

THE STUDENTS' PUBLIC SPEAKING ANXIETY IN ACADEMIC PRESENTATION

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ABSTRACTS	ARTICLE INFO
<p>The primary aim of this research is to delve into the roots of public speaking anxiety among sixth-semester English language education students at Mataram State Islamic University, Indonesia, and to elucidate the strategies adopted by these students in mitigating anxiety during academic presentations. Employing a descriptive qualitative research approach, this study amalgamates both primary and secondary data sources. Data collection comprises interviews, observations, and documentation analysis. The analysis method encompasses data reduction, presentation, and inference drawing, further fortified by a triangulation data credibility test. The findings revealed that students grappling with presentation anxiety often exhibit visibly tense facial expressions, struggle to establish sustained eye contact with their audience, overly rely on written materials or electronic aids, and manifest physical symptoms of anxiety such as excessive hand movements. These manifestations collectively underscore the multifaceted nature of public speaking anxiety among students and point towards potential areas of intervention and support to enhance their presentation skills and alleviate anxiety levels.</p>	<p>Article History: <i>Received: December 21st, 2024</i> <i>Revised: December 25th, 2024</i> <i>Published: December 2024</i></p> <p>Keywords: <i>Anxiety, Public Speaking, Academic Presentation</i></p>

INTRODUCTION

Humans are social creatures and cannot live without communicating with others. Communication is divided into two ways: verbal and nonverbal. Verbal communication is the most common form, in which we use words to communicate our feelings, thoughts, and ideas to others. English is the most commonly used language in the world for communication. Even though it is the most commonly used language, many people still find it difficult to communicate using English.

English is one of the subjects taught in Indonesian schools, but it is rarely used because most students prefer to use Indonesian in learning activities. This can make it difficult for English learners to speak in English as they lack the skills needed in social contexts. The lack of English language practice among students in Indonesia can be a challenge, but with the right strategies and support, students can develop the necessary skills to communicate effectively in English, especially in public speaking in front of the class.

In another statement, it is said that the developmental barriers to communicating in English are not only due to a lack of social context or habituation to the use of language.

Barriers to communication in English are also based on internal factors that come from the speaker himself, such as anxiety. People who have speech anxiety often have many fears associated with it. This is a very important issue for many people, as it can create problems in their lives.

Most people do not naturally have the ability to speak in public. They have to learn how to do it, and when they are in a situation where they have to speak to an audience, they often feel scared and anxious, which can cause them to feel sick and sweat profusely on their face. For most people, this is a very difficult experience.

Aryadilah said that public Speaking is just one way to communicate with people. So learning how to be an effective public speaker will help one become more effective in other communication situations as well. It will also make a person feel more confident, change the style of speech, and produce other positive changes in professionalism and personality. Aryadilah's insights into public speaking carry significant implications for individuals grappling with anxiety disorders. The very essence of anxiety, a pervasive feeling of fear and unease, often manifests prominently in public speaking scenarios. For those contending with anxiety, the prospect of addressing an audience triggers heightened concerns about personal appearance and the perceived adequacy of their voice.

Anxiety is a feeling of anxiety and fear. People with anxiety disorders often have difficulty speaking in public situations, because they have anxiety about their appearance and voice. Some people have problems with their nerves before a public speaking event. However, this can be overcome with practice. Some people with public speaking anxiety disorder are more confident than others and learn to feel less anxious before speaking. As health care professionals reveal that the way a person speaks can make a big difference in how well they can communicate. Some factors affecting how well someone communicates are how they say words, how they sound, and how they use their voice. Communicating effectively involves a multifaceted approach, where the nuances of how words are articulated, the tone in which they are delivered, and the strategic use of one's voice play pivotal roles. Mastering these elements is crucial for impactful communication.

