaking, people would give bad comments or reaction about their performance which could make them feel down.

Thirdly, when there is no good response about my speech from the audience.

(Interview 10, RMA)

I have worry about the response that I got from the audience. (Interview 18, VK)

2.9 Shyness

Lastly, the cause affecting the EFL students' PSA was shyness. 1 student was identified that her anxiety was caused by shyness. The shyness came from her biologically based temperament. RM stated that she is an introvert person, and that thing can influence her shyness to conduct public speaking.

Firstly, because I am an introvert so I am very shy if I perform in front of the audience. (Interview 17, RM)

People who are shy can think they lack the communication abilities needed to capture and hold a listener's attention. Because of this, they think that being silent and less expressive will cause fewer people to pay attention to them and consequently result in fewer negative comments (Pereira dos Santos et al., 2020).

3. Circumstances in Public Speaking Anxiety

Based on the result from the questionnaire and interview, the public speaking anxiety was categorized into preparation, pre-performance, and performance anxiety.

No.	Name of Students	Questionnaire	Interview
1.	MB	Performance	Performance
2.	HMB	Pre-Performance	<ul style="list-style-type: none"> • Pre-Performance • Preparation
3.	NA	Performance	Performance
4.	VF	Performance	Performance
5.	PFH	Pre-Performance	Pre-Performance
6.	YAA	Performance	Performance
7.	IZ	Performance	Performance
8.	OY	Performance	Performance
9.	KN	Pre-Performance	<ul style="list-style-type: none"> • Preparation • Pre-Performance
10.	RMA	Performance	Performance
11.	NH	<ul style="list-style-type: none"> • Pre-Performance • Performance 	<ul style="list-style-type: none"> • Pre-Performance • Performance
12.	SD	Pre-Performance	Pre-Performance
13.	WA	Performance	Performance
14.	MK	Performance	Performance
15.	BL	Performance	Performance
16.	WSN	Performance	Performance
17.	RM	Performance	Performance
18.	VK	<ul style="list-style-type: none"> • Pre-Performance • Performance 	<ul style="list-style-type: none"> • Pre-Performance • Performance

Table 4.2 Interview and Questionnaire Result of Circumstances in Public Speaking Anxiety

From the table above, the answers of the respondents from the questionnaire had been validated through the interview approach. However, some students gave

other answers which were not available in the questionnaire. There were 2 responses for preparation anxiety, 6 responses for pre-performance anxiety, and 14 responses for performance anxiety. Each student could have 1 or 2 anxiety conditions in public speaking.

Circumstances	Frequency
Performance Anxiety	14
Pre-performance Anxiety	6
Preparation Anxiety	2
Pre-preparation Anxiety	0

Table 4.3 Responses of PSA Circumstances

3.1 Preparation Anxiety

The third circumstance in this study is preparation anxiety. 2 students were identified from their interview that they perceived the public speaking anxiety while preparing the speech which they intended to present.

When I'm preparing the material for public speaking. (Interview 2, HMB)

While preparing. (Interview 9, KN)

HMB and KN realized that their public speaking anxiety was under preparation anxiety. People with a lot of anxiety are unable to think about what makes a good speech when they are preparing their speeches. They spend less time thinking about the audience, are less worried about visual aids and other support equipment, and spend less time writing their speech text (Daly & Weeber, 1995)

3.2 Pre-performance Anxiety

Referring to the table 4.4, there were 6 responses from the students that they experienced pre-performance anxiety in public speaking.

Before managing public speaking and when seeing who are the audience.
(Interview 2, HMB)

When I'm suddenly pointed. (Interview 5, PFH)

A few minutes before starting public speaking. (Interview 18, VK)

The statements show several public speaking anxieties which usually appears before the performance conducted and when they are suddenly pointed. Those things mean that the students experienced anxiety under pre-performance. Besides, 1 student clarified that her anxiety appeared several minutes before public speaking because they had thought negatively of her performance next. Negative mind that comes before performance can affect the students' apprehension.

Before performing, because I have thought negatively at the moment.
(Interview 9, KN)

Additionally, the public speaking anxiety will increase when they realize that they do not have much time to rehearse their speech anymore.

Also when I feel less preparation, material and practice the public speaking directly. (Interview 11, NH)

When I am asked to perform public speaking and I feel unconfident because of less preparation as well. (Interview 12, SD)

This is when they realize that the audience will only watch and listen to them, that their ideas aren't well-expressed, or that preparation time is short (O'Hair et al., 2007).

3.3 Performance Anxiety

According to the data, performance anxiety was the most circumstance which the EFL college students experience when delivering public speaking. Moreover, they conveyed several reasons why they experienced anxiety under performance.

When the moment is crowded. (Interview 1, MB)

When delivering the material. (Interview 3, NA)

When I'm conducting public speaking. (Interview 7, IZ)

When audiences don't show expression what I expect. (Interview 8, OY)

When I face many audiences directly. (Interview 11, NH)

Usually, when speaking in front of people who are smarter than me.
(Interview 14, MK)

When I'm nervous and not remembering the material. (Interview 16, WSN)

Based on the responses delivered above, the students sustained various moments which usually happened in performance anxiety. Their anxious were affected by several conditions which commonly happened in performance such as crowded audience, audience's attention, and forgetting material. MB and NH perceived that crowded audience could increase the students' performance anxiety because they felt that audience's attention would harm them.

