

**ENGLISH LANGUAGE EDUCATION STUDENTS' FEAR OF
ORAL PRESENTATION IN AN ISLAMIC-BASED
UNIVERSITY**

THESIS

Submitted in Partial Fulfilment of the Requirements for Gaining Degree of
Bachelor of Education in English Education



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Assalamu 'alaikum wr.wb.

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Wassalamu 'alaikum wr.wb.

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“God will not burden someone but according to his ability.”

(QS Al Baqarah -:286)

“When you are frustrated with me because of things I can’t do, just imagine how frustrated I must be because I’m not able to”

(The Joe Niekro Foundation)

ABSTRACT

Title : **English Language Education Students' Fear of Oral Presentation in an Islamic-Based University**

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Oral presentation is the best practice to increase the speaking ability on English language education students in higher education. Previous research evidence has indicated that there are still many students who doubt their ability in speaking skills. This study is focused on students' experience in oral presentation. This study aimed to find out students' fears in oral presentation, and the strategy they used to overcome them, then to what extent their experience affects the learning activity process. This study used qualitative methods and conducted a survey using open-ended questions for collecting data, and was completed by 189 students majoring in English Education at UIN Walisongo, Semarang. Thematic analysis was used to analyse the data. The result of this study shows three themes about students' fear in oral presentation, that is fear of other judgment, uncertain with the material, and lack of self-confidence. The strategies they often use to deal with fear in oral presentations are prepared and practiced before the presentation, such as reading a lot of material, and memorizing some points from the topic, besides that student also pray and give positive affirmations for themselves to reduce fear in oral presentation. Meanwhile, the experience of fear on oral presentation also affected their learning activity process, they experience kind of physical symptoms such as blank, and speechless, which makes students unfocused then new problems such as overthinking what they did before. Therefore, students should control and maintain themselves to reduce their fear of oral presentation, and also practice more public speaking, and try to provide the best performance in their presentation. And the teacher also should support them to achieve their ability and develop speaking skills and confidence by providing a positive learning environment and encouraging a growth mindset.

Keywords: Fear, Oral Presentation.

DEDICATION

Praise is given to Allah SWT who has blessed the writer so that the writer could finish the thesis.

This thesis is dedicated to myself and my parents, ayah Sucipto and ibu Setyaningsih who always gives me everything, support, motivation, and good direction, and also thanks for bringing me into this world.

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Bismillahirrahmanirrahim.

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In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers

The writer of this study is so thankful that she could finish the study entitled: “English Language Education Students’ Fear of Oral Presentation in an Islamic-Based University”. This study is a partial requirement for accomplishing a Degree of Bachelor of Education in English Education of Education and Teacher Training Faculty at UIN Walisongo, Semarang.

Researchers working on the thesis will not be completed without the help of various parties who have been willing to help the author complete this thesis, both in terms of service, support, motivation, and thoughts. The writer would like to thank all of the components, who had given their contributions to finishing her study. The writer would like to deliver this thanks to:

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8. For those who cannot be mentioned one by one, who have supported the researcher to finish the research.

Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis. And hopefully, this thesis can be useful for the readers.

Semarang , 05 April 2023



Erny Karina
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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the research questions, the research objectives, the pedagogical significance, and the limitations of the study.

A. Background of the Research

Reading, writing, and spoken communication are essential abilities in many areas of society and professions. Since the primary objective of language teaching is to produce proficient speakers of the target language, one of the biggest challenges in EFL classrooms is students' oral communication skills. Many people have already been taught English since they were in secondary school but most of them spent their time completing grammar and vocabulary drills instead of engaging in oral practice. Therefore, they graduate from high school unable to express themselves or engage in conversation. So, it affects student difficulty in oral presentation.

Fear of public speaking is one of the barriers to the communication process. Fear of speaking leads to communication impairments with an impact on the individual's personal, social, and emotional life. The causes include lack of speaking practice, insufficient command of the topic, and/or a negative self-image.

The most common social fear experience in studying a foreign language is the fear of public speaking. It can have far-reaching academic effects, even a lower course grade. Humans normally

experience fear in facing some situations. Students' fears have received a lot of attention in the field of foreign languages. To help college students overcome their fears of oral presentation, standards courses focus on training in basic skills needed for effective presentation, (DiBartolo & Molina, 2010) given the perception that lack of presentation skills causes speech anxiety.

Students' fears in public speaking usually come when they have low self-confidence, and suffer from uncertainty, also insecurity. They evaluate their self, so it may bring up an individual's perception of their abilities as a person. The anxiety that arises can affect the ongoing communication process. In the learning process, in oral presentation case, students should not only acquire the material they will present but also master it to the point that the audience is driven to listen.

According to Grieve et al (2021), a study showed that oral presentations are a source of social anxiety that impacts learning and well-being for the majority of students (80%) from two UK colleges. In addition, students' fears of speaking skill have been studied by some previous researchers (Dansieh et al., 2021) mention the factors associated with glossophobia (a fear of public speaking in a strong) among ESL students in University.

The impacts of social anxiety on students enrolled in higher education are mostly recognized (Russell & Topham, 2012). A recent study by (Pörhölä et al., 2019) has identified evidence to support the

idea that some students exhibit significant levels of social anxiety in academic settings.

The role of the university is needed to be an agent of change for society in Indonesia, to become citizens who are more educated or dignified. One of the majors that are great in demand is English Language Education. This major will create a Bachelor of Education who can compete in the world market and able to develop knowledge. Students who graduate with English Education must also be able to communicate fluently in using English.

All students must have the communication skills they need to succeed in their classes, careers, and communities, so teachers must ensure that all students are prepared (Ruiz-mesa & Broeckelman-post, 2018). But, nowadays still many students of English Language Education feel fear and anxiety about their speaking ability, however in front of an audience, and it may affect their learning activity. Furthermore, speaking English is a very complicated thing, not all pupils in the EFL speaking class have the confidence to speak. Many students feel anxious in speaking class and some tend to be silent (Ningsih, 2017).

To answer these problems, need to be studied more in-depth about the kinds of factors that involved students' fears of their speaking ability, especially for English language education major. So, this paper investigated "English Language Education Students' Fear of Oral Presentation in an Islamic-Based University".

Thus, researchers expect to assist in providing solutions to problems found, and it would be better if students get more attention to some of these factors, which will have a good impact during learning and can have a significant impact on students' self-confidence in speaking English, including oral presentation.

B. Research Questions

To better understand the underlying reasons students' fears of oral presentation, this study examines:

1. What are the students' main fears in oral presentation?
2. What are the students' strategies to reduce their fears of oral presentation?
3. To what extent does the experience of fear of oral presentation affect the students' learning in higher education?

C. Objectives of The Research

Based on the research question above, the objective of the research can be stated as follow:

1. To find out students' main fears in oral presentation.
2. To find out students' strategies to reduce their fears of oral presentation.
3. To explain what extent the experience of fear of oral presentation affects the students' learning in higher education.

D. Pedagogical significant

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as follows:

1. Theoretically

The main goal of this study was expected to add information to the existing literature on how English language education students fear of oral presentation in Islamic-based university. And this study is also expected to be additional information for readers about students' fears in oral presentation.

2. Practically

The result of this research was expected to provide some information for the researcher themselves and people in the field of education. The researcher hopes that the result of this research can be useful for:

a. For students

The result of this study was expected to increase knowledge and other perspectives regarding students' fear to gain a better experience in their learning process. Next, the finding of the research can also be used to help students to solve their issues.

b. For English teachers

The result of this study can give information about students' fears, especially in their oral presentations, so teachers may give more support in developing and evaluating their abilities. In particular increases student-teacher interaction on their learning process.

c. For the next researcher

Hopefully, the result of this study can be used to guide a new point to the next researcher who has similar research in students' fears in speaking ability.

E. Limitation of the study

This study was conducted for the students who have the learning experience of oral presentation and feel fear (anxious/worry) to face the subject. The participants were in the second and fourth semesters of English Education Department of UIN Walisongo Semarang. The researcher will focus on identifying English language education students with fears of oral presentation.

CHAPTER II

RIVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework and previous research.