Additionally, presenting information in a public forum amplifies the significance of effective communication. In such settings, the speaker must not only be cognizant of how they say words and the tonal quality of their voice but also employ these factors purposefully to convey information comprehensibly to the diverse audience. In essence, the ability to navigate and optimize these communication factors becomes even more imperative when presenting information in a public forum, where clarity and understanding are paramount. Presenting information in a public forum means that the speaker must be able to communicate it effectively so that it can be understood by the audience. However, sometimes students experience anxiety or nervousness when conveying this information, which can make it difficult to do. There are many reasons why students cannot present their work in class. They may be nervous about what they are going to say, and this can affect how they communicate with their classmates. In the lecture process, this also applies to academic presentations, students need to understand what they are presenting and ensure that their audience is interested in what they are conveying.

In the lectures process, students are required to actively share information related to the course being studied. Sometimes lecturers form discussion groups, intending to provide space for students to think freely about lecture material so that students are more active in their learning. When communicating in public, some students experience anxiety. This is what is experienced by sixth-semester English education students at Mataram State Islamic University. In lectures activities, students often experience public speaking anxiety for academic presentations such as paper presentations.

Academic presentations using papers are common activities carried out in lecture activities. Students who act as communicators or presenters often experience anxiety in conveying the contents of their papers. Anxiety experienced by students in academic presentations in front of the public makes students experience cold sweat, trembling voices, unable to look at the audience, and the most fatal is that students experience blanks and are at a loss for words during presentations.

Public Speaking anxiety experienced by students who speak English requires handling because it will have an impact on lecture activities. Students who experience anxiety disorders in public speaking will tend to become passive students because they do not dare to speak in public. Student passivity in lectures will also have an impact on their grades. Based on this fact, the researcher is interested in studying public speaking anxiety in the sixth semester of English language students at Mataram State Islamic University. So that the title of this study is "Anxiety of Public Speaking Students in Academic Presentations (Case Study in Semester 6 English Education Mataram State Islamic University)".

RESEARCH METHODS

This study uses a descriptive qualitative research approach. Descriptive qualitative research is a type of research that focuses on collecting in-depth and detailed data about a phenomenon or situation being studied. The main objective of descriptive qualitative research is to provide an accurate and complete description of the phenomenon being studied, as well as to understand the meaning and experience from the perspective of the participants. A descriptive quantitative research approach was used to analyze the students' public speaking anxiety in academic presentations (a case study in the 6th semester in the English education department of Mataram State Islamic University).

Primary data in this study were obtained from direct interviews with research subjects, direct observation of research locations, and documentation during the research. Secondary data in this study were obtained from previous research, documents, books, and articles related to research. This data is needed to strengthen the research data by comparing the results of previous studies on the same topic.

RESEARCH FINDINGS AND DISCUSSION

A. Assess Students' Academic Presentation Skills

Observation of academic presentations by 28 sixth-semester English education students at Mataram State Islamic University involved analyzing various aspects of nonverbal and verbal communication. In understanding such presentations, attention is

paid to facial expressions that reflect the presenter's level of confidence and emotion, the level of eye contact with the audience that indicates engagement and connection, interaction with the audience that demonstrates communication skills, tone characteristics that can affect comprehension and the appeal of the presentation, vocal clarity that ensures the message can be well understood, and body language that can strengthen or weaken the message conveyed.

When doing academic presentations, students are usually divided into small groups. In this case, 28 students in the sixth semester of English education at Mataram State Islamic University will be divided into equal groups of 4 people in one group. During the academic presentation, 6 out of 28 students had facial expressions that did not fully reflect the topic of discussion. 6 out of 28 students were seen using tense expressions. This is because students are not fully involved or confident with the material they convey. By practicing more and understanding the topic more deeply, it is hoped that they can improve their facial expressions to be more in line with the content of the presentation and more attractive to the audience.

9 out of 28 students who did presentations often had difficulty in establishing eye contact with the audience, which was reflected in their behavior such as looking down or occasionally looking to the side. As a result, their presentations tended to be monotonous and hesitant. In addition to failing to establish eye contact with the audience, 9 out of 28 students were also too focused on the material on their smartphones or papers, neglecting the interaction they should have with the audience.