Other students who were under performance anxiety also said that audience's expression could influence their comfort while delivering the speech. As stated by OY, she had performance anxiety due to unexpected audience's reaction. She

thought that audience's gaze while having performance made her feel. This is in line with O'Hair, et al. (2007) in their book that audiences we perceive as negative tend to make us feel more apprehensive than those we perceive as neutral or positive.

I become nervous when many audiences see me. (Interview 6, YAA)

When people are giving serious gaze. (Interview 10, RMA)

When people are staring at me while speaking. (Interview 13, WA)

When people really focus seeing me, I become anxious. (Interview 4, VF)

When audience's eyes are on me. (Interview 15, BL)

When people are staring at me. (Interview 17, RM)

The respondents clarified that when putting on their performance, audience gaze could affect their anxiety. Students in opening speech worry that their listeners will pick up on their uneasiness when they speak in front of them (Behnke et al., 1987).

B. Discussion

Referring to the research results, there were several things to discuss. The first finding discovered that there were 9 causes that affect the public speaking anxiety of Indonesian EFL college students and the second one indicated that there were 3 circumstances of public speaking anxiety encountered by the students.

On the first finding, 10 items had been identified as the causes of public speaking anxiety by Indonesians EFL college students: lack of confidence, difficulty of concentrating, fear of making mistakes, limited vocabulary, poor

grammar, fear of people's attention, less preparation, negative judgment, and shyness. This finding was not similar to Verderber et al. (2010).

According to the interview results, lack of confidence was one of the main causes that influence the EFL college students' PSA. There were 6 responses that pointed lack of confidence was the reason why the students' anxiety in public speaking appeared. In their responses, most of the students exposed audience presence as the reason of their low self-confidence. Fear of crowds made them feel doubt while conducting public speaking in front of large audience.

Another cause that led the EFL college students' PSA was limited vocabulary. The EFL students had revealed that their anxiousness became increased due to not mastering many vocabularies in English, so they were difficult to elaborate more ideas while delivering their presentation. Furthermore, another cause that made them anxiety increased was poor grammar. Further, grammar knowledge includes word order, agreement between the components of a sentence (subject-verb agreement), and methods for forming queries, negating assertions, and emphasizing sentence structure information (Wahyuningsih & Afandi, 2020). Lack of grammar would create the students feel fear of making mistakes because they could not apply the language structure properly. For EFL students, besides mastering public speaking skills, mastering correct grammar is a must, so the presentation which they convey is understandable for the audience. Nevertheless, one of the students in this research informed that the inability of grammar created her afraid to come forth. As stated by Hussain, et al. (2021) in their research that complicated grammar rules add to the anxiety of ESL/EFL

speakers, who struggle to learn and use them correctly in their ESL/EFL speaking activities.

Difficulty of concentrating was also identified among the causes of EFL students' public speaking anxiety. That was because of some distractions such as bustling atmosphere and forgetting the material. MacIntyre and Thieverage (1995) emphasize that if a speaker believes that hearing criticism from the audience will be irritating, anxiety will probably rise and willingness to speak will diminish. In addition, the students could not focus because they were troublesome to remember the script that had been prepared before.

Public speaking anxiety of Indonesian EFL college students was also caused by fear of making mistakes. 6 students confirmed that they became anxious because of afraid to make mistakes. The mistakes could be giving wrong information, vocabulary, or even the grammar. In a study of Hasibuan, et al. (2022), it was found that to deliver a better speech, students focused on all English oral skills, including vocabulary, pronunciation, stress and emphasis, intonation, and grammar, when delivering a speech. This relates with the problem of this study that Indonesian EFL students had problems to compile correct vocabulary when they were managed to conduct public speaking in English. In a previous study managed by Rafada, et al. (2017), they found that half of the respondents in Saudi (55.2%) agreed that they felt hesitant when they wanted to participate in class discussions but lack sufficient English vocabulary. In conclusion, less vocabulary was identified as one of the main causes of public speaking anxiety for Indonesian EFL college students.

Furthermore, fear of people's attention could also affect public speaking of Indonesian EFL in university level. The EFL students reported that they turned out to be nervous because the audiences kept paying attention to them. In addition to their reluctance to speak in front of their classmates, the students' nervousness and the pressure they felt when facing large audiences made them hesitant to speak in front of their peers (Hussain, et al., 2022).

Lack of preparation could make students anxious to perform confidently as well. Some of them realized that they had not prepared enough to conduct their public speaking, and that influenced them to be insecure with their own ability. Similarly, a research conducted by Hussain, et al. (2022) analyzed that lack of practice could lead students in Pakistani university to become fearful in performing the public speaking. In other side, the Indonesian EFL students' anxiety in public speaking could be caused by negative judgment by the audience. Before going on to the stage, they had expected negatively about something that had not happened. They thought about bad comments or responses from the audience. Grieve, et al. (2021) reveals that the feeling of "being judged" can make it harder for a student to do well on public tests and presentations where they are graded and assessed. The last cause of public speaking anxiety was shyness. The shyness may appear especially from people who are introverted. This is in line with "A Study of Factors Affecting and Causing Speaking Anxiety" conducted by Rajitha and Alamelu (2020) that shyness is also one of the most significant anxiety-inducing factors when pupils are required to engage with the target language.

