

Students Challenges in Learning Public Speaking

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ABSTRACT

This research aims to determine students' challenges in learning public speaking. This research method is descriptive quantitative. The subjects of this research are 5 male and 15 female students from University of Muhammadiyah Semarang in Kedung Mundu. The data collection technique uses questionnaires and interviews by giving a series of written and verbal questions or statements to respondents to then answer. The results show that there is easy learning when using Manuscript and Communication in learning English. By applying the Manuscript method in learning public speaking, it shows an increase in self-confidence. Meanwhile, conversation can improve English pronunciation skills, habits, and increase English vocabulary which previously was one of the biggest challenges for students. Their tendency was to more easily improve Public Speaking by using the Manuscript model.

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1. INTRODUCTION

The ability to speak in public is not just a skill or additional skill that is good to have, but is also a skill that is very valuable in various aspects of life. Talking is transportation to convey an idea to the other person and fluency is one aspect of speaking that influences comfort when communicating (Geria, 2022). Public speaking includes more than just the spoken words; it also includes the body language, often referred to as non-verbal communication, because not everything can be done adequately conveyed through words alone (Hidayah et al., 2023). Public speaking is very important for students learning English, leading English Department to mandate completion of public speaking course. The main purpose the aim of this course is to grow and increase students' self-confidence in English (Hidayah et al., 2023). research has shown even from public speaking practice, a student will be able to build confidence in persuading others more effectively of their ideas and opinions want to share (Yee et al., 2014). However, despite the potential to have a huge positive impact, many of us feel anxious and uncomfortable when speaking in public. Anxiety disorders are one of the most common mental disorders encountered by society speaker. People who feel anxious when speaking in public in general tend to avoid situations where they have to appear, but when they have to appear facing such situations, they suffer great distress and anxiety (Raja, 2017).

Apart from that, there is also anxiety about judgment, worry about how the audience will judge them. The fear of being highlighted for weakness, inaccuracy, or rejection can make a person feel uncomfortable and less confident when speaking in public. Therefore, the importance of support will encourage someone to be good at delivering public speaking. Student participation can be increased by devoting time and thought to shaping the

environment and planning each class session. The biggest challenge for students in implementing public speaking is anxiety when in public, apart from being triggered by audience response factors, this is also triggered by students' unfamiliarity with practicing speaking in public. So, in this article we will explore several aspects of public speaking, starting from basic techniques to advanced strategies to improve your public speaking skills.

2. LITERATUR REVIEW

Speaking Challenges Among Students

Public speech as a form of communication must be developed through practice because Theoretical knowledge alone cannot help to become a good speaker (Dobržinskienė, 2016). Improving speaking skills involves several aspects, including clarity, coherence, vocabulary and self-confidence. Like any skill, speaking will improve with practice and habit. The priority that needs to be considered is practice. practice is one way to eliminate the audience's fear. Trembling voice, sweaty palms, flushed cheeks, etc., is what the audience will notice, and what adds to the speaker's anxiety because himself and because the audience also sees everything (Dobržinskienė, 2016). Challenges for students usually arise from fear, worry about other people's judgment, responding to questions or statements from students to losing focus because they fail to find the right words (Geria, 2022).

Challenge faced by EFL students is confidence in speaking skill. Confidence affects the convenience in communicating. Lack of confidence makes students feel insecure while speaking (Geria, 2022). Previous research revealed that factors influencing symptoms of anxiety and avoidance area sense of danger from an event or object and an inability to overcome the threat (Yee et al., 2014). Someone will try to avoid the situation because they feel uncomfortable and think it is dangerous. They will judge that they themselves are unable to handle the situation. So challenges for students usually arise from fear, worry about other people's judgment, responding to questions or statements from students to losing focus because they fail to find the right words. Based on other observations that have been made, many students stated that they did not understand with public speaking techniques, and limited vocabulary makes this difficult to do expressed his thoughts in his speech (Taman et al., 2024).