One student who felt anxious when giving a presentation showed physical signs such as touch when communicating, such as moving his hand to touch his friend next to him as if asking for help in answering questions from the audience. This is a natural response to the communication stress they experience, where this touch can be a way to seek support or comfort in tense situations, as well as express a desire to collaborate with friends in facing communication challenges.

Other students who experienced presentation anxiety faced challenges in controlling their tone of voice when communicating. When nervous, students experience extreme variations in the speed and instability of their tone of voice, sometimes too fast to be understood or too slow to affect the smoothness of the presentation. This can be an obstacle to conveying information effectively and requires efforts to overcome anxiety and improve their speaking skills.

9 out of 28 students who experienced anxiety when giving presentations also had difficulty in maintaining vocal clarity. The pressure of all eyes on them while explaining the material can cause their voices to tremble, and as a result, they may feel nervous or uncomfortable. Furthermore, this tension can also result in difficulty in delivering words smoothly, which can affect the overall quality of their presentation.

9 out of 28 students who experience anxiety when giving presentations tend to rely on hand gestures as communication cues. Some used their hands to point out important points in the presentation, while others just moved their hands without a clear

purpose. Sometimes, students who feel anxious also tend to hide their hands behind their backs or try to calm themselves with repetitive hand movements.

The results of this study consistently support the findings of previous research conducted by Carolina et al. which showed that students' anxiety levels during academic presentations can be reflected through variations in their tone of voice. This study confirmed that when students feel anxious, they tend to experience fluctuations in their tone of voice, either becoming smaller and quivering or becoming higher and faster. The results also revealed that anxiety can result in excessive speaking speed or prolonged speaking difficulties when they are presenting.

Based on the above explanation, observations of students' academic presentations revealed several behavioral patterns that can be inferred. Students who experience academic presentation anxiety show facial expressions that are not in accordance with the presentation topic, have difficulty establishing eye contact with the audience, focus too much on written materials or electronic devices, and show physical signs of anxiety such as excessive touching or hand movements. In addition, tone control and vocal clarity are also important issues that need attention. Overall, students who feel anxious when presenting can improve their communication skills through practice, in-depth understanding of the material, and techniques to overcome anxiety, so that their presentations can be more effective and attract the attention of the audience.

B. Symptoms of anxiety in students

Symptoms of student anxiety in academic presentations using the indicators put forward by Zainal are experiencing physical tension, difficulty breathing, increased heart rate, loss of concentration, loss of words, experiencing indigestion, loss of self-confidence, loss of control over the body and experiencing complaints. other physical.

According to Kelsen research, the symptoms of presentation anxiety can be reflected through three main aspects: physical symptoms involving bodily changes such as cold sweat and rapid heartbeat, preparation anxiety which includes tension before the presentation, and performance anxiety which relates to the fear of performing in front of an audience.

Based on the results of the study, it is known that when anxious because of academic presentations, 9 out of 28 students who stated sometimes experienced physical tension. When anxious due to academic presentation, 3 out of 28 students stated that they never had difficulty breathing. When anxious because of academic presentation, all students stated that they often experienced an increase in heart rate. When anxious about academic presentations, all students stated that they sometimes experienced loss of concentration.

When anxious about academic presentations, 9 out of 28 students stated that they sometimes lost their words. When anxious about academic presentations, 3 out of 28 students stated that they often experienced indigestion. When anxious about academic presentations, 6 out of 28 students stated that they sometimes experience a loss of self-confidence. When anxious about academic presentations, 9 out of 28

students often experience uncontrollable body movements. When anxious about academic presentations, 9 out of 28 students often experience physical complaints.

Of the nine indicators that measure anxiety symptoms in students, all students experience anxiety symptoms when presenting. This finding illustrates that most of the sixth semester students of English education at the Islamic State University of Mataram still experience significant levels of anxiety when having to perform in the context of academic presentations, indicating the importance of expanding efforts and support in overcoming these anxiety problems in the academic environment.

This study is similar to Kelsen's research in measuring anxiety symptoms which include physical symptoms, preparation anxiety, and performance anxiety. The results of this study revealed that students experienced physical symptoms such as difficulty controlling themselves which resulted in gestures unrelated to their presentation. Preparation anxiety is reflected in the inability to achieve the standard of perfection set by the lecturer, while performance anxiety indicates that the audience does not understand the presentation delivered.