A. Previous Researches

The recent references in the related literature to this study are:

First, an International Journal of R. Grieve, J. Woodley, S. E. Hunt & A. McKay (2021) entitled “*Student Fears of Oral Presentations and Public Speaking in Higher Education: A Qualitative Survey*”. This study aimed to find out the fears experienced and strategies used by student in facing public speaking, especially oral presentation, and also whether their worry had an impact on how they perceived higher education. The research used qualitative methods, using open-ended questions and completed by 46 undergraduate and postgraduate students with a fear of public speaking from University of the West of England (UWE), Bristol, and the data analysis was using thematic analysis. And the result was getting the students specific fears in public speaking and finding evidence of the negative impact of their experience in higher education. This research has similarities with the research that will be conducted, namely regarding students’ fears of oral presentation, while the difference is this research was conducted for students with and without fears of oral presentation (Grieve et al., 2021).

Second, an International Journal of Luke LeFebvre, Leah E. LeFebvre & Mike Allen (2018) entitled “*Training the Butterflies to Fly in Formation: Cataloguing Student Fears About Public Speaking*”. This study aimed to investigate the internal and external concerns that students enrolled in public speaking courses experience to better support teachers and students in

implementing reduction strategies into practice. The study's results showed 12 categories of students' public speaking fears, with the resulting categories including both internal and external public speaking fears, offering significant implications for teaching and learning in the introductory communication course. The difference between this research is a concern with internal factor of public speaking experience, and the next research is focused on students' fear of oral presentation in general (LeFebvre et al., 2018).

Third, an International Journal of Dansieh, Solomon Ali Owusu, Edward Seidu, Gordon Abudu (2021) entitled "*Glossophobia: The Fear of Public Speaking in ESL Students in Ghana*". This study aimed to investigate the causes of glossophobia in ESL college students. The research used both qualitative and quantitative methods. The findings identified that fear of speaking in front of a crowd; lack of confidence in speaking in public inadequate public exposure to speaking by students; student fear; fear of being laughed at; experience in public speaking; inadequate preparation in public speaking; fear of making grammar mistakes in English by students; tension when public speaking; fear of making mistakes and poor or inadequate vocabulary. This research has similarities with the previous research, which investigated students' fears. This study talks about ESL students, then the next study talks about English language education students. Meanwhile, it's also not only talk about issues in students' fears but also the strategies to overcome the issues (Dansieh et al., 2021).

Fourth, an International Journal by Erhan Aslan and Amy S. Thompson (2019) entitled “*The Interplay Between Learner Beliefs and Foreign Language Anxiety: Insights from The Turkish EFL Context*”. This study aimed to find out a possible relationship between learners' beliefs and language anxiety in Turkish EFL students. The research used a quantitative method, and the data analysis used Exploratory Factor Analysis (EFA). According to the results, dread of uncertainty was positively related to classroom performance anxiety and bad emotions. Positive language learning regards might help in decreasing anxiety and increasing trust in English language learning. This research has similarities with the research that will be conducted, students' anxiety affects the learning experience, while the difference was this research does not talk about student beliefs (Aslan & Thompson, 2021).

Fifth, A Publication Journal of Farida Repelita Waty Kembaren, Salsabila Utami, Mela Ramadini (2022) entitled “*An Analysis of Students' Anxiety of Oral Presentations and Public Speaking in High Education*”. This study aimed to find out what are the causes of anxiety faced by students when public speaking, and the strategies used to reduce anxiety. The research used a qualitative method. The findings revealed the causes of students' fear of public speaking and how they can minimize their fear of public speaking because the ability to speak in public is influenced by the speaker's confidence and mental readiness. The difference between this research is the previous studies apply random sampling for the participant, meanwhile, the next study applies purposive sampling (Kembaren et al., 2022).

B. Theoretical Framework

1. Speaking

Speaking is one of the four language skills (reading, writing, listening, and writing). It is one way which students can communicate with one another to attain their goals, and certain objectives or to communicate their thoughts, plans, hopes, and points of view (Farabi et al., 2017). Students can convey feelings, views, or ideas through speaking; relating stories; informing or explaining; requesting; talking, and discussing; that is, students can show the various uses of language through speaking. Nunan in (Farabi et al., 2017) argues that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Meanwhile, the ability to communicate is the most crucial goal of communicative language instruction. It is the ability to perform effectively in the real world.

Speaking, which involves producing, receiving, and processing information, is an essential component of learning and teaching second languages, according to (Lindsay & Knight, 2008). For many people, Speech is the primary form of human communication, being able to speak another language means that a person is also familiar with it. Nowadays, English language learners no longer expect their teacher to adopt grammatical competence and past methodology, but today teacher are expected to guided student to provide receptive skill for listening and reading ability, and productive skill for speaking and writing skill (Mammadova, 2021). It means students require lots of chances to use

language in contexts that encourage them to communicate their needs, thoughts, and opinions.

Speaking is the process of creating and communicating meaning in a variety of settings by using verbal and nonverbal signals (Kayi, 2006). Whether or not learners will be required to deliver presentations or lectures in real life, the practice of standing in front of their colleagues and speaking for a continuous period of time is good preparation for real-world speaking (Scott Thornbury, 2005).

Within the higher education context, the ability to present is usually recognized as one of the main competencies for professionals. However, graduates often lack the necessary speaking skills (Chan, 2011). Additionally, speaking is often considered the most common fear that people experience in social situations (Smith & Sodano, 2011).

Improving public speaking skills is the most important benefit of class presentations (Girard et al., 2011). Oral presentation is one task that may be applied in English classes to help students enhance their speaking abilities. Speaking requires grammar, pronunciation, and accurate sentences in necessary that the audience can understand.

Many strategies for teaching speaking may be used to help students enhance their speaking abilities. Oral presentation is one method that might assist the learner in solving their difficulty. Students will be motivated to express their opinions and arguments through presentations since they will demonstrate their ability to understand the topic to the other students.

2. The Concept of Oral Presentation

a. The definition of oral presentation

Oral presentation is an effective communication exercise that EFL conversation instructors have regularly used to develop oral ability (Jane King, 2002). The ability to deliver an effective and engaging presentation requires fundamentally different skills and techniques than writing a report. According to Collins in (De Grez et al., 2009a), the efficacy of any presentation is determined mostly by the presenter's ability to communicate with the audience, not by the quality of the visual aids.

Oral presentations have been identified as an academic genre with different terminology, discourse structures, and a style distinct from academic journal articles and courses (Carter-Thomas & Rowley-Jolivet, 2001). According to (Barrett & Liu, 2019) oral presentation training improves presentation-specific language skills and discourse structure in classroom studies with English language learners, but students struggle to connect the aim of the presentation to the introduction and conclusion. Meanwhile, Tailab and Marsh mention that perceptions, and preparation for a presentation has the highest priority in developing students' oral presentation skills (Tailab & Marsh, 2019).

For good oral communication, students require much training and practice. Oral presentations are the best practice (Živković, 2014). The study of presentation techniques provides students with the opportunity to gain insight into the information and abilities that produce an excellent lecturer, which frequently turns out to be their career. With organized preparation and organization, their mastery of the subject area and willingness to communicate with others will allow them to enjoy sharing

their knowledge in a beneficial way for both their audience and themselves.

Oral presentation competence is defined by (Luc De Grez, 2009, p. 5) as "the combination of knowledge, skills, and attitudes required to speak in public to educate self-express, communicate, and inspire".

Teaching students to create excellent presentations entails developing their perceptive and well-trained thinking skills; enhancing the quality of presentation improves the level of thought, and vice versa. One of the ways to improve communication and presentation skills according to (Girard et al., 2011) is observing the strengths and weaknesses of the other speakers.

Speaking is a way to communicate express ideas, exchange information, and can relate to each other (Ati & Parmawati, 2022).

According to (Girard et al., 2011) Student talks may result in increased class engagement and involvement, increased interest in learning, new viewpoints not otherwise addressed, and improved communication and presentation skills. (Jane King, 2002) also mentions some benefits of designing oral presentations for students, including bridging the gap between language study and language use; using the four language skills in a naturally integrated way; assisting students in collecting, inquiring, organizing, and constructing information; enhancing teamwork; and assisting students in becoming active and autonomous learners. On the other hand, oral presentations give a learning experience and provide everlasting skills that students will benefit from in all academic disciplines and subsequently in their jobs.