Therefore, students tend to use manuscripts as a guide when speaking in public. The script method was chosen because it provides strategic planning to attract students' interest, so that it is hoped that they will become more motivated and have the courage to stand in front of the class to give a speech. One way to arouse students' attention is to provide practice time (Taman et al., 2024). More explanation and more talking Small group exercises are done to reduce nervousness and improve readiness (Taman et al., 2024). This exercise is considered can receive direct feedback from the audience. They can make constructive suggestions about the way a person speaks, their body expressions, or the content of their presentation. By continuously practicing and receiving feedback from peers, a person can significantly improve their public speaking skills and become more confident in public speaking.

Publik Speaking Learning

Public speaking is almost the same as presentations, the difference is that presentations are usually intended for commercial or academic environments (Yee et al., 2014). Public speaking is a much broader concept than public speaking, the latter of which is limited by certain factors (pretext for speaking, predetermined topic, certain location, certain duration, etc.) (Dobržinskienė, 2016). A person has several kinds of goals when speaking in front general. (Yee et al., 2014). Usually just to tell stories, share experiences, and convey messages or also to motivate other people to take action (Yee et al., 2014). Reveals that public speaking skills can be used for leadership/personal, business, customer service, large group communication, and also mass communication.

Apart from that, other research reveals that speech Delivery tasks in public speaking are divided into two categories depending on each purpose: (a) Speaking to provide information; and (b) Speak to persuade (Putri Utami & Drivoka Sulistyaningrum, 2022). Thus the goals of public speaking can vary depending on context and needs, but the point is to communicate effectively with the audience in order to achieve the desired results. To learn public speaking, we can get used to it by practicing public speaking. The complexity of a public speech lies not in the preparation, but in delivering it directly to the listening audience. To learn it we need proper visual preparation.

As stated by (Dobržinskienė, 2016) that preparation of appropriate visual materials also requires for specific linguistic skills to ensure conception of the relation between the displayed aid and the speech delivered, to prevent additional aids from overwhelming the very speech, to make them clearly visible (legible, audible), to prevent them from being too abstract or being overloaded with the information. Thus appropriate visuals in studying public speaking can help strengthen understanding, clarify concepts, and improve memory. Learning public speaking by using adequate visualization will help facilitate public speaking practice, especially giving speeches in public. Besides that, apart from spontaneity, students have a method for public speaking, namely using manuscript media as a guide when implementing public speaking. Apart from the goal, one aspect that is important to know in the

practice of public speaking is method of delivering a speech. Some methods of conveying speech are: (a) Speaking extemporaneously; (b) Speaking impromptu; and (c) Reading the manuscript (Putri Utami & Drivoka Sulistyaningrum, 2022). Public speaking is the activity of speaking to a group of people. So, manuscripts can be an invaluable tool that brings self-confidence and connecting with the audience remains the key to effective public speaking.

However, even when using a manuscript, it is important to maintain eye contact with your audience and practice reading naturally, so that it does not sound too mechanical or boring. Ideally, manuscripts should only be used as a guide and not read directly unless necessary. Apart from that, learning public speaking must be based on several structures such as speeches must be structured and deliberate, delivered with sincerity. Every public speaking speech usually has a function, either to provide information, influence or entertain the audience. At least, at the end of the speech, the audience must be able to take home the message they learned from the speech (Yee et al., 2014). Learning public speaking with a structured and deliberate approach will be the key to achieving significant progress in your public speaking skills. By following a structured and deliberate learning approach, one can significantly improve one's public speaking skills and achieve success in public speaking. Apart from that, learning public speaking sincerely can be a very valuable step. Because if you face the learning process with sincere intentions, it will motivate students more and make them focus more on what is being conveyed.