The second finding was about the circumstances of public speaking anxiety experienced by Indonesian EFL students. In this study, the EFL students had 3 conditions such as preparation anxiety, pre-performance anxiety, and performance anxiety. The EFL students felt anxious when they were preparing the material or practicing the public speaking. Bippus and Daly (1999) revealed findings that bad preparation could lead to stage fright in public speaking anxiety. This is because when preparing the performance, people spend less time considering the audience, caring less about visual aids and other support devices, and writing their speech text (Daly & Weber, 1995). Beside that, the EFL students were identified that they were under pre-performance anxiety. This condition usually appears when the students are rehearsing the speech. They had declared that before conducting public speaking, they became unsure with their own skills and had negative perception with their performance later. Last but not least, most of the Indonesian EFL college students experienced performance anxiety. This condition was the most dominant reported by them in interview and questionnaire. They declared that the anxious increases when they were delivering their presentation and when the moment was crowded. Students who are just starting out in speech classes worry that their nerves will show when they speak in front of an audience (Behnke et al., 1987).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding which had been discussed, there were two main matters that could be concluded. After collecting and diagnosing the data, the conclusion this study is there were 9 main causes that affected the EFL college students' anxiety in public speaking, such as lack of confidence, difficulty of concentrating, fear of making mistakes, limited vocabulary, poor grammar, fear of people's attention, less preparation, negative judgment, and shyness. Additionally, the Indonesian EFL college students experienced various circumstances of public speaking anxiety. There were three conditions faced by them such as preparation, pre-performance, and performance anxiety. The most dominant condition that was experienced by EFL students was performance anxiety (14 responses), pre-performance anxiety (6 responses), and preparation anxiety (2 responses).

B. Suggestion

Concerning the conclusions above, the researcher proposed that this study is beneficial to develop strategy to overcome public speaking anxiety (PSA) of EFL college students in Indonesia. It can be an evaluation material to improve their public speaking skills in formal or non-formal occasion as well. Further research could manage a study including appropriate strategy to conduct public speaking confidently or to reduce the public speaking anxiety of EFL college students.

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APPENDICES

Appendix 1

INTERVIEW TRANSCRIPT

1. Do you think that public speaking needs some speaking skills? Why?
2. What are your main difficulties when you do the public speaking?
3. Do you sometimes feel anxious in conducting public speaking?
4. What makes you anxious?
5. In what circumstances do you feel anxious in public speaking?
6. What strategies do you apply to reduce your anxiety?

INTERVIEW I

R = Researcher

M = MB

Semester = 8

R = Do you think that public speaking needs some speaking skills? Why?

M = I think yes. The important thing is self-confidence. Without self confidence, we cannot conduct public speaking well in front of many people

R = What are your main difficulties when you do the public speaking?

M = One of the causes is lack of confidence. And I often feel nervous

R = Do you sometimes feel anxious in conducting public speaking?

M = Sometimes, yes. I sometimes feel anxious when the situation is crowdie.

R = In what circumstances do you feel anxious when you manage public speaking?

M = When the moment is crowd.

R = What strategies do you apply to reduce your anxiety?

M = Before conducting public speaking, I practice repeatedly, then I practice in front of a mirror, and take a breath 5 minutes before public speaking.

INTERVIEW 2

Name : HMB

Semester : 8

R = Researcher

H = HMB

R = Do you think that public speaking needs some speaking skills? Why?

H = I think, public speaking use skills which is to prepare their performance.

R = What are your main difficulties when you do the public speaking?

H = Of course nervous.

R = Do you sometimes feel anxious in conducting public speaking?

H = Yes, especially before conducting public speaking.

R = In what circumstances do you feel anxious when you manage public speaking?

H = When I look who the audiences are and when I try to prepare the material for public speaking.

R = What strategies do you apply to reduce your anxiety?

H = I will prepare material that will be delivered well, and if I have mastered it well, I'll be more confident.

INTERVIEW 3

Name : NA

Semester : 8

R = Researcher

NA

R = Do you think that public speaking needs some speaking skills? Why?

NA = Of course. Moreover we have to conduct public speaking in front of many people which must have mentality preparation, and what we are going to deliver must be prepared well.

R = Do you sometimes feel anxious in conducting public speaking?

NA = Sure, the most difficult is nervous and improper vocabulary arrangement.

R = Have you ever felt anxious while conducting public speaking?

NA = Yes, I have. I feel nervous, heart-pounding, so what I want to say will be forgotten.

R = In what circumstances do you feel anxious in managing public speaking?

NA = When I'm delivering the material or when we are speaking. Besides, I often feel anxious when I'm preparing the speech.

R = What strategies do you apply to reduce your anxiety?