Oral presentations allow students to demonstrate their knowledge and serve as a reference source based on what the student understands (Tsang, 2020). Furthermore (Suryani & Argawati, 2018) states that speaking is a communication activity that includes word formation and that speech is distinguished by sound. (Al-Issa & Al-Qubtan, 2010) state that giving oral presentations assists students in replacing memory and transmission-based learning, which is still popular in many developing-world education systems.

Oral presentations can be performed individually, in pairs, or groups of three or more students. This might vary depending on the size of the class, the topic, and the teacher's goals and objectives (Al-Issa & Al-Qubtan, 2010). In contrast to those people who are "born" with communication skills, they only need to study and practice constantly, and some students may learn oral presentation by trial and error rather than by following a specific teaching program.

Effective oral communication cannot be "learned" just by reading. It must be prepared, schemed, practiced, and evaluated, ideally in a "realistic" setting. The term "authenticity" means that the learning assignments and evaluations represent actions or challenges that students may face on the job or in other real-life situations (Gulikers et al., 2006).

In summary to all mentioned above, an oral presentation is a strategy for enhancing students' speaking abilities that involve delivering thoughts and/or information in front of an audience. Through presentations, students may express their views and opinions on what they are providing. They also may ask and answer a question while finishing the presentation.

Oral communication is essential in all aspects of life. While it is crucial to emphasize that instruction and training in technical skills and written communication are equally important and should not be ignored.

b. Kinds of oral presentation

Oral presentation can be categorized into three types, controlled, guided, and free (Al-Issa & Al-Qubtan, 2010). This is dependent on several number of variables, including the topic chosen, the amount of time allotted for the presentation, the grammar and vocabulary used, the presenting style, and, most importantly, the competence levels of the learners.

1. Controlled

This type provides some aspects, the first one is students' proficiency levels, it found students' proficiency level and the best presentation method used at every level, including choice of grammar and vocabulary according to levels of language proficiency. The next one is the presentation method, which also has an important role, in this stage, young students about (6-12 years old) are guided to deliver a short oral presentation on paper and may read them in front of their classmates. The aim for gain young students' confidence and practice the target language.

2. Guided

In this type, the teacher determines the students' proficiency level, students are classified into the lower intermediate or intermediate level of English proficiency. The purpose is to be easier teacher guided in terms of the topics that suit for each student, and for

them to get an appropriate level of grammar and lexical items. The teacher also provides aids and materials for the students. They will be guided for preparing their work using PowerPoint or OHP slides. Students practice for oral presentations using visuals about their topic and idea, which encourages independent thinking.

The teacher also allows student to memorize. As mentioned by Duong & Nguyen in (Al-Issa & Al-Qubtan, 2010), Students should be permitted to recall because it helps them acquire confidence, combine the four skills, use English properly and effectively, talk more easily and precisely, and remember what they say.

A guided oral presentation is used to allow young learners to confidently develop their target language and enhance meaningful classroom interaction. Finally, oral presentations have become the method for improving communication skills. It will be a beneficial and entertaining exercise for learners if it is effectively prepared, structured, and organized (Farabi et al., 2017).

3. Free

The last type is free, which means that students are free to choose the topic of presentation which most appropriate for them. At this level, students are usually 16-22 years old. They are also expected to have upper intermediate to advanced levels of proficiency. In

this level, students also expected to ask and answer questions after completing the presentation.

c. The Technique of oral presentation

Rasyid 1992 in (Nurhilaliah, 2018) states that there was some technique to presentation. First, in review, the presenter identifies the comprehension material of the audience, so that she can be flexible in delivering the material. Second, overview, the presenter reported the main point by 5W + 1H of the material. Third, evaluation, do some evaluation by doing a small discussion about the material that was presented, it will help you to get feedback from the audience. and the last one is a summary, before closing the presentation presenter must make a conclusion and then give a closing statement.

A preliminary study (De Grez et al., 2009b), Includes the following nine evaluation criteria for oral presentation literature: three content-related criteria (quality of opening, structure, and end), five delivery-related criteria (eye contact, vocal delivery, enthusiasm, audience engagement, and body-language), and a general quality criterion

d. Arranging oral presentation

According to (Al-Issa & Al-Qubtan, 2010), oral presentations can be given individually, in pairs, or groups of three or more students. This might vary depending on the size of the class, the topic, and the teacher's goals and objectives. As part of speaking practice, students might present a topic of their choice. This can be done both spontaneously or in an arranged manner.

e. Advantages of oral presentation

The advantage of doing oral presentation according to Issa (Al-Issa & Al-Qubtan, 2010) are

1. Integrated language skills

Oral presentation plays a very important role in improving language skills. Learning English emphasized integrating the four language skills of listening, reading, speaking, and writing, and we can get it from oral presentation. When the presenter delivers the presentation, everybody else is listening, they also might write the point of the topic, so it's an advantage for each skill.

2. Practicing speaking

Oral presentations are an effective technique to enable students who are presenting to practice meaningful oral English while also encouraging the rest of the class to practice listening. Speaking is one of the skills that everyone did every day, doing oral presentations will increase our speaking and communication skill.

3. Making decision

Oral presentations help facilitate the decision-making process for students, before doing the presentation teacher will give some instruments and the student freedom to choose the topic presentation, this point makes the student familiar with decision management.

4. Preparing for real life encourage

Doing presentations is something that is challenging and it requires confidence and courage, a marketable skill that is much needed in various job. Hence, presenting in the EFL classroom helps students prepare for the jobs market of their dreams.

5. Acquiring knowledge through English

English is an international language that has multiple uses and values, hence all people around the world learn it for various purposes. English in particular, is a powerful tool for acquiring infinite knowledge and information.

6. Promoting learner centeredness

It's made the learning classroom more active because oral presentation not only interaction between student-teacher but also student-student which they not only listening and also did a project. This is one of the strategies that make students play a role in teaching and learning activities

7. Expanding the teacher's roles

The roles of EFL traditional teachers are to facilitate cooperative learning. The teacher's support, organizes and guides students' learning, meanwhile, she also plays a role in exercising power over, conveying, and controlling knowledge, information, and classroom activities.

8. Learning how to use technology

Technology also facilitates students in improving their skills in an oral presentation, they will be knowledgeable and technology also will help them conveying their messages in presenting the material.

3. Fear

a. The definition of fear

Fear is a complicated emotion that may manifest itself in a variety of ways in the classroom. Although it is not possible to identify every cause,

diagnosis, or symptom associated with fear-based behaviours, it is possible to understand the relevance of these anxieties in a way that may benefit the students (Bledsoe & Baskin, 2014).

According to LeDoux and Cassady in (Bledsoe & Baskin, 2014), fear is more than simply sweaty hands and a racing heart. It affects our cognitive processes, such as how we perceive our surroundings, how we recall things, whether we can focus and pay attention, how well we plan and then execute that plan, and how effectively we problem-solve. It's also may contribute to general feeling sense of risk, such as when one assumes terrible things to happen, and its impact on learning and academic achievement can be profound (Owens et al., 2012).

According to (LeFebvre et al., 2018) There are 12 categories of students' public speaking fears, which are audience responses, inability to self-regulate, dysfluency, performance evaluation, excessive activation, ineffective nonverbal vocal delivery, unpreparedness, insufficient audience analysis, misaligned information, inadequate public speaking skills, distracting nonverbal physical delivery, and unexpected event.

Fears are a normal part of growing up. They develop from the moment a child first experiences a danger he or she cannot fully understand or control (Craske, M. G., D. Hermans, 2006). In addition, fears can be taught directly through threats or indirectly by observing others who already have dangerous experiences.

- b. The experience of fear

Fear is a psychological condition brought on by autonomic nervous system activation. This condition is characterized by feelings of unease, tension, anxiety, and/or fear in certain situations.

Understanding how students experience fear (for example, through gelotophobia or cultural factors), what this may indicate on a cognitive and biological level, and how it may ultimately impact their learning, allows us to become more sensitive to problematic behaviours and work towards making students feel more comfortable and confident (Bledsoe & Baskin, 2014).

In FL learning, this form of worry mostly appears when it comes to speaking. Speaking fears in FL learners commonly occurs when learners are tasked to do activities in front of the class or during the on-the-spot or impromptu performance. Furthermore, (MacIntyre 2017) stated that two of the main reasons why trainees experience speaking anxiety are their fear of making mistakes in their pronunciation and their fear of being humiliated by their peers as a result of such errors.