Communication Skill in Publik Speaking

Most public speaking is an activity that has been planned in advance, one of which is giving a presentation. By making a well-prepared presentation, students learn how to open a presentation, discuss, answer questions, and also attract the audience's attention (Burhanuddin, 2021). Communication skills are very much needed in implementing public speaking. Communication is the exchange of ideas between people, both orally and in writing, where meaning and information are exchanged (Burhanuddin, 2021). Communication skills in public speaking aim to influence how messages can be delivered and received by the audience. As students of the Faculty of Education who are being prepared to become teachers, communicative skills, especially public speaking, are a skill that they must have (Burhanuddin, 2021). Developing communication skills in public speaking requires continuous practice and self-awareness, but with time and dedication, this can be a milestone in improving effective and influencing speech.

Communication skills in public speaking are very important for an education student because this activity plays a role in forming strong relationships and influences the effectiveness of learning and teaching. Besides that, students who are improving their communication skills in public speaking have proven that the communication skills that are mostly taught to engineers through the chalk and talk method have failed to produce results (Putri Utami & Drivoka Sulistyaningrum, 2022). Researchers suggest some changes in the methodology of teaching communication skills to engineering students and the syllabus can be substantiated with some team based activities like making group presentations or group discussions on some challenging topics (Putri Utami & Drivoka Sulistyaningrum, 2022). This research can be applied to education faculty students because, that can improve students' communication skills because they involve an interaction relationship when group discussion activities take place. Thus, discussions are an effective way to develop public speaking communication skills by providing practical experience, direct feedback, and opportunities to hone various important skills.

3. METHOD

This research uses a quantitative method based on distributing questionnaires to test student components in learning public speaking using Manuscript. Statistical analysis using SEM was used to test research findings. The student's ability to control his actions is checked in the first survey. Sixty-seven people were used in a pilot study at a private university in Central Java, Indonesia. The data analysis technique using questions, the questionnaire has 25 questions and five indicators. This research uses five indicators of Clarity from the 2023 Rayon Al-Freire Message, Body Language, Intonation, Visual Aids, Engagement. Second, the problem-based learning approach in the public speaking learning process was also examined in this research through observation. Sixty-seven people were used in a pilot study at a private university in Central Java, Indonesia, to test the research instrument and determine the reliability and validity of 25 questions using five indicators.

Meanwhile, the second survey was regarding the use of Memoriter understanding for public speaking and was based on research. For all English Language Education program students, students at private campuses in Central Java, Indonesia are given several questions to then answer, this includes the assessment method through questionnaire data. The questionnaire data consists of approximately 5 questions. Validation of findings includes up to 5 valid statements on five questions. Apart from validating the questionnaire, its reliability can also be evaluated. Based on the questionnaire reliability evaluation, it was found that the Manuscript learning and Memoriter learning questionnaires had high coefficient values. Sixty-seven second-year English Language Education Program students, ranging in age from eighteen to twenty-two, participated in this study. There were

fifty women and seventeen men. Data were analyzed using the Structural Equation Model and descriptive analysis based on a Genre-Based Approach cycle approach.

4. RESULTS AND DISCUSSIONS

The research started by studying and interviewing students' challenges in their ability to speak in public using English that English language education students at private universities in Semarang had, specifically at Muhammadiyah University, Semarang. This aims to find out how big the challenges faced by students are to then study them and provide solutions to overcome them. Then, after conducting research in the form of distributing questionnaires, the next step is to conduct interviews with students. Interviews were conducted both in person and virtually. The aim of the interviews was to find out how much fear students had in learning public speaking. This interview also aims to find out how influential the use of certain tools such as manuscripts is in public speaking practice. Apart from that, the use of questionnaire data really supports this research in examining the importance of stages in learning and practicing public speaking. By using questionnaire data the author can find out how far students understand the use of certain methods in public speaking such as the use of intonation, message strength, body language, and the influence of the use of audio- visuals. Based on the results of interviews over a period of time, it can be seen that students' weaknesses lie in feelings of anxiety and nervousness which synchronously come from within themselves.