C. Causes of Student Anxiety

The results of the study revealed that the anxiety felt by sixth semester students of English Education at Mataram State Islamic University when making academic presentations was influenced by several factors, such as previous negative experiences that led to fear of failure, difficulty controlling emotions and nervousness, social anxiety arising from the uncertainty of interaction with the audience, pressure to perform well. perfection that is often unrealistic, as well as the fear of not being able to convey the message effectively. This is in line with Hozanto's statement in the discussion of the causes of anxiety symptoms in chapter two. Where he states that anxiety symptoms are caused by:

1. Previous bad experience

9 out of 28 students stated that previous negative presentation experiences can have a significant impact on their confidence for future presentations. They stated that experiencing harsh criticism, ridicule or loss of confidence developed a deep-seated fear of future presentations. They fear the audience's negative response or feeling unable to deliver the material effectively. As a result, students experience anxiety and apprehension before presentations and even choose to avoid them. In addition, such negative experiences may affect the way students communicate during presentations. They may become too preoccupied with themselves, trying to avoid mistakes or receiving negative feedback from the audience, hindering their ability to deliver the material effectively. As a result, their presentations may appear less engaging and compelling. Educators and mentors should provide assistance to students who have had similar negative experiences so that they can restore their confidence and learn how to overcome public speaking anxiety.

2. Inability to control oneself

9 out of 28 students stated that the inability to self-regulate, especially in the context of public speaking, was a significant obstacle. Deep-seated anxiety and fear can inhibit students' ability to communicate information and ideas with certainty. Symptoms such as trembling, sweating and shivering can exacerbate the situation and cause individuals to avoid public speaking opportunities altogether. Therefore, it is important to find effective ways to deal with this anxiety. Friends, instructors, and mental health professionals can assist students in anxiety management. In addition, preparation and practice before a presentation can improve confidence and public speaking skills. Students can overcome such barriers and become more confident and competent communicators with the right support and consistent effort.

3. Social anxiety

6 out of 28 students stated that social anxiety is a psychological phenomenon characterized by increased levels of worry and discomfort when faced with social events, particularly those involving public speaking. Students often have concerns about the potential for poor evaluation or ridicule from others, especially when they are in situations where they are the focal point, such as during presentation activities. The presence of social anxiety has the potential in university students to erode their self-confidence and hinder their capacity to actively engage in both social and academic areas. As a result, this may adversely affect their academic performance and holistic personal growth.

4. Pressure to look perfect

9 out of 28 students stated that the burden of achieving perfection during the presentation weighed on them. Students demanded themselves to fulfill a set of predetermined criteria, which resulted in the development of persistent anxiety even before they performed in public. The experience of anxiety can potentially lead to concerns over the possibility of making mistakes that can jeopardize one's overall performance. Therefore, it is important for lecturers to provide guidance and enhance students' understanding throughout their presentations, fostering a more conducive atmosphere and reducing undue anxiety, thus allowing students to perform with greater confidence and proficiency.

5. Fear of not being able to convey the message effectively

Overall, students stated that public speaking anxiety is a common problem they face when they are asked to deliver academic presentations. The presence of apprehension can hinder an individual's capacity to communicate effectively and maintain the audience's interest in the subject matter. Concerns related to the inability to deliver a message correctly can erode students' confidence and create anxiety over their ability to communicate effectively. As a result, this hinders their capacity to effectively communicate knowledge and establish rapport with the audience, which are essential elements in academic presentations.

The results of this study are in line with theory of public speaking anxiety by McCroskey and Richmond. This framework can be used to understand the factors that influence public speaking anxiety in students in academic presentation situations.

Several factors that can influence public speaking anxiety include previous experience, type of evaluation, and characteristics of the auditorium. The theoretical framework regarding public speaking anxiety was developed by Croskey and Richmond. This theory states that several factors can influence a person's level of public anxiety in presentation situations, including individual factors, contextual factors, and psychological factors.