Bledsoe & Baskin (2014) also mention that each student holds a mental template of classroom environments made up of incidents both positive and negative from earlier occurrences in school and other life experiences, and brings into the classroom the resultant fears. The perceived threat of failure is one of the most common causes of worry among students. Students may grow so concerned about academically failing themselves or others that they actively attempt to avoid failure in part of achievements (Berger & Freund, 2012).

Students also may experience fairness because the classroom is often a competitive setting for many students to achieve good marks rather than the emphasis on their personal goal for knowledge and skill development, some students may "choke" when they compare themselves to others. Their attention is divided between seeking to grasp course-based knowledge and worrying that their skills will fall short of those of others, which can lead to feelings of anxiety, confusion, and even overwhelm.

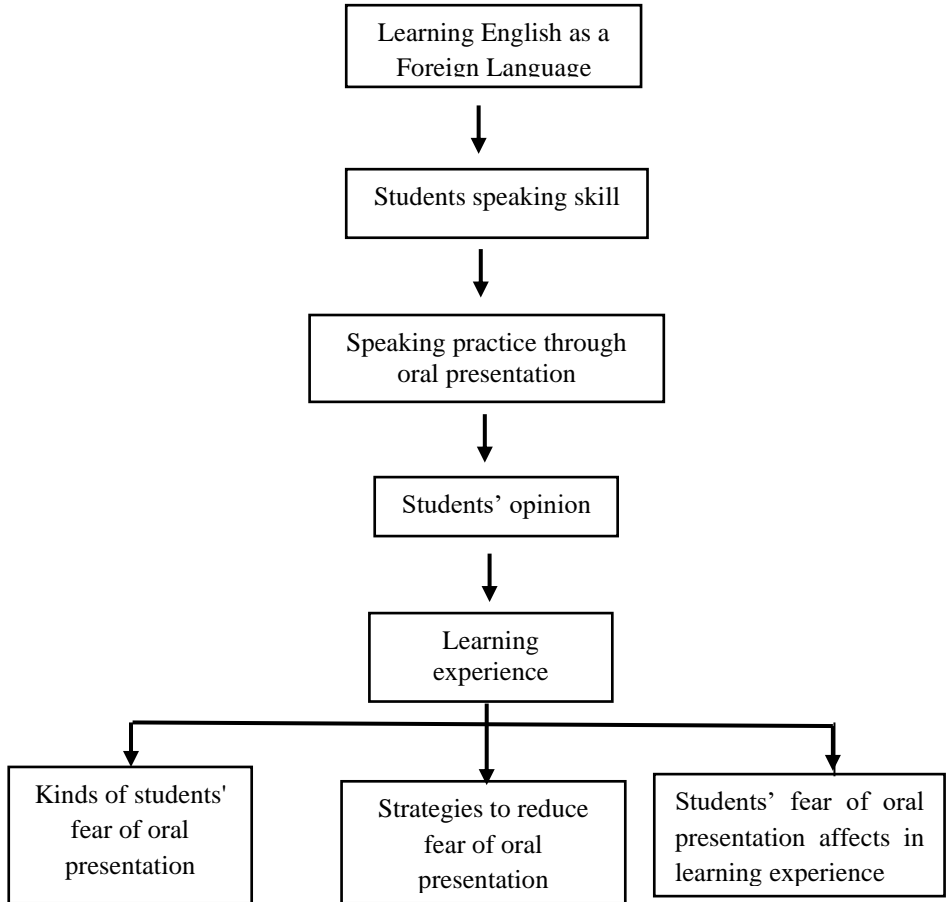
C. Conceptual Framework

A conceptual framework is a framework that a researcher believes best describes how the research problem would be investigated (Camp, 2001, p. 27). The conceptual framework outlines the relationship between a study's key concepts and offers an integrated approach to the research challenge. It is set up by giving a visual representation of how ideas in a study relate to one another.

Students learned English as a foreign language, and one of the skills that need to be mastered is speaking skills, then to support this skill, students practice speaking skills through oral presentation. And this research was conducted based on the problem that students experience when oral presentation, including their main issues with oral presentation, then the strategy they used to overcome them, and finally how the impact on learning activity process.

The conceptual framework below described the research that has been conducted by the researcher. The research was qualitative looked for students' fears of oral presentation.

Chart 2. 1 Conceptual Framework



CHAPTER III

RESEARCH METHOD

This chapter focused on the method of research used in this study. There are several subchapters: research design, research setting, research participants, method of collecting data, the instrument of research, and method of data analysis.

A. Research Design

Research design is the method used to choose the strategy to collect, the data in research. A qualitative survey design will employ in this research. This design will employ to describe the current status of the subjects in the study. Lexy J. Moleong (2018) explains that the qualitative method is a research process in which descriptive data is collected orally or in writing from the people and their behaviour which is being observed.

Bogdan and Bilken argue that descriptive qualitative research is a research design in which data collection is arranged in the form of words or pictures rather than numbers (Bogdan & Bilken, 1992). The results of the study are presented using relevant information of quotes from written information, field notes, and interviews, as well as clips from video, audio, and electronic communications. Meanwhile, Shareman and Webb state that the focus of qualitative research is on meanings as they are perceived or achieved by individuals in social contexts.

The research design used in this study was a survey method, which is used to collect as much data as possible regarding the subject quality, and aims to describe the state of the subject. Surveys are a form of research technique in which information is collected from various samples of participants, through

questions (Sugiyono, 2011). The survey method is used to gather data from a certain place, the researcher collects the data, for instance, by distributing questionnaires, tests, structured interviews, and so on.

B. Research Setting

The research was conducted at UIN Walisongo Semarang, which was located at Jl. Prof. Dr. Hamka, Tambakaji, Ngaliyan, Semarang Central Java. This research was held from 21st February to 6th March 2023.

C. Research Participants

The participants of this study were 189 students of the second and fourth semesters of the academic year 2022/2023 of students majoring in English Education at UIN Walisongo, Semarang. The reason for choosing English Language Education students was because the criteria entered are based on the assumption that these people directly experience oral presentation process, and they are still in the learning stage, which means they are in forming identity, so they all were fully volunteers.

D. Method of Collecting Data

For this study, the collected data was supported by a qualitative survey using a purposive sampling method. Purposive Sampling is a method of sampling that is used to select subjects based on specific criteria applied by the researcher so that they are expected to be able to answer research problems. The sample criteria in this study were EFL students in UIN Walisongo, male and female, in semesters 2 and 4, with experience in speaking skills, and experiencing in fears of oral presentation. The researcher

employed qualitative research. To gather the data, the researcher used open-ended question survey.

The steps to collect the data was researcher observed in the English language education class and conducted the survey, first, they will get a question “Do you ever feel fear of oral presentation?”, if they answer “Yes”, continue to the next step, if they answer “No”, stop the respond. The next step is answering open-ended questions.

E. Instrument of Research

The researcher used a survey as the instrument of the research by providing open-ended questions.

1. Survey

The term "survey" is used to refer to a broad category of research that uses questionnaires and interviews as the method of data collection. Surveys means a method of gathering data and data collection techniques are carried out through written or oral questions. Surveys are one type of research in which the respondents are human and to be able to obtain information from it, it is necessary to develop a research instrument, specifically a questionnaire (list of questions) and an interview guide. Surveys are a type of research in which data collection techniques are carried out through written or oral questions (interview guide).

As stated by (Nasution, 2011) to obtain information, can be used questionnaires, interviews, direct observation, or a combination of data collection techniques. Based on mention above, it can be concluded that understanding survey research with a descriptive approach used in this study, the survey is collecting as much data as possible about the quality

of the subject which has the aim of describing the state of the subject using data qualitative which in this case is English Language Learner of higher education at UIN Walisongo.

The researcher provided 4 open-ended questions (see Appendix 1 for a list of questions) for the students about English Language Education students' fear of oral presentation in the learning experience. All questions were in Bahasa Indonesia, to avoid misunderstandings so students can give the right response. the platform is using a Google Form to make it easier for the researcher to record the answer. For the survey guidelines see Appendix 2.

F. Method of Data Analysis

The technique of data analysis for this study was Qualitative thematic analysis. According to (Braun & Clarke, 2006) thematic analysis is one of the ways of analysing data to identify patterns or finding themes through the data that has been collected. Choosing thematic analysis is based on the research question, objectives of research and limitation of the problem, the research problem achieved by researchers, and the researcher used the thematic analysis methods to analyse and described the data.