Apart from that, students' fear is when they don't get a good response from the audience. Some students also stated that their weakness lies in the small number of audiences who respond and give positive responses. Others said honestly that too many audiences participating in a forum, room or other activity made them feel very nervous. This feeling of nervousness has a very negative effect on students' delivery of material, they admitted that nervousness makes their delivery of material unstable and there are lots of wrong pronunciations, which causes a poor response from the audience, it also causes boredom for the listeners. So from this it can be concluded that students' self-confidence will weaken when faced with responses and a small number of audiences attending a meeting. Weak self- confidence also has a detrimental effect on speaking style, intonation, pronunciation, body language, and makes the audience feel bored with them. However, all students have validate it by expressing that the fear of a negative response is a big challenge for them, but this can be neutralized by the presence of several tools such as manuscript, ppt, and other visual aids.

The first data was taken from the results of interviews with 5 English language education students in semester 4. Five students responded to the importance of using audio-visuals in delivering public speaking and students' habits in public speaking.

Table 1. The Influence of Audio Visuals and Manuscripts in Publik Speaking

	Question 1	Question 2	Question 3
1	Students said that "Using manuscripts was indeed easier, but everything was adjusted to each individual. If an individual feels stressed it will disrupt the public speaking being carried out."	By using a script or audio visual, I don't need to think too deeply because the script or audio visual is very easy to use. However, even though using a script or other audio-visual is very easy, if I only focus on that method it can interfere with my speaking style.	I think being independent is easier than using a script. Because by being autodidactic we can learn how to make our own mistakes and understand the material better.
2	Using manuscripts and audio visuals makes it easier for us to speak in public. because it is in accordance with what we wrote, and we have connected with the writing so that our brains will be carefully synchronized.	The positive impact of using manuscripts and audio visuals is that we can speak fluently and explain more easily. But besides that, we cannot think more critically because our minds are too focused on audio visuals and manuscripts	It's easier for me to use manuscripts or audio visuals because I can be inspired by them
3	In my opinion, it compensates, because to appear in public it is better if we memorize it. because then we will look formal.	The positive impact of using a manuscript is more on the importance of memorizing before presentation. why do I memorize it, because when we often use manuscripts our public speaking will not be trained.	for grammar use, I think it's easier to use manuscripts. but after being in front of an audience I forgot and would say the sentences autodidactically.
4	I think using a	The positive impact of using a	I find it easier to use

	manuscript is easy when speaking in public. I think manuscripts make me more confident when speaking in public.	manuscript is that when I start to get nervous and it affects my performance, I can copy from the manuscript. However, always using manuscripts will affect my speaking style which sounds monotonous.	manuscripts or other audio visuals. That's because I often forget the material I brought.
5	Maybe manuscripts and Audio visuals make it easier for us when speaking publicly.	The positive impact is because manuscripts and audio visuals can help us when we feel nervous and then forget to present the material. The negative impact is, if we often use manuscripts that are more visible to us, which are too focused not on the audience but too focused on the manuscript and audio visuals.	I think it's easier to use manuscripts or audio visuals than autodidacts. The reason is, if I forget or convey the material incorrectly, I can use audio visuals or manuscripts.

Table 2. Students Challenges in Public Speaking

Interview results from five English language education students at Muhammadiyah University, Semarang:

	Question 1	Question 2	Question 3
1.	I think that when many pairs of eyes are watching, it becomes my weakness when speaking in public. I feel nervous when many people stare at me. but I think I should be able to control myself.	My weakness is nervousness. then what I learned before speaking in public when I faced a large audience I felt like I lost my memory for a moment.	The fear I face is that I will not be able to convey the material well, mispronounce it, and not be able to respond to other people when I think wrongly. I think that is my fear.
2.	I felt nervous because a lot of the audience was looking at me, like at the beginning of the presentation.	My weakness is explaining in detail what is said, because it can affect my pronunciation	My fear is how the audience looks at me.
3.	At the beginning of the presentation I felt nervous, however, because I have often done activities that require me to speak in public. so that as time goes by the nervousness disappears by itself.	I feel that I have no weaknesses when implementing public speaking.	In my opinion, before speaking in public, it's a good idea to prepare and practice.
4.	I feel very nervous when speaking in public. the reason was because I was afraid of other students' responses to my presentation. Apart from that, I am afraid of making mistakes such as pronunciation and afraid of appearing very nervous when presenting the material.	My weakness is in pronunciation. I had a little difficulty delivering a presentation in English	My fear is when I make mistakes in presenting the material. Whether it's because of pronunciation, intonation, or wrong material because of excessive nervousness.
5.	Especially the first time I spoke in public. At that time I felt so nervous that it affected intonation, and	What makes me feel nervous when in public is when I make mistakes in presenting material due to excessive nervousness	My fear is the response from other people to my public speaking.

forgot the words I needed to deliver. there are even some materials that are missed.

Other students' opinions regarding their challenges in public learning practices can be seen from the results of the questionnaire which has been simplified in the form of a diagram below:

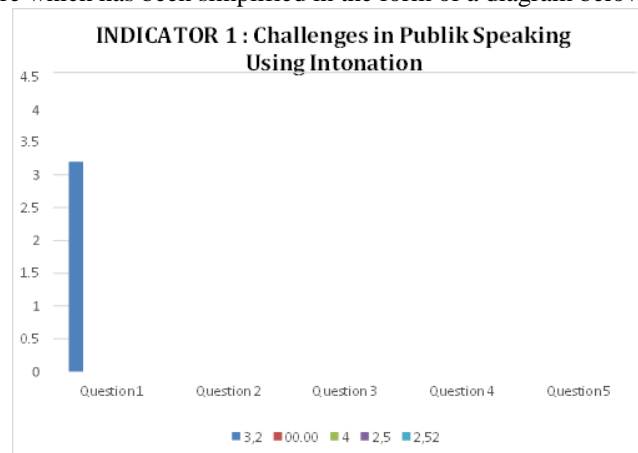


Figure 1. Challenges in Publik Speaking Using Intonation

The challenge for students in studying public speaking is adjusting intonation in sentence pronunciation. Intonation is very much needed in public speaking. The benefit of intonation is how the pitch of a person's voice rises and falls when speaking. 3.2% of students agreed that they often practice public speaking, whether in organizational forums, classes or other activities. The students' difficulties were proven in the following questions, 2.5% of students confirmed that their difficulties were in balancing intonation in various types of topics that would be presented without any practice. This led to their less stable speaking style, which they explained in the questionnaire distributed. It was proven that more than 12 students or the equivalent of 4.0% of students were disturbed by their monotonous speaking style. Apart from that, insufficient understanding of how to use intonation effectively is also a challenge for students in learning and practicing public speaking.