Individual factors include previous experience, self-confidence, and presentation preparation. Past experiences can influence a person's level of societal anxiety, for example negative experiences can increase societal anxiety. Self-confidence and presentation preparation also influence people's anxiety, where the higher the self-confidence and the better the presentation preparation, the lower people's anxiety level will be.

Contextual factors include the type of evaluation, auditorium characteristics, and audience size. Types of evaluation such as assessments conducted by lecturers or classmates can also influence a person's social anxiety. Auditorium characteristics, such as lighting or room temperature, can also influence a person's public anxiety. Apart from that, the number of viewers can also influence people's anxiety levels.

Psychological factors include perception of the situation, self-control, and emotional factors. Perceptions of the situation can influence the level of public anxiety, where the higher the perception that the situation presented is risky or important, the higher the level of public anxiety. Apart from that, self-control and emotional factors such as worry or fear can also influence people's anxiety levels. In this research, as mentioned in the interview above, the number of audiences and new audiences influences the level of presentation anxiety experienced by students. The larger the audience, the more anxious it will be. And the stranger the audience, the higher the level of student anxiety when presenting, this is because cultural differences and the perception of each new person make the resource person even more stressed and afraid of making mistakes.

The results of this study consistently support the findings of previous research conducted by Tiyas et al., which states that students often experience social anxiety in the context of academic presentations. Students tend to feel afraid of making mistakes, worry about feeling embarrassed, fear of being laughed at, always overthink, and have a high level of self-consciousness when presenting. Interviews with interviewees in this study also confirmed that one of the aspects most avoided by students is the experience of being laughed at when speaking in front of an audience during their academic presentations.

This research supports Tambunan's findings that identified five causes of public speaking anxiety, including mastery of material, low self-confidence, nervousness, panic and fear of making mistakes. The study adds that speaking anxiety in the context of presentations is often triggered by the fear of not being able to deliver the material effectively and achieve the expected level of brilliance, which can also be a major factor influencing public speaking anxiety.

The results of this study support previous findings by Grieve et al. who revealed that fear of negative judgment, physical symptoms, topic uncertainty, and negative impact on the lecture experience are the main factors that influence students' anxiety in making academic presentations in public. This study also adds insight by showing that one of the causes of such anxiety is the fear of negative judgment that may be given by the audience, which can have a significant impact on students if they get unfavorable ratings.

D. Student strategies for dealing with anxiety

Based on the research results, it is known that speaking anxiety experienced by students can be overcome by using strategies: prepare well, focus on the message you want to convey, use humor, use visual aids, Do not focus too much on yourself, and practice public speaking gradually. Five of these strategies are in line with the strategies for dealing with anxiety put forward in the book *Basic Techniques for Mastering Public Speaking* which states that strategies that can help overcome public speaking anxiety:

1. Prepare well

9 out of 28 students agreed that overcoming academic presentation anxiety effectively requires careful preparation. Students can increase their confidence by thoroughly understanding the material to be presented. By understanding the material, they can feel more confident and better prepared to answer audience questions. In addition, it is important for speakers to recognize their audience, as this will allow them to adjust their delivery and diction to be more relevant and easily understood. In addition, practicing public speaking in front of a mirror or with friends is an important step in overcoming anxiety. It helps students perfect their public speaking skills and overcome any anxiety that may arise when speaking in front of a crowd. Through practice, they can identify areas of the presentation that need improvement, such as voice intonation, posture and facial expressions. In addition to reducing anxiety, thorough preparation will result in a more effective and smooth delivery of the message. Students will be able to organize the flow of their presentation better, making it easier for the audience to follow. As a result, their academic presentations will be more effective and leave a good impression in the eyes of their lecturers and peers. Students can overcome academic presentation anxiety and achieve success in this area through careful preparation.