According to (Nowell et al., 2017, p. 2) thematic analysis is a qualitative research method that can be widely used across a range of epistemologies and research questions. Thematic analysis is a technique for finding, analysing, and reporting patterns (themes) within data. Thematic analysis is a highly flexible method that may be adjusted to suit the requirements of various

studies, providing a deep, complex, and comprehensive explanation of the data (Braun & Clarke, 2006; King, 2014).

Thematic analysis is useful for summarizing important aspects of a large data set because it requires the researcher to handle the data in a structured method, resulting in a report that is organized and clear. Meanwhile, (Kiger & Varpio, 2020) assume that researchers that use thematic analysis must define their paradigmatic orientations and assumptions in detail given its flexibility to verify the validity of their results and interpretation.

The data gathered through the thematic analysis method adopted (Braun & Clarke, 2006) consists of six steps bellow:

1. Familiarizing the data

Being familiar with the data is the first step in highly understanding the information that has been collected. It will provide a useful orientation to the raw data and become starting point for the next step. The transcript of the survey was reread by the researcher to explore in-depth participants' perspectives and become familiar with all aspects of the data.

2. Generating initial codes

After familiarizing with the data, make simplify the data by a focus on specific data characteristics, a systematic data-coding procedure in which specific statements are analysed and categorized into themes that represent the phenomenon of interest. The researcher sorts and organizes the data to build some codes, the code is written to describe the phenomena that arise from the data, and it is based on the words

used by the participant. After defining the coding framework, the researcher applies the same codes to the entire data set.

3. Searching for themes

The next step after giving the initial code is to extract it into themes, the researcher creates themes by examining, combining, comparing, and even graphically mapping how codes connect.

4. Reviewing themes

After the researcher finds the initial code and extracts to themes, the next step is reviewing the themes. The researcher rereads the full data set to review themes and re-code for more data that comes under the themes that were created or modified during this step, this process involves the researcher examining notes or memos taken during data collection to build, change, and eliminate themes so that the collected data is relevant.

5. Defining and naming themes

In this phase, the researcher names each theme, and after that conduct and produces a complete analysis for each theme, determining the message that each theme conveys. At this point also researchers may evaluate how each theme fits into the overall story of the entire data set about the research questions.

6. Producing the report

The final step is writing the final analysis and description of the findings, which already began from the prior steps. The report should include a narrative that explains not only how the data is managed by the researcher, but also why the data is significant and accurate.

The researcher used the application of Nvivo 12 Pro to help produce the data, and to make easier grouping the code. After getting the data needed from the respondent, the data is imported to the Nvivo application then the researcher doing several stages in thematic analysis. And then written the result.

CHAPTER IV

FINDING AND DISCUSSION

This chapter includes research findings and a discussion.

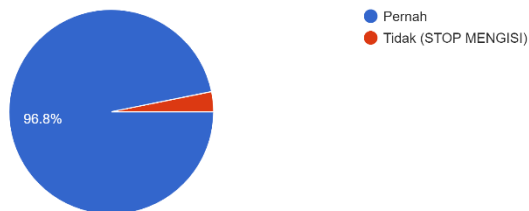
A. Finding

The research findings provided for the research questions which described how were English Language students fear of oral presentation. To analyses the data, the researcher used thematic analysis using Nvivo 12 to help code the data.

In this study, 189 English Language Education students participated this survey; from the data there are 183 (96.8%) students experienced fear of oral presentation and 6 (3.2%) students without experience fears of oral presentation.

Here is some data in detail:

Apakah kamu pernah mengalami rasa khawatir atau cemas (fear) ketika melakukan presentasi lisan?
189 responses

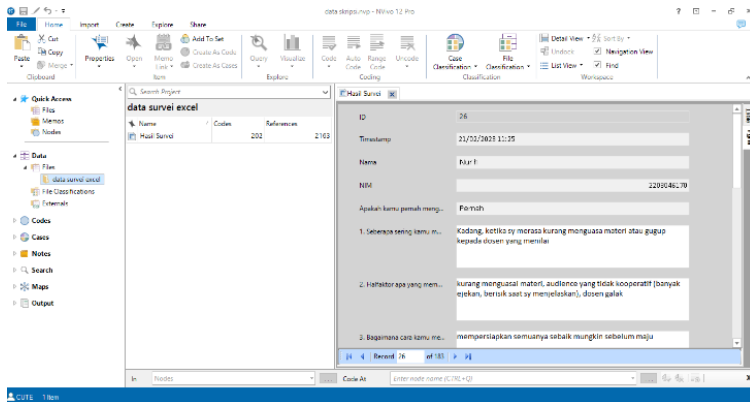


Picture 3. 1 Result of screening question

The picture above shows the result of the screening question “Do you ever feel fear of oral presentation?”, students who answer “Yes”, continue to the

next step, which was to answer four-open ended questions. And for students who answer “No”, stop the response.

From the data that gain, the researcher imports the data to the application named Nvivo 12, and starts analysing data using thematic analysis.



Picture 3. 2 Data importing on Nvivo12

The picture above shows the data that already import into Nvivo 12 application. After familiarizing the data, the researcher does the next step, which was coding every piece of data, then generalizing it to be a theme, as shown below:

Here are some quotes that the researcher took from the survey related to presenting in front of the audience:

“Fear of being seen by many people”.
“Uncooperative audience (a lot of ridicule, noisy when I explain).
“Unheard and unnoticed”
“Fear of less enthusiasm from the audience”
“Worry about what people think of my presentation”
“Nervous in front of many people, noticed by many people”

From the above remark, can be seen that students worry about standing up and speaking in front of the audience, because feeling nervous when in front of many people when got a noticed by many people, but they also may come such faced an uncooperative audience, so they got a lot of ridicule.

Worries about the audience’s reaction to the student speaking in oral presentation were directly associated with being judged, as seen below:

“Gaze of the audience, the audience does not understand, silent, passive or responsive”
“Internal factors because there is a feeling of trauma when presenting and being laughed at by classmates with things, we are not aware of”

Audience reaction plays a lot of impact on the presenter, the way the audience responds totally influence how the presentation runs. Besides that, self-diagnosis of being judged by the audience before stand up and presentation also may limit ourself in delivering the presentation, as stated below:

“Worried of not being fun presentation”.
“I'm worried if the language that I convey cannot be understood by my friends”.
“Afraid of being wrong, afraid of not being lecturer expectations”.
“When explaining, I was afraid that the explanation would not be understood by the audience and could not answer questions from the audience”.
“Fear of making mistakes”.

Fears of being judged can affect student learning activities, however, it may limit the interaction with the audience when demonstrating knowledge and understanding, the best priority does not make a self-diagnosis before presenting, it will make students more relaxed. And for the audience should make a better experience at least attention to what is being present and give a good response.

b. Uncertain with the Material

This theme was taken in response to the same questions that have been given by the researcher to the participants who asked what kind of fears they often faced in oral presentations. From the data there were 73 (40%) students relate to this topic. Uncertain with the material is one of the common issues that make them fear facing oral presentation, and it makes them feel afraid of being wrong when conveying the material. This is an internal fear about the topic, and audience reaction, here is some prevalent response in this survey:

“Don't understand the material presented”
“When I have not prepared the materials in detail”

One of the purposes of presentation is to deliver some information, so that feeling worries and anxiety may arise when uncertain with the material because it will affect interaction when questions answer seasons, as stated by some respondent below:

“When you don't understand the material and the responses of friends who listen to the presentation”
“Being afraid when can't answer the question that will arise when presentation time.”
“Uncertain about the material, I'm afraid there will be many questions that I can't answer”

This theme also closely relates to when students got a sudden presentation, it makes them overthink the presentation, in hence they have limited time to prepare the presentation, which affects an understanding of the topic, as stated by respondent below:

“Lack of readiness and sudden presentation”
“Very short deadlines”

Uncertainty with the material is related to how the audience may respond to the presenter, they are afraid of making mistakes in delivering the information, and audience expectations negatively of a presenter who has a lack of subject knowledge. So, to decrease this fear is to increase knowledge and understanding of the topic deeply.

c. Lack of Self Confidence

Public speaking is one of the essential parts of a learning language, but a lack of self-confidence is a common issue that was reported by

respondent. From the data there were 54 (30%) students relate to this topic.