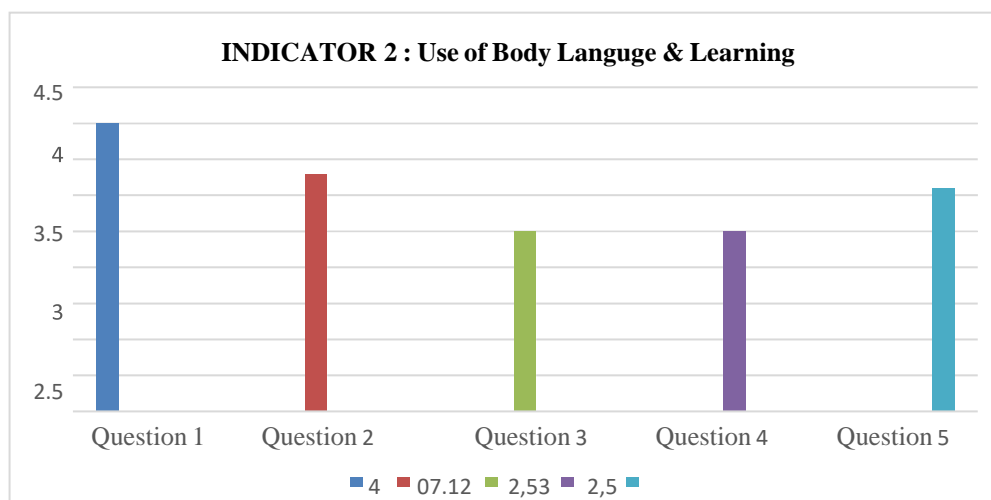


Figure 2. Use of Body Language & Learning

The use of body language is a major milestone in attracting the audience's attention. However, quite a few students feel less confident in using body language, lack of confidence in using body language here is the highest selection rate with a level of 4.0% from 5.0% of students. That means more than 10 students have weaknesses in delivering public speaking using body language. Therefore, the results of the questionnaire showed that 3.2% of students decided to improve their skills in using body language by practicing public speaking on their own. Now approximately 2.5% or more than half of the students who took part in this questionnaire activity are aware that using appropriate body posture can influence the audience's impression and students realize that body

language practice is an important part of preparation before speaking in public. Moreover, body language has a big influence on increasing the audience's attractiveness and interest in the presentation.

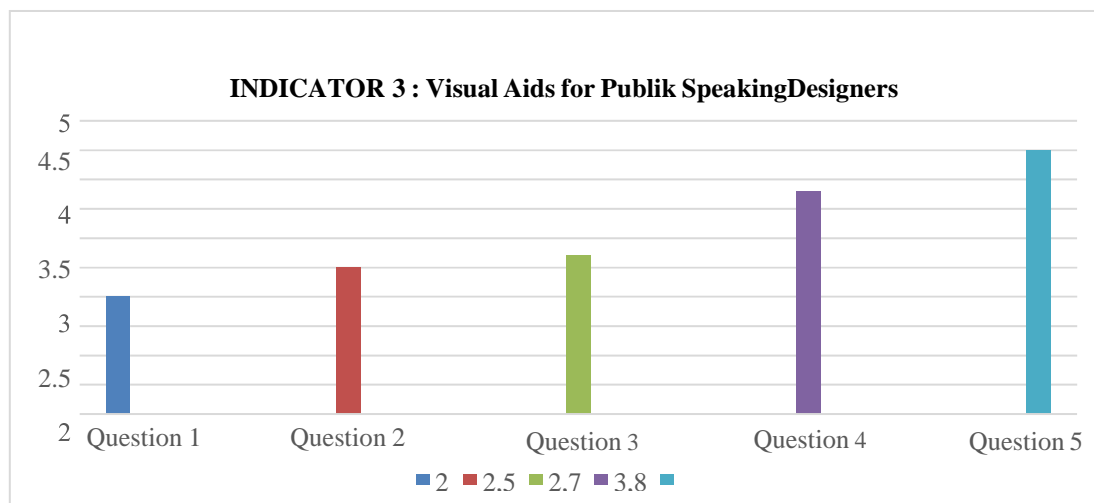


Figure 3. Visual Aids for Publik Speaking Designers

Half of the 20 students chose that they felt that the influence of visual aids help students in delivering public speaking. However, 2.5% of students proved that using visual aids could reduce anxiety when speaking in public, even 2.7% of students stated that they were more confident if they used visual aids as a companion in public speaking. 3.8% of students more often use PPT as their tool, while the rest use manuscripts and autodidacts. This is because they think that visual aids also influence the understanding of their presentation to the audience.