NA = Taking a deep breath and praying to relax.

INTERVIEW 4

Name : VF

Semester: 8

R = Researcher

VF

R = Do you think that public speaking requires special skills?

VF = I think, as an introvert yes, if we want to public speaking it probably requires special skills. Especially if the introvert often feel nervous.

R = When you're going to do public speaking, are there any difficulties you encounter?

VF = My trouble is not far from nervous. Just as when public speaking is English, I have limited vocabulary.

R = Okay, well when you're public speaking, isn't there a feeling of anxiety or fear?

VF = Sometimes I tend to be anxious and scared, heart-poundings because there is a lot of people.

R = Well, what makes you anxious?

VF = Because you see a lot of people. All your eyes are on me.

R = Then, in what circumstances do you feel anxious in public speaking?

VF = When people are so focused looking at me, so I'm worried.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

VF = I just manifest myself like, "don't be nervous, don't be nervous", keep tending not to see people. Looking at one point.

INTERVIEW 5

Name : PFH

Semester: 8

R = Researcher

PFH = PFH

R = Do you think that public speaking requires special skills?

PFH = Yes, I feel that public speaking requires special skills. Because we speak in front of a lot of people and the use of the language used must be good and correct, so that communication between the speaker and the audience goes well.

R = When you're going to do public speaking, are there any difficulties you encounter?

PFH = Usually the difficulty that I experience is nervous.

R = Okay, well when you're public speaking, is there a feeling of anxiety or fear?

PFH = Yes, I must be worried.

R = Well, what makes you anxious?

PFH = It is usually because of lack of self-confidence to speak in front of many people.

R = Then, in what circumstances do you feel anxious in public speaking?

PFH = I feel anxious when I have to do public speaking spontaneously, or in front of someone older than me.

R = What does that mean spontaneously?

PFH = For example, I was suddenly appointed.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

PFH = Not staring at the audience's eyes all the time. It can reduce anxiety.

INTERVIEW 6

Name : YAA

Semester: 8

R = Researcher

YAA

R = Do you think that public speaking requires special skills?

Yes = Of course, because as we know, to speak we need to master the vocabulary, we have to be good at its pronunciation, and grammar. So, I think that kind of skill-skill is necessary.

R = When you're going to do public speaking, are there any difficulties you encounter?

Yeah, of course. For me my biggest difficulty on public speaking is that, feeling nervous.

R = Okay, well when you're public speaking, is there a feeling of anxiety or fear?

Yeah, of course.

R = Well, what makes you anxious?

Yes = I'm afraid if I am wrong in delivering information, and also if the language that I use is not correct.

R = Then, in what circumstances do you feel anxious in public speaking?

Yes, in public speaking, a lot of people will see. So, in those circumstances, I'm getting nervous because a lot of audiences are watching. Of course we want to do our best. However, when nervous, it could be wrong.

R = Does that mean you're anxious in that public speaking when you are in front of a lot of audiences?

Yeah, yeah.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

Yeah = I might look like watching the audience but not because my brain thinks about the content of the public speaking. Then, before doing public speaking, I tried to calm down and drink.

INTERVIEW 7

Name : IZ

Semester: 8

R = Researcher

IZ

R = Do you think that public speaking requires special skills?

IZ = In my opinion, yes. Because we need the material we want to deliver, so that our public speaking can run well and correctly.

R = When you're going to do public speaking, are there any difficulties you encounter?

IZ = Yes. I often feel nervous when I do public speaking.

R = Okay, well when you're public speaking, is there a feeling of anxiety or fear?

IZ = Yes.

R = Well, what makes you anxious?

IZ = I'm worry if there are some mistakes because my performance will be watched by many people.

R = Then, in what circumstances do you feel anxious in public speaking?

IZ = When I want to start public speaking and when I do public speech.

R = Well, the last one. What strategy do you use to scratch?

IZ = Usually the strategy that I use is I don't really look at people around and read prayers in my heart.

INTERVIEW 8

Name : OY

Semester: 8

R = Researcher

OY

R = Do you think that public speaking requires special skills?

OY = In my opinion, yes. Because if we want to communicate well, we have to use that good vocabulary in his body language, the words that are spoken, it has to be polite and decent.

R = When you're going to do public speaking, are there any difficulties you encounter?

OY = Occasional difficulty yes if the audience is too much. My difficulty is because there are too many audiences. It's like difficult to concentrate when I want to express some argument in my head, but it's obstructed by them.

R = Okay, well when you're public speaking, do you often feel anxious or scared that way?

OY = Not very often, but sometimes yes, when the expression you want to convey is related to serious things.

R = Well, what makes you anxious?

OY = Fear of making mistakes or words that offend others.

R = Then, in what circumstances do you feel anxious in public speaking?

OY = When there's too much audience, I think I feel stuck with the audience's gaze. Especially when the audience doesn't show the expression I expected.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

OY = Usually I try to calm down and occasionally don't look at the audience, but focus on adjusting my breath and smiling.

INTERVIEW 9

Name : KN

Semester: 8

R = Researcher

KN = KN

R = Do you think that public speaking requires special skills?