2. Use relaxation techniques

3 out of 28 students agreed that utilizing relaxation techniques, such as meditation, yoga, or breathing exercises, is an effective method to overcome anxiety when preparing for academic presentations. When students experience anxiety before a presentation, their anxiety levels can hinder their concentration and performance. Meditation is an effective method to help students focus their minds. They can develop the ability to respond calmly to stressful situations by meditating regularly. Meanwhile, yoga is an excellent method to calm the mind and body. The controlled, calming movements of yoga help ease the physical and emotional tension that often accompanies anxiety. Yoga also teaches regular and steady breathing,

which is essential for maintaining composure during presentations. In addition, proper breathing techniques play an important role in anxiety management. An anxious person's heart rate can increase significantly. Students can reduce the physical symptoms of anxiety, such as a rapid pulse, by using proper breathing techniques such as deep abdominal breathing. This allows them to feel more relaxed and speak more fluently during presentations. The combination of these techniques not only helps students feel more confident when delivering academic presentations, but also teaches them how to deal with fear in various real-world situations. By practicing regularly, students can develop strong mental resilience, which will be a valuable asset throughout their lives. Therefore, incorporating meditation, yoga and breathing techniques into their routine is a wise step towards academic and extracurricular success.

3. Focus on the message you want to convey

6 out of 28 students agreed that distracting from anxiety and directing attention to the information to be presented is a very effective way to help them overcome anxiety when delivering academic presentations. When students feel worried, tension and anxiety can hinder their ability to communicate with certainty. However, by focusing their attention on the message they want to convey, we can provide them with the necessary resources to feel more secure. Focusing on the content of the information allows students to feel more confident as they can rely on their knowledge and preparation. By having a strong understanding of the material they are presenting, they will find it easier to overcome any anxiety that may arise during the presentation. It also helps them avoid focusing too much on themselves and instead concentrate on the message they want to convey. Students who apply this strategy will be able to deliver presentations more effectively and persuasively. They will find it easier to speak calmly and precisely, avoid the distraction of excessive anxiety, and ultimately deliver the message to the audience more effectively. Thus, distracting students from their anxiety and concentrating on the content of the information to be presented is a very effective method to help students overcome the stress associated with academic presentations.

4. Use humor

6 out of 28 students agreed that the use of humor during academic presentations was successful in reducing students' presentation anxiety. Although the use of humor in presentations also requires great skill, sometimes humor with the wrong delivery does not become funny. Nevertheless, the appropriate use of humor can reduce the tension experienced by both the presenter and the audience and create a more relaxed environment, and improve communication. In presentations, humor can be an effective instrument to ease tension, make the discussion more interesting, and establish rapport with the audience. However, it is important to note that the use of humor should be moderate to maintain the quality and professionalism of the presentation. Inappropriate or excessive humor can distract the message and weaken the impression of earnestness. Therefore, it is important for the presenter to choose

humor that is appropriate to the context and the audience, and to ensure that it does not demean or offend anyone. In this way, the use of humor in academic presentations can be an effective aid to overcome anxiety and improve the overall quality of the presentation.

5. Use visual aids and Use technology

5 out of 28 students agreed that utilizing visual aids and technology to combat student fears during academic presentations is an effective strategy. Using visual aids such as presentation transparencies to combat anxiety can be a very effective strategy. When students concentrate on their transparencies, their attention can be distracted. In addition, presentation transparencies can help students plan and organize their message in a more organized manner, thus increasing their confidence when speaking in front of the class. In addition, technology can also provide additional help in overcoming students' fears. There are many computer applications and programs designed to assist students in public speaking practice. Some of them can even provide immediate feedback on voice intonation, speech rate and body language. Students can improve their speaking skills and boost their confidence by practicing regularly using these technologies. Therefore, the use of visual aids such as presentation transparencies and the use of technology in practicing public speaking can be a very effective combination to help students overcome anxiety when giving academic presentations and improve their speaking skills and overall confidence.