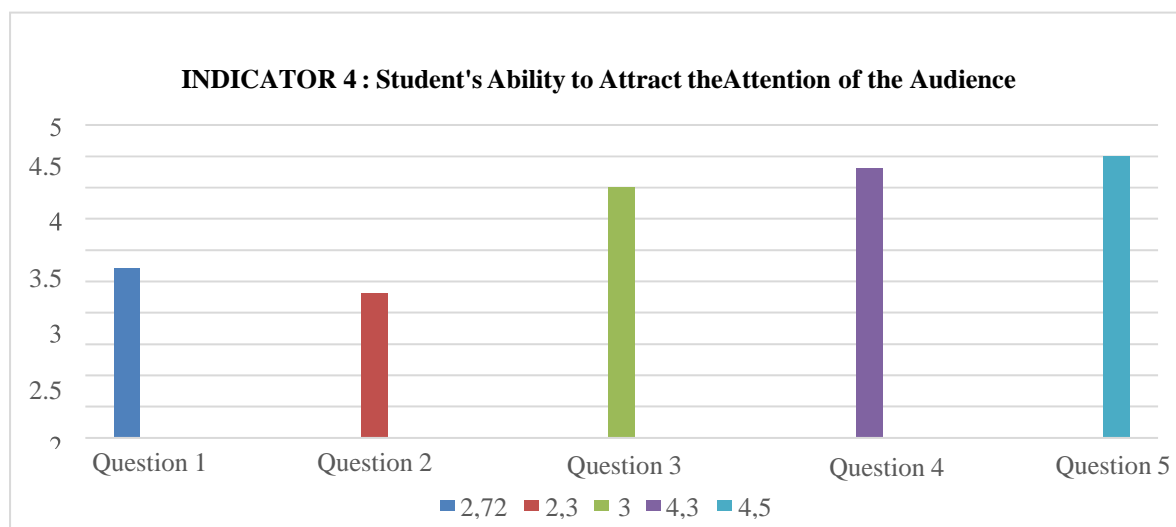


Figure 4. Student's Ability to Attract the Attention of the Audience

Attracting the audience's attention is the most important part of public speaking, but quite a few students have difficulty attracting the audience's attention. 2.7% of students revealed that they had experienced difficulty in attracting the audience's attention at the beginning of a presentation. The level of challenge for students is very high in attracting the attention of the audience, this is proven by the results of the questionnaire where 3.0% of students experienced difficulties due to the lack of positive feedback from the audience. In the end, some students chose to use emotional or logical attention-grabbing techniques. Apart from that, 4.3% of students have chosen to include interesting quotes or expressions in their presentations, this aims to give them confidence in the effectiveness of the material they have presented. Afterwards, students assessed their success in attracting the audience's attention from the perspective of the audience's enthusiasm in following the material that had been presented, by including conversation in it.