KN = Yes, especially it is important in the world of education.

R = When you're going to do public speaking, are there any difficulties you encounter?

KN = The difficulty was in the moment before, or in the preparation of feeling not confident

R = Okay, well when you're conducting public speaking, do you feel anxious?

KN = Frequently.

R = Well, what makes you anxious?

KN = When I don't know what I want to say. Moreover, I'm weak in vocabulary or I feel less confident, so all the words in my mind become lost or misleading.

R = Then, in what circumstances do you feel anxious in public speaking?

KN = During preparation and before the show. Because I've been negative thinking.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

KN = I try to be confident because with confidence what we think will come out of our mouths by itself. It's like it's going to be easy.

INTERVIEW 10

Name : RMA

Semester: 8

R = Researcher

RMA

R = Do you think that public speaking requires special skills?

RMA = In my opinion, public speaking requires speaking skills because it is essential to convey a sentence correctly delivered so that it can be easily understood. And also, you have to be able to control your nervousness.

R = When you're going to do public speaking, are there any difficulties you encounter?

RMA = Difficulty must be there, especially my own nervous or nervous feeling. When the nervousness pops up in the middle of public speaking, the script I've remembered correctly goes missing. And I told him to be quiet and spy.

R = Okay, well when you're public speaking that, isn't there a feeling of anxiety or fear?

RMA = If that's the problem, look at the situation as well. When I do that public speaking in places that are casual or relaxed so, the anxiety is a little bit. But if it's in an official place, and when all eyes on me, the anxiety will increase. So it's kind of hard to get rid of anxiety in public speaking.

R= Does that mean you're anxious in a formal situation?

RMA = Yes, because the use of formal, standard language is very important in formal situations. If we're wrong in the choice of words, of course our public speaking will be ugly. Especially if his audience expresses no reaction, his anxiety will be even higher.

R = What makes you anxious?

RMA = The first one was when I forgot the script. The second, when everyone is calm and all eyes are on me. Thirdly, when there is no good response about my speech from the audience.

R = Then, in what circumstances do you feel anxious in public speaking?

RMA = When people give a serious look. Well, when I make a mistake, they'll immediately comment on me.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

RMA = The strategy, I assume the people who watch it are my friends who already know.

INTERVIEW 11

Name: NH

Semester: 8

R = Researcher

NH

R = Do you think that public speaking requires special skills?

NH = In my opinion, yes.

R = When you're going to do public speaking, are there any difficulties you encounter?

NH = Yeah, I'm often in trouble. The difficulty is lack of self-confidence, constant fear of speaking wrong. A lot of the worries I've been experiencing while I'm public speaking.

R = Okay, well when you're public speaking, do you sometimes feel anxious or scared that way?

NH = Yes, I have anxiety when speaking in public.

R = Well, what makes you anxious?

NH = What makes me anxious when speaking in public is that I'm less confident, and also that I feel afraid if I speak wrong when I speak in public.

R = Then, in what circumstances do you feel anxious in public speaking?

NH = At the time I'm facing a fairly large audience. Also when I feel the lack of good preparation of the material. That's what makes me worried we're doing public speaking.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

NH = The good strategy I've used to reduce public speaking anxiety is that I'm better prepared for the material I'll bring. I also do tests or exercises before the performance.

INTERVIEW 12

Name: SD

Semester: 8

R = Researcher

SD

R = Do you think that public speaking requires special skills?

SD = In my opinion, yes. Because we have to be able to master the material so that the audience is more focused on us.

R = When you're going to do public speaking, are there any difficulties you encounter?

SD = Yeah, I'm not confident enough to speak in front of many people.

R = Okay, well when you're public speaking that, do you sometimes feel anxious or scared that way?

SD = Yes.

R = Well, what makes you anxious?

SD = I'm often trying to talk in front of a crowd, afraid of saying something wrong.

R = Then, in what circumstances do you feel anxious in public speaking?

SD = At the time of being promoted to public speaking and I felt less confident because of the lack of preparation as well.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

SD = I'm trying to keep quiet and find peace.

INTERVIEW 13

Name: WA

Semester: 8

R = Researcher

WA

R = Do you think that public speaking requires special skills?

WA: In my opinion, yes.

R = When you're going to do public speaking, are there any difficulties you encounter?

WA = Yes, my difficulty is that the things I want to talk about are often blank or lost and can't even talk well.

R = Okay, well when you're public speaking that, do you sometimes feel anxious or scared that way?

WA = Yes.

R = Well, what makes you anxious?

WA = People see me when they want to speak in public.

R = Then, in what circumstances do you feel anxious in public speaking?

WA = When people look at me when they talk.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

WA = Trying to encourage myself.

INTERVIEW 14

Name: MK

Semester: 8

R = Researcher

MK = MK

R = Do you think that public speaking requires special skills?

MK = I think it's necessary. Because if you don't have that ability, you won't know what to say.

R = When you're going to do public speaking, what difficulties do you encounter?

MK = If I'm usually confused with the words, and I'm afraid of making mistakes.

R = Okay, well when you're public speaking, do you sometimes feel anxious or scared that way?