6. Do not focus too much on yourself

3 out of 28 students agreed that to help them overcome anxiety during academic presentations is to shift their attention from themselves to the message they are delivering to the audience. Sometimes, anxiety stems from feelings of insecurity or overthinking personal appearance, such as physical appearance or speaking ability. However, students should not forget that their audience is there to attend and understand the content of the presentation. By putting their message first, they will be able to provide more relevant and valuable information to the audience. When students are not preoccupied with their appearance or voice, they can only concentrate on the information they want to convey. This will help them feel more confident as they will feel more competent when presenting information that they are good at. By understanding that the audience is actually more concerned with the content of the presentation compared to the appearance of the speaker, students can speak in public with more calm and concentration. In addition, prioritizing the message to be conveyed can increase the overall effectiveness of the presentation. Students will be more likely to effectively plan, organize and present information in a structured way. This will assist the audience in understanding and remembering the message, thus increasing the effectiveness of the academic presentation. Therefore, students should remember that overcoming academic presentation anxiety involves not only eliminating the sensation of fear, but also refocusing on the message. By understanding that the audience wants useful and relevant

information, they can become more confident and effective when delivering academic content.

7. Practice public speaking gradually

7 out of 28 students agreed that overcoming anxiety when delivering academic presentations, students who practice public speaking will benefit greatly. It is a gradual process that starts with speaking in front of a small group to develop confidence. At first, students may feel apprehensive and uncomfortable, but over time, they become calmer and more confident when delivering their content. Starting with speaking in front of a small group is wise as it allows students to perfect their speaking skills without excessive pressure. They are able to evaluate speaking techniques, modify voice intonation, and understand the dynamics of audience response. The more they practice, the better they get at overcoming fear and anxiety. In addition, as students gain confidence, they can gradually expand their audience. With the experience of speaking in front of a larger and larger audience, they can evaluate their progress and overcome potential new obstacles. This is an important phase in developing strong communication skills. In addition, this strategy substantially reduces students' anxiety levels. The more they practice, the more comfortable they become with situations that involve public speaking. They learn to control anxiety, overcome worries, and utilize the positive energy of anxiety to improve their performance. As a result, students who apply these strategies are able to improve their public speaking and reduce their anxiety levels, thereby improving their performance in academic presentation scenarios. This process involves not only the mastery of speaking skills, but also the development of self-confidence and fortitude to face future communication challenges.

Students have experienced significant benefits in overcoming anxiety when making academic presentations by implementing five of the ten strategies for overcoming anxiety offered. They confirmed that gradual and consistent use of these strategies had helped them feel more confident and reduced the level of anxiety that typically occurs when speaking in public. Thus, implementing these strategies has helped improve the quality of their academic presentations.

The results of this study are in line with Anxiety Uncertainty Management (AUM) theory proposed by Gudykunst and Kim. This theory can be used to explain how people manage anxiety and uncertainty when communicating with others. In the context of academic presentations, public anxiety can be seen as a form of uncertainty in communication situations. This theory can help in understanding how students manage their anxiety and finding ways to overcome this anxiety.

The AUM theory was developed by Gudykunst and Kim. This theory states that people experience anxiety and uncertainty in communication situations, especially when interacting with people from different cultures. However, people can manage this anxiety and uncertainty by taking appropriate action. In the context of academic presentations, students may experience public anxiety because they are unsure how their presentation will be received by the audience. AUM theory can help students

overcome this societal anxiety by teaching them how to manage their anxiety and uncertainty.

The results of this study consistently support Tambunan's findings that group practice is an effective solution to overcome public speaking anxiety. In this study, four main benefits were found for students involved in group exercises, namely the opportunity to practice, useful feedback from classmates, simulation of situations similar to real circumstances, and increased knowledge. In addition, the study also confirmed the importance of good preparation and public speaking practice in reducing anxiety levels when making academic presentations.

CONCLUSION

It can be concluded that students who experience anxiety when making academic presentations tend to have tense facial expressions during presentations, students also have difficulty establishing eye contact with the audience, and students are too focused on written materials or electronic devices, and show physical signs of anxiety such as excessive touching or hand movements. In addition, tone control and vocal clarity are also important issues that need to be addressed. Overall, students who feel anxious when giving presentations can improve their communication skills through practice, in-depth understanding of the material, and techniques to overcome anxiety, so that their presentations can become more effective and attract the attention of the audience.

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