“Less confident performing in front of many people”
“I feel insecure because I think myself unable to do it”
“It's more like stage fright, actually because even though you already know/understand it, if you're nervous, you don't know what to say”

In the statement above student mention that she/he does not have a high encouragement to perform in front of many people. They feel insecure about their ability, and fear taking a risk. Lack of self-confidence may arise feeling nervous, and worried, and it can make it difficult to speak up in public.

Lack of self-confidence also would negatively affect the learning experience, students will feel afraid of mentioning their opinion, blank, and confused about what to say. Having this feeling is a normal thing, but everybody should control themselves, and try to provide the best performance.

2. Strategies to reduce fears of oral presentation

This theme was responding to the second question, which asked about the strategies to reduce fears of oral presentations.

a. Prepare and practice

Preparation and practice before presentation is being the best strategies to reduce fears of oral presentation according to 58 (32%) participants, as mentioned above uncertain to the material is a common issue when

oral presentation season. Hence, students use this theme to maximize the presentation, as stated below:

“Before a presentation I usually read a lot of material, and memorize the material,”
“Practice and make sure to master the material, review the material to be delivered”
“Preparing the presentation material as well as possible and learning public speaking before the presentation day, so that you are better prepared and able to convey material well and smoothly”
“Practice speaking and connect the words that are easy to understand so that you can explain in good language”

Based on the statement above, participants usually prepare themselves by reading a lot of material and memorizing some points from the topic. They believe when preparing the topic as well as possible will help easier in providing the presentation, they also may write a small note to help remember each point of the topic:

“Back up the outline of the material to be delivered.”
“Note the important points of the material to be delivered.”

Practicing before a presentation increase self-confidence, it is crucial to practice before giving a presentation since it will help you remember what you will do step by step while speaking in front of an audience.

b. Praying

One of the strategies often used by the respondent was praying. After preparing and practicing before the presentation, they may surrender only by praying. It is to be trusted by many respondents of feeling relaxed and much better. Here are some statements from the survey:

“Pray before starting the presentation”
“Read Sholawat, and drink first”
“Pray, Inhale, and motivate yourself”

The response above related to how speakers deal with themselves, take a deep breath and then drinking enough water help stimulate the brain.

c. Positive Affirmation

Making positive affirmations will decrease negative assumptions, so it helps to reduce the feeling of fear in oral presentation, there were 40 (22%) participants relate to this topic as stated below:

“Convince me that I can do it”
“Be me myself”
“Assume that everyone in front of me is just an inanimate object/not even a person”
“Convincing myself to be confident in delivering presentations, and eliminating negative thoughts”

Positive affirmation is related to self-confidence because it can give a positive impact in facing situations, increase stress and worry, and try to try everything.

Furthermore, respondents also mention some actions that may be used when feeling anxious in oral presentation:

“Do not make eye contact with the audience”
“Open the presentation with a smile”
“Body moving such as walking, or hand movements”
“Increase the volume of speech”
“Hold an object while talking, for example, a pen”
“Pinch a small area of the hand”

This overall data revealed that many students had their idea in facing presentation issues including avoiding eye contact, talking a loud, and body movement. And this action may reduce students’ fear in oral presentations.

3. The impact of fear in oral presentation on learning activity

Based on the data already analyse from the survey, students mention to what extent their experience of fear in oral presentation affected students’ learning in higher education. Most of the participants answer that it affected their learning activity process. They experience some kind of physical symptom such blank, and speechless, then researcher groups some issues to be two themes here in detail:

a. Unfocused

There were 48 (26%) participants agree with this theme. Feeling worried/anxious when doing oral presentation gives some impact on learning activities when the fear of oral presentation come while doing

the presentation, makes the student panic, uptight then blank, speechless, and not know what to do next, this is closely related to the statement below:

“It affects me, when I'm worried my voice vibrates and goes blank. Besides that, it also gets convoluted when talking.”

“Can Affect because with a sense of worry, the atmosphere will become tense and it is difficult to pronounce sentences even though they have been prepared well in advance.”
--

Participant mention that when they feel worried, indicate by her voice going to vibrate then she's blank, and it makes her goes to convolute when talking because she lost her focus. Fear of oral presentation not only impacts when students present the topic, but it's also may arise when learning activities process, as stated below:

“Can affect activities because it interferes with the focus of learning concentration”
--

“Unfocused because of thoughts and overthinking and increasingly inferior to other friends”

“Really affects, because it really disturbs the learning process”

The negative effect of fear in oral presentation obstructs unfocused following the learning process such as a blank, and difficult to explain the topic, it also disturbs learning concentration. In addition, students also feel dissatisfied with the presentation, because can't give the best performance, such linked to the next theme.

b. Overthinking

This theme related to the previous topic, that students may feel overthinking when they got an issue in oral presentation, so this gift a big effect in the learning process, most of the participants experience this topic. There were 82 (44%) participants deal with it, such as mention below:

“Not focused because of overthinking after the presentation”
“Very influential for me. When I make a mistake in a presentation, I will keep thinking about it, I am the type of person who easily overthinks”
“Yes, it affects us, because it's easy for us to overthink and be embarrassed when we make a mistake during a presentation”

The argue above mention that students got overthink when finishing the presentation, it comes when she/he make a mistake in the presentation, and this is affected the next class. Student mentions that feeling fear of oral presentation influence their activity because it will give new problem such as overthinking what they did before, and this is also related to how the audience rate the speaker performance, here is some statement:

“Yes, because if we are worried, usually the material is not delivered well, automatically the other friends also don't understand the presentation material.”
--

“One of which is the response from the audience who is less enthusiastic and the class atmosphere becomes noisy or even quiet”

This negative impact may arise when students feel fear of oral presentation, even though after doing the presentation. So, to solve this problem is to learn to maintain the worry feeling as mentioned in the strategies to reduce fear of oral presentation above.

B. Discussion

1. Comparison and Contrast

This research has described English Language Education students' fears of their oral presentation experience, the main issues, strategies to reduce, and effects that may arise in the learning activity process. For the specific, this study aimed to answer three research questions. Regarding the first question about students' main issue with oral presentation, the researcher found three themes, generally the fears faced by students in oral presentation are other judgment, uncertain with the material, and lack of self-confidence.

The first finding is other judgment, and it was commonly reported fear by students, its external fear related to audience responses. Students feel uncomfortable when standing up and speaking in front of many people who pay attention and notice them, but in another way, audience gives no reaction. Students' expectations of audience standards before presentation activity, is the first problem. They are afraid when presenting the topic, then the audience unheard or unnoticed, or even to be an uncooperative

audience when the presentation begins. It's related to the previous research finding about 12 aspects students fear (LeFebvre et al., 2018). Students are afraid of making mistakes in delivering the topic, they didn't confident about their speaking skills and the use of grammatical, they worry when the audience can't get the point present, and sometimes afraid of when discussion time MacIntyre (2017).

The next main issue is uncertain with the material, this is related to the first theme when student does not have enough material, it will affect when delivering the topic and question answer seasons, which invite the audience assumption that the presenter lack knowledge. The next finding is lack of self-confidence, it's also found by (LeFebvre et al., 2018), that student who has this issue do not belief in their ability, they make self-diagnosis so they are afraid in talking their opinion.

The same thing was expressed by Witt, et al. (2008), anxiety arises when someone has to speak or interact with others. The anxiety it appears before, during, and after the speaking process takes place.

Regarding answering the second question about the strategies used by the participant to reduce fear of oral presentation, the researcher found two themes. The themes are prepare and practice, praying, and affirmation.

The first finding about strategies that are used to reduce students' fear of oral presentations are prepare and practice. Students reported the importance of prepare and practice before doing oral presentation, because it will help them feel more relax when already mastering the topic that will be present, they will read a lot, memorize, or even make a small

notes. So, students easy to demonstrate their knowledge in presentation time, which is in line with the resulting study (Tsang, 2020).

The next finding is praying, beside praying students also try to face the situations by taking a deep breath, drinking some water. It also will be better when providing positive thinking as having good affirmation. Some students believe that it's can decrease anxious.

Furthermore, some actions to reduce the fear of oral presentation does not to make eye contact with the audience, you can look at another thing, then having a management volume is also needed, it can trust that increases student confidence.