MK = If you're worried, it's all right.

R = Well, what makes you anxious?

MK = Yeah, that's because I was afraid I was wrong.

R = Then, in what circumstances do you feel anxious in public speaking?

MK = It's a bad thing to talk in front of someone I think is smarter than I am.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

MK = Inserting in the mind that they're not going to judge us. You have to be trained all the time.

INTERVIEW 15

Name: BL

Semester: 8

R = Researcher

BL

R = Do you think that public speaking requires special skills?

BL = Yes, because not everyone dares to speak in public.

R = When you're going to do public speaking, what difficulties do you encounter?

BL: Usually nervous, not daring to catch the audience's eyes.

R = Okay, well when you're public speaking, do you sometimes feel anxious or scared that way?

BL = Yes, of course.

R = Well, what makes you anxious?

BL: Because there are many people in front of me and their eyes are on me.

R = Then, in what circumstances do you feel anxious in public speaking?

BL = Yes when the audience's eyes are on.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

BL = I'm trying to calm down and everything's gone.

INTERVIEW 16

Name: WSN

Semester: 8

R = Researcher

WSN

R = Do you think that public speaking requires special skills?

WSN = Yes.

R = When you're going to do public speaking, what difficulties do you encounter?

WSN = My struggle is when I face a lot of people and it makes me nervous and anxious.

R = Okay, well when you're public speaking that, do you sometimes feel anxious or scared that way?

WSN = Yes

R = Well, what makes you anxious?

WSN = Because of less material (Preparation) and lack of confidence when I'm public speaking.

R = Then, in what circumstances do you feel anxious in public speaking?

WSN = When I feel nervous and don't remember the material in front of me.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

My strategy is to read bismillah before I start speaking in front of the crowd.

INTERVIEW 17

Name: RM

Semester: 8

R = Researcher

RM

R = Do you think that public speaking requires special skills?

RM = Yeah, not to mention, it's gonna have to be mentally strong.

R = When you're going to do public speaking, what difficulties do you encounter?

RM = Firstly, because I am an introvert so I am very shy if I perform in front of the audience.

R = Okay, well when you're managing public speaking, do you sometimes feel anxious or scared that way?

RM = Yes I do.

R = Well, what makes you anxious?

RM = Yeah, especially we need to master lots of vocabulary in public speaking.

R = Then, in what circumstances do you feel anxious in public speaking?

RM = The time the people watch us.

R = Well, the last one. What strategy do you use to cope with your anxiety in public speaking?

RM = Read bismillah

INTERVIEW 18

VK

Semester 8

A: Does public speaking require special skills?

VK: There's a good need. Because we're going to face an audience whose notes are listening to us from the beginning to the end. Then we as public speakers should get a good audience attention.

R: What's your difficulty doing public speaking?

VK: Lack of grammar. It's my shortcoming in using good and correct grammar. It's pretty disturbing because sometimes it makes my concentration a little fluid and increases anxiety.

R: When do you feel anxious in public speaking?

VK: A few minutes before the public speaking and will rise when I'm going to start the public speech. So that what is going to be delivered is not delivered well. And I have worry about the response that I got from the audience.

A: What strategy do you use to reduce your anxiety?

VK: I tried not to look at the audience because their eyesight was quite influential to me.

Appendix 2

RESULTS OF INTERVIEW

1. Lack of Confidence

No.	Data	Resource
1.	M: One of the causes is lack of confidence.	Interview 1, MB
2.	PFH: It is usually because of lack of self-confidence to speak in front of many people.	Interview 5, PFH
3.	KN: I feel less confident, so all the words in my mind become lost or misleading.	Interview 9, KN
4.	NH: The difficulty is lack of self-confidence	Interview 11, NH
5.	WSN: lack of confidence when I'm public speaking.	Interview 16, WSN
6.	SD: I'm not confident enough to speak in front of many people.	Interview 12, SD

2. Difficulty of Concentrating

No.	Data	Resource
1.	OY: My difficulty is because there are too many audiences. It's like difficult to concentrate when I want to express some argument in my head, but it's obstructed by them.	Interview 8, OY
2.	RMA: The first is when I forget the script.	Interview 10, RMA
3.	WA: Yes, my difficulty is that the things I want to talk about are often blank or lost and can't even talk well.	Interview 13, WA

3. Fear of Making Mistakes

No.	Data	Resource
1.	OY: Fear of making mistakes or words that offend others.	Interview 8, OY
2.	YAA: I'm afraid if I am wrong in delivering information, and also if the language that I use is not correct.	Interview 6, YAA

3.	IZ: I worry if there are some mistakes because my performance will be watched by many people.	Interview 7, IZ
4.	NH: Constant fear of speaking wrong.	Interview 11, NH
5.	SD: Afraid of saying something wrong.	Interview 12, SD
6.	MK: I'm afraid of making mistakes.	Interview 14, MK

4. Limited Vocabulary

No.	Data	Resource
1.	NA: improper vocabulary arrangement.	Interview 3, NA
2.	KN: When I don't know what I want to say. Moreover, I'm weak in vocabulary.	Interview 9, KN
3.	VF: Just as when public speaking is English, I have limited vocabulary.	Interview 4, VF
4.	RM: Yeah, especially we need to master lots of vocabulary in public speaking.	Interview 17, RM

5. Poor Grammar

No.	Data	Resource
1.	VK: Lack of grammar. It's my shortcoming in using good and correct grammar. It's pretty disturbing because sometimes it makes my concentration a little fluid and increases anxiety.	Interview 18, VK

6. Fear of People's Attention

No.	Data	Resource
1.	RMA: When all eyes on me, the anxiety will increase.	Interview 10, RMA
2.	BL: Because there are many people in front of me and their eyes are on me.	Interview 15, BL
3.	VF: Sometimes I tend to be anxious and scared, heart-pounding because there is a lot of people.	Interview 4, VF
4.	WSN: My struggle is when I face a lot of people and it makes me nervous and anxious.	Interview 16, WSN

7. Less Preparation

No.	Data	Resource
1.	WSN: Because of less material (Preparation)	Interview 16, WSN

8. Negative Judgment

No.	Data	Resource
1.	RMA: when there is no good response about my speech from the audience	Interview 10, RMA
2.	VK: I have worry about the response that I got from the audience.	Interview 18, VK

9. Shyness

No.	Data	Resource
1.	RM: Firstly, because I am an introvert person so I am very shy if I perform in front of the audience.	Interview 17, RM

Appendix 3

RESULT OF QUESTIONNAIRE

No.	Questions	Answers	Frequency
1.	What are your main weaknesses in conducting public speaking?	Lack of Confidence	5
		Nervous	6
		Less of Vocabulary	5
		Fear of Making Mistakes	1
		Lack of Grammar	1
		Difficulty of Concentrating	3
2.	How do you feel when you are managed to conduct public speaking?	Nervous, Heart pounding, Fearful	18
3.	Do you feel anxious in conducting public speaking?	Yes	18
4.	In what circumstances do you experience public speaking anxiety?	When performing the speech <i>(too crowded, impromptu, facing people who are smarter)</i>	14
		Before performance	6
5.	Can those problems influence your academic experience in university?	Yes	10 of 18
		No	8 of 18

Appendix 4

Classification of Circumstances in Public Speaking Anxiety

No.	Name of Students	Questionnaire	Interview
1.	MB	Performance	Performance
2.	HMB	Pre-Performance	<ul style="list-style-type: none">• Pre-Performance• Preparation
3.	NA	Performance	Performance
4.	VF	Performance	Performance
5.	PFH	Pre-Performance	Pre-Performance
6.	YAA	Performance	Performance
7.	IZ	Performance	Performance
8.	OY	Performance	Performance
9.	KN	Pre-Performance	<ul style="list-style-type: none">• Preparation• Pre-Performance
10.	RMA	Performance	Performance
11.	NH	<ul style="list-style-type: none">• Pre-Performance• Performance	<ul style="list-style-type: none">• Pre-Performance• Performance
12.	SD	Pre-Performance	Pre-Performance
13.	WA	Performance	Performance
14.	MK	Performance	Performance
15.	BL	Performance	Performance
16.	WSN	Performance	Performance
17.	RM	Performance	Performance
18.	VK	<ul style="list-style-type: none">• Pre-Performance• Performance	<ul style="list-style-type: none">• Pre-Performance• Performance

1. Preparation Anxiety

No.	Data	Resource
1.	<i>When I'm preparing the material for public speaking.</i>	Interview 2, HMB
2.	<i>While preparing.</i>	Interview 9, KN

2. Pre-Performance Anxiety

No.	Data	Resource
1.	<i>Before managing the public speaking and when seeing who are the audience.</i>	Interview 2, HMB
2.	<i>When I'm suddenly pointed.</i>	Interview 5, PFH
3.	<i>A few minutes before starting the public speaking.</i>	Interview 18, VK
4.	<i>Before performing, because I have thought negatively at the moment.</i>	Interview 9, KN
5.	<i>Also when I feel less preparation, material and practice the public speaking directly.</i>	Interview 11, NH
6.	<i>When I am asked to perform public speaking and I feel unconfident because of less preparation as well.</i>	Interview 12, SD

3. Performance Anxiety

No.	Data	Resource
1.	<i>When the moment is crowded.</i>	Interview 1, MB
2.	<i>When delivering the material.</i>	Interview 3, NA

3.	<i>When I'm conducting public speaking.</i>	Interview 7, IZ
4.	<i>When audiences don't show expression what I expect</i>	Interview 8, OY
5.	<i>When I face many audiences directly.</i>	Interview 11, NH
6.	<i>Usually, when speaking in front of people who are smarter than me.</i>	Interview 14, MK
7.	<i>When I'm nervous and not remembering the material.</i>	Interview 16, WSN
8.	<i>I become nervous when many audiences see me.</i>	Interview 6, YAA
9.	<i>When people are giving serious gaze.</i>	Interview 10, RMA
10.	<i>When people are staring at me while speaking.</i>	Interview 13, WA
11.	<i>When people really focus seeing me, I become anxious.</i>	Interview 4, VF
12.	<i>When audience's eyes are on me.</i>	Interview 15, BL
13.	<i>When people are staring at me.</i>	Interview 17, RM