Based on the finding above, the fears faced by students in oral presentation is generally affect the learning activity process, such as unfocused and overthinking. Actually, this theme is correlated, when the feeling of fear while the presentation come, it makes it unfocused, such as going blank when looking the response of the audience. it's closely related to how the audience respond, which effect overthinking, so in this case lecturer's role is needed to make students feel more comfortable and confident about the finding, which is in agreement with some previous study (Bledsoe & Baskin, 2014).

Fear of oral presentation also make student worry about their academic score, when they got fear that will impact their performance, they can't give a total performance, and they believe everything should be best, this assumption causes afraid of making failure, then they grow with the attempt to avoid failure (Berger & Freund, 2012).

2. Study limitation and strenght

One strength of current research, that was focused on students' fears, and their strategies and also talk about the impact of having this problem, especially in English language education major for the second and fourth semesters, which means they are still in the learning stage, and they are in forming identity. So, it's good to find the issues in speaking ability.

This research has been carried out in accordance with scientific procedures. The researcher realized that this research had not been optimal. Therefore, some limited problems are existing in this research. The limited problems are stated below:

- a. The research was limited in students who experience fear in oral presentation. It would be good if the researcher can explore students did not experience fear in oral presentation.
- b. The research only talk about main fears and strategies to overcome fear in oral presentation. A further research might talk about frequent students' fears including oral presentation or public speaking.
- c. To find the data about students experience this research only used survey. It would be better to having an interview after a survey to validate the data.

3. The Implication of the Research

This study can be a basis for further research on students' fears toward oral presentations. The potential implications for further study are stated below:

- a. The current study only examined students with experience fear in oral presentation. Future studies could be examined students

without experiencing fear in oral presentation. So, it may compare both of them about their learning experience.

- b. The current study focused on students' opinion about their experience in oral presentation. Future studies could also explore the perception of English teachers toward students' issues in oral presentation.
- c. The current study only talks about the impact of fear on oral presentation in general. A future study might talk about the impact of the issues in depth.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

This is the final chapter of the study. This chapter provide conclusions and suggestions related to the research study.

A. Conclusions

This study explained students' fears of oral presentation in the second and fourth semesters of students majoring in English Education at UIN Walisongo, Semarang. The researcher employed a survey to gather the data for this study.

The first research question concerns the main issues that are often faced by students in oral presentation. And researcher finds three themes that students' main issues in oral presentation, that are other judgment, uncertain with the material, and lack of self-confidence. Fears of other judgment are closely related to how the audience responds to the presentation, and its impact on uncomfortable tense in facing other people when presentation time. Uncertain with the material is the next issue, when student got a limited time to prepare the presentation, so it makes a lack of readiness, or even the material hard to understand. The last issue is lack of self-confidence, this is indicated by the student assumption that she/he is unable to speak and perform in front of many people, and they do not have high courage to take a risk.

The second question talks about the strategies used to reduce fear of oral presentation. The result shows three themes, they are prepared and practice, praying, and affirmation. Students prepare the material by reading a lot, making a small notes then practicing to presentation, their purpose was to maximalize the topic, so gift the best performance during presentation. Praying before presentation also to be believed to reduce anxiety, then feeling

relaxed and much better. Next, affirmation. Having positive mind will decrease negative assumptions. Each student has their idea for reducing the issue, such as avoid eye-contact, talking aloud, and body movement.

The last research question concerns to what extent this issue affected students learning. Most of the students argue that they got the impact. The researcher found two themes, including unfocused and overthinking. It affected when the panic attack comes then unfocused, they got physical symptom such blank and speechless while presenting, and this is disturbing learning concentration. Not only affected unfocused, but also overthinking, students usually overthink when she/he makes such mistakes while the presentation, but it still affected when finishing the presentation. They think so much and affect the next learning class.

B. Suggestions

From the conclusions above here are some suggestions from this research:

1. For the students, having an issue with oral presentation is a normal thing, because it is part of growing up, but the student should control themselves. Students are expected to practice more public speaking and try to provide the best performance in their presentation.
2. For the teacher, the teacher may help students to achieve their ability and develop speaking skills and confidence. The researcher recommends addressing students' fear, including providing a positive learning environment and encouraging a growth mindset
3. A further researcher might talk about frequent students' fears including oral presentation or public speaking. Limitation of this study only talk about students who experience fears in oral presentation, so this research

needs to be further developed. Next researcher may include in detail about students without experience fears in oral presentation, to find a strategy effective to overcome the fear of oral presentations.

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APPENDICES

Appendix 1 List of Questions

No	Questions
1	Seberapa sering kamu merasa khawatir/cemas dalam menghadapi presentasi lisan? jarang/kadang/sering? jelaskan secara singkat!
2	Hal/faktor apa yang membuat kamu khawatir/cemas menghadapi presentasi lisan?
3	Bagaimana cara kamu mengurangi rasa khawatir/cemas dalam menghadapi presentasi lisan?
4	Apakah rasa khawatir/cemas dalam menghadapi presentasi lisan dapat mempengaruhi kegiatan belajar-mengajar di dalam kelas? jelaskan secara singkat!

Appendix 2 Survey Guidelines

No	Elements	Description
1	Introduction	Researcher gather with participant and explain her purpose, also giving welcoming statement by greeting the participant.
2	Profile	The researcher asks the participants about their profile (for instance; full name, students' number, and class)
3	Screenener	In this section the researcher screener the participant. They will get first question "do you ever feel fear of oral presentation?". The survey only those who have experience in fear of oral presentation in Islamic university.
4	Survey questions	This section is the core part of the survey, the researcher gives questions for the participants in case to obtain the data are needed.
5	Thanking	The researcher express gratitude to participants who help to give the information for the study.

Appendix 3 Google Form for Survey

The image shows a Google Form titled "Investigating English Language Education Students' Fear of Oral Presentation In Islamic-Based University". The form is displayed on a mobile device screen, with the URL docs.google.com/forms/d/1T7GsNq0 visible in the browser address bar. The form is divided into two main sections: "Survei Tugas Akhir" (Final Task Survey) and "Survei Tugas Akhir" (Final Task Survey).

Section 1: Introduction and Purpose

Survei 1 dari 2

Investigating English Language Education Students' Fear of Oral Presentation In Islamic-Based University

Tujuan dari survei ini adalah untuk mengetahui perasaan cemas/khawatir yang dialami mahasiswa dalam presentasi lisan. Ini juga bertujuan untuk mengetahui strategi apa yang digunakan untuk mengurangi rasa khawatir/cemas itu, serta untuk menjelaskan sejauh mana pengaruh rasa khawatir/cemas dalam menghadapi presentasi lisan terhadap proses belajar mengajar mahasiswa.

Survei ini terdiri dari 4 pertanyaan yang mencakup pengalaman mahasiswa yang pernah mengalami rasa cemas/khawatir dalam menghadapi oral presentation.

Fear yang dimaksudkan disini adalah kondisi psikologi yang disebabkan oleh aktifitas sistem saraf otonom. Kondisi ini ditandai dengan perasaan gelisah, tegang, khawatir, cemas, dan/atau takut pada situasi tertentu (Bledsoe & Baskin, 2014). Selain itu Fear juga ditandai dengan ketakutan atau kecemasan dalam interaksi sosial atau situasi kerja di mana individu dihadapkan pada orang asing atau pengawasan yang mungkin dilakukan oleh orang lain (American Psychiatric Association, 2013)

Jika anda memiliki pertanyaan, silahkan kirim pesan WhatsApp: wa.me/6282376256473 (Erry Karina)

Terima kasih banyak atas partisipasi nya.