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 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Dea Ananda Zetri
 N P M : 1902050085
 Program Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 119,0 IPK = 3,72

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
24/11/2022 	Diagnosing the Causes Affecting the Public Speaking Anxiety of EFL College Students in Indonesia: A Qualitative Study	28/11/22
	Investigating the Figure of Speech in Geoffrey Chaucer's Selected Poems	
	Analyzing Grammatical Error of Public Speaking by English Department Students	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, November 2022
 Hormat Pemohon,

Dea Ananda Zetri

Keterangan :
 Dibuat rangkap 3 : - Untuk Dekan/Fakultas.
 Untuk Ketua/Sekretaris Prodi
 Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

FORM K 2

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

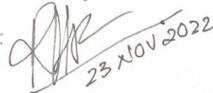
Nama Mahasiswa : Dea Ananda Zetri
N P M : 1902050085
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Diagnosing the Causes Affecting the Public Speaking Anxiety of EFL College Students in Indonesia: Qualitative Study

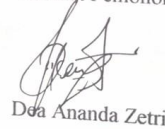
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Drs. Ali Amran, M. Hum


23 Nov 2022

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, November 2022
Hormat Pemohon,


Dea Ananda Zetri

Keterangan :

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas.
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 3319/II.3/UMSU-02/F/2022
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini ..

Nama : **Dea Ananda Zetri**
N P M : 1902050085
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Diagnosing the Causes Affecting the Public Speaking Anxiety of EFL
College Students in Indonesia: A Qualitative Study.**

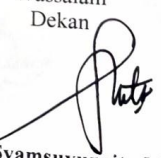
Pembimbing : **Drs. Ali Amran., M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : 1 Desember 2023

Medan 08 Jumadil Awal 1444 H
01 Desember 2022 M

Wassalam
Dekan


Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701



- Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**





BERITA ACARA SEMINAR PROPOSAL

Pada hari Jumat, Tanggal 24, Bulan Februari 2023 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Dea Ananda Zetri
NPM : 1902050085
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Diagnosing the Causes Affecting the Public Speaking Anxiety of EFL College Students in Indonesia: A Qualitative Study

No.	Argumen/Komentar/Saran
Judul	✓
Bab I	The ideas should be logically connected and supported by theories/data
Bab II	The theories need to be disseminated by comparing & contrasting them
Bab III	Describe the research methods by connecting them to your study.
Lainnya	References: check the writing system.
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui dengan adanya perbaikan

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Drs. Ali Amran, M. Hum

Panitia Pelaksana

Ketua

Pirman Ginting, S. Pd., M. Hum

Sekretaris

Rita Harisma, S.Pd., M. Hum



UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama : Dea Ananda Zetri
NPM : 1902050085
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Diagnosing the Causes Affecting the Public Speaking Anxiety of EFL College Students in Indonesia: A Qualitative Study

Benar telah melakukan seminar proposal skripsi pada hari Jum'at tanggal 24 bulan Februari tahun 2023.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Maret 2023

Ketua Program Studi

(Pirman Ginting, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : <http://www.umsu.ac.id> E-mail : rektor@umsu.ac.id
Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

SURAT IZIN RISET

Nomor: 1808/SI/IL3-AU/UMSU-02/D/2023

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 19 Mei s.d 19 Juni 2023 kepada :

Nama : Dea Ananda Zetri
NIDN : 1902050085
Program Studi : Pendidikan Bahasa Inggris
Judul : **Diagnosing The Causes Affecting The Public Speaking Anxiety of EFL College Students in Indonesia: A Qualitative Study.**

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 19 Mei 2023

Dekan,



Dra. Hj. Syamsuyurnita, M.Pd



Cc. Peringgal.





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Dea Ananda Zetri
NPM : 1902050085
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Diagnosing the Causes Affecting the Public Speaking Anxiety of EFL College Students in Indonesia: A Qualitative Study

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14-6-2023	Chapter IV: Finding discussion & revision	
4-7-2023	Chapter V: Conclusion discussion & revision	
8-7-2023	Grammar revision	
13-7-2023	Chapter I, II, III revision	
20-7-2023	Abstract revision	
22-7-2023	Final Check	
3-8-2023	Approved	

Medan, Agustus 2023

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)



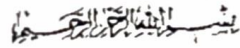
UMSU

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN**

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 000/599/ AP.P1/IX.2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
NPP. 127120201000003 • <http://perpustakaan.umsu.ac.id> • perpustakaan@umsu.ac.id • [perpustakaan.umsu](https://www.perpustakaan.umsu.ac.id)

SURAT KETERANGAN

Nomor : 1448 / KET/IL3-AU/UMSU-P/M/2023



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	: Dea Ananda Zetri
NIM	: 1902050085
Univ./Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi	: Pend. Bahasa Inggris

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 11 Muharram 1445 H
29 Juli 2023 M


Kepala Perpustakaan
Muhammad Arifin, S.Pd, M.Pd