Section 2: Data Collection

Survei 2 dari 2

Jenis Kelamin *

- Laki-laki
- Perempuan

Apakah anda pernah mengalami rasa khawatir atau cemas (bakut) ketika akan melakukan presentasi lisan? *

- Pernah
- Tidak (STOP MENGOSES)

Seluruh bagian 1. Lengkapi ke bagian berikutnya

Bagian 2 dari 2

Pertanyaan!

di jawab menggunakan bahasa Indonesia

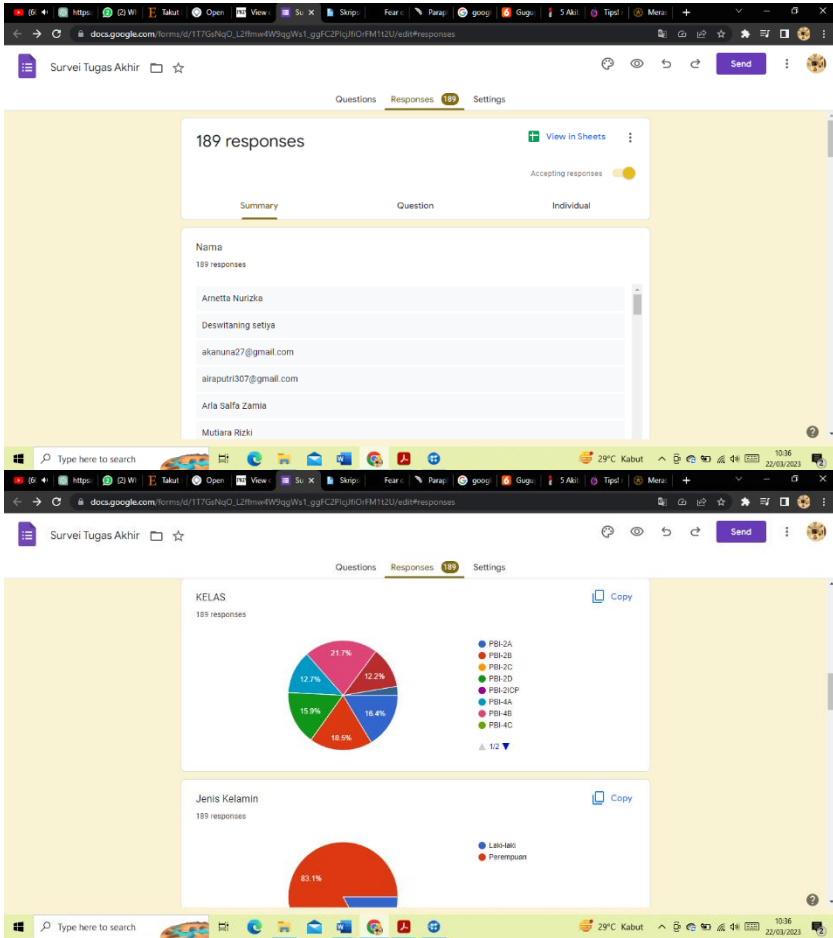
1. Kiputan sering kamu merasa khawatir/cemas dalam menghadapi presentasi lisan? jarang/kadang/sering? *jelaskan secara singkat!

2. Hal/faktor apa yang membuat Anda khawatir/cemas dalam menyajikan lisan? *

3. Bagaimana cara mengurangi rasa khawatir/cemas dalam menghadapi presentasi lisan? *

4. Apakah rasa khawatir/cemas dalam menghadapi presentasi lisan dapat mengganggu kegiatan belajar-mengajar di dalam kelas? *jelaskan secara singkat!

Appendix 4 Responses of the survey





Pertanyaan

1. Seberapa sering kamu merasa khawatir/cemas dalam menghadapi presentasi lisan? jarang/kadang/sering? jelaskan secara singkat

183 responses

Timestamp	Nama	NIM	menikmati rasa	kamu merasa	yang membuat kamu	kamu mengurangi	khawatir/cemas	Jenis Kelamin	KELAS
2/21/2023 10:23:38	Ametta Nurizka	2203045147	Pemah	Kadang	Takut salah	Pede	sepeking	Perempuan	PBI-2A
2/21/2023 10:24:08	Dewataring yafya	2203045166	Pemah	Sering	Takut salah ngomong	condat dengan	lya	Pemampuan	PBI-2A
2/21/2023 10:24:21	m	2203045151	Pemah	Jarang	menguasai materi	membuka presentasi	mengganggu, karena	Laki-laki	PBI-2A
2/21/2023 10:24:23	om	2203045150	Pemah	Terkadang sih	Gugup dan gugri	Dibarkan	Tidak sih	Perempuan	PBI-2A
2/21/2023 10:25:03	Adia Safa Zamia	2203045161	Pemah	Sering	percaya diri, takut,	percaya diri	sepeking	Perempuan	PBI-2A
2/21/2023 10:25:24	Mutara Rizki	2203045157	Pemah	Kurangnya rasa	malakukan	dengan suasana	fokus	Perempuan	PBI-2A
2/21/2023 10:25:43	Prita	2203045144	Pemah	kadang	saya introvert	presentasi	tidak juga	Laki-laki	PBI-2A
2/21/2023 10:25:47	Jauhara	2203045171	Pemah	introvert	pemalu	belum tau	iya	Laki-laki	PBI-2A
2/21/2023 10:25:54	Aqila	2203045183	Pemah	Sering	kesalahan	sambil mengerjakan	mempengaruhi	Perempuan	PBI-2A
2/21/2023 10:26:00	Faha Tsamiya Najma	2203045146	Pemah	Sering sekali	percaya diri dengan	mengucapkan	tenor tidak dapat	Perempuan	PBI-2A
2/21/2023 10:26:31	Naufa	2203045180	Pemah	kurang percaya diri	kurang percaya diri	membuat rileks	dengan penyampaian	Laki-laki	PBI-2A
2/21/2023 10:26:35	Ruif Dhiyaul Haq	2203045178	Pemah	Jarang	Kurangnya keasapan	Punya persiapan	membuat kurang,	Laki-laki	PBI-2A
2/21/2023 10:26:39	Bustaman	2203045165	Pemah	Sering si	overbelong	pikiran, Deskript	Kita tidak maksimal	Laki-laki	PBI-2A
2/21/2023 10:26:55	com	2203045164	Pemah	cemasanya pas	tidak tidak bisa	sendi kata	keemasan hadir	Perempuan	PBI-2A
2/21/2023 10:27:25	Eva Widyaningrum	2203045156	Pemah	Takut lupa waktu	tidak menarik dan	materi yg akan di	kurang PD	Perempuan	PBI-2A
2/21/2023 10:27:28	Asyiqah Sholawati	2203045149	Pemah	Kadang	antusias dan teman	dan menenangkan	kegiatan karena	Perempuan	PBI-2A
2/21/2023 10:28:24	Ramadhan	2203045157	Pemah	karena sudah	penafian materi	suk dikasi di depan	amaliyah	Laki-laki	PBI-2A
2/21/2023 10:28:29	Faidatul	2203045169	Pemah	takut kurang	ngomong lancar	aspehuk tenag	presentasi saja	Perempuan	PBI-2A
2/21/2023 10:28:52	Rozq ayyahudin ashar	2203045145	Pemah	Sering	gak PD karena	banyaknya	mempengaruhi	Laki-laki	PBI-2A
2/21/2023 10:30:53	Elly Herawati	2203045044	Pemah	terkadang kurang	atau terkadang sulit	biasaanya saya	mempengaruhi	Perempuan	PBI-2A
2/21/2023 10:31:08	widwanindya	2203045173	Pemah	Sering sekali	baratki orasi	maten denan	ououo kita daot	Perempuan	PBI-2A

Appendix 5 Using Nvivo for coding the data

The screenshot displays the Nvivo 12 Pro software interface. The main window shows a coding project titled "faktor fear". A table lists the codes and their reference counts:

Name	Files	References
belum menguasai materi	1	62
kurang persiapan	1	11
kurang percaya diri	1	38
gugup/pergi	1	13
introvert (x)	1	3
respon audience	1	36
dosen perfeksionis	1	15
takut salah	1	33

The main text area displays several segments of text with their corresponding coverage percentages:

- Reference 21 - 0.14% Coverage:** karena takut duluan dan kurangnya kemampuan public speaking
- Reference 22 - 0.14% Coverage:** Kurang percaya diri dan rasa takut yang tinggi ketika membuat kesalahan
- Reference 23 - 0.14% Coverage:** Kurangnya vocab dan grammar sehingga jika mau speaking English menjadi ragu.
- Reference 24 - 0.14% Coverage:** Takut tidak bisa menjawab pertanyaan takut presentasi tidak hidup
- Reference 25 - 0.14% Coverage:** Waktu menjelaskan, takut klo penjelasannya kurang bisa dipahami oleh teman? dan tk bisa menjawab pertanyaan diri teman?
- Reference 26 - 0.14% Coverage:** takut salah ngomong, takut gabaes job pertanyaan
- Reference 27 - 0.14% Coverage:** takut salah berbicara

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