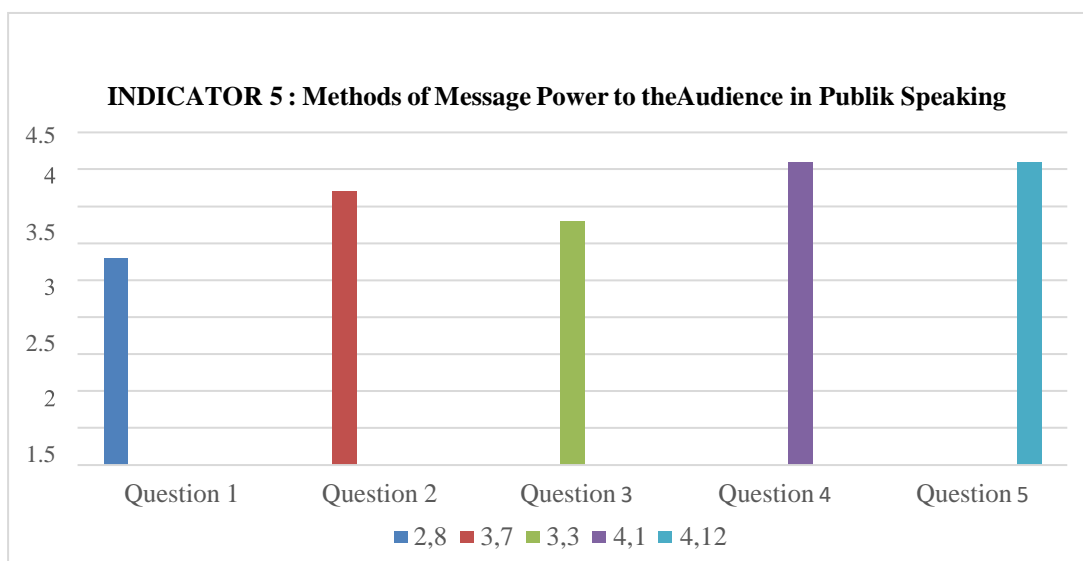


Figure 5. Methods of Message Power to the Audience in Publik Speaking

Furthermore, the power of the message in conveying public speaking, quite a lot of students choose to use humor as a reference in attracting the audience's attention. 3.7% of students experienced significant technical failure related to question delivery, a fairly high number at this level. It is quite difficult for students to convey messages in a structured manner, because conveying messages is the most complicated pillar in public speaking. Because when delivering messages, students are required not to make mistakes, resulting in the message being delivered not being authentic or false. Even though it is the most difficult phase, quite a few students are smart and choose to use high level questions, namely rhetorical questions or puzzles. However, the number is quite low for students using rhetorical statements, namely 3.3% of students choose not to use puzzle questions to engage the audience during presentations. And 4.2% of students admitted that they had experienced technical errors in using open questions.

Question	Agree	Disagree	Strongly agree	Strongly disagree
<i>I have spoken in public a lot in the last month.</i>	80%	1%	19%	0%
<i>Intonation is very important in influencing the audience.</i>	90%	0%	1%	0%
<i>I prefer to listen to speakers who use variations in intonation or who have a monotone voice.</i>	5%	72%	0%	23%
<i>I find it difficult to adjust intonation to the various types of topics that will be presented.</i>	7%	78%	2%	13%
<i>I feel I have sufficient understanding of how to use intonation effectively in public speaking.</i>	50%	20%	5%	25%
<i>I feel confident in using body language when speaking in public.</i>	2%	50%	8%	23%
<i>I feel I need to improve my skills in using body language in public speaking.</i>	50%	5%	40%	5%
<i>In my opinion, using appropriate body posture can increase the audience's attractiveness and interest in the presentation.</i>	95%	0%	5%	0%
<i>I consider practicing the use of body language to be an important part of preparation before public speaking.</i>	87%	4%	8%	0%

<i>I think inappropriate bodylanguage can affect a speaker's impression and reputation.</i>	57%	0%	43%	0%
<i>Visual aids in public presentations are very important to me.</i>	48%	27%	13%	10%
<i>The use of visual aids can help reduce anxiety whenspeaking in public.</i>	52%	23%	20%	5%
<i>I feel more confident when using visual aids in public speaking.</i>	73%	17%	3%	7%
<i>What type of visual aids doyou like most in presentations.</i>	98% (PPT and Manuscript) 2% (Memorize)	13%	28%	7%
<i>Visual aids influence the audience's understanding ofthe presentation material.</i>	52%	13%	28%	7%
<i>I have experienced difficultyin attracting the audience's attention at the beginning ofa presentation.</i>	74%	12%	14%	0%
<i>I prefer to use emotional or logical attention-grabbingtechniques.</i>	12%	10%	0%	78%
<i>Have I received positive feedback from the audience regarding the techniques I use to attract attention?</i>	92%	8%	0%	0%
<i>What do you think aboutusing famous quotes or attention-grabbing expressions?</i>	100% (Important)			
<i>How do you assess successin attracting the audience's attention at the beginning ofa presentation?</i>	98% (Attract the audience's attention) 2% (Attract the attention of the teacher or lecturer)	24%	15%	5%
<i>I often use humor to attractthe audience's attention.</i>	74%	18%	0%	8%
<i>I have experienced significant technical failures related to the delivery of questions</i>	10%	68%	5%	17%
<i>I prefer to use rhetorical questions or puzzles to engage the audience at the beginning of the presentation.</i>	83%	6%	11%	0%
<i>I believe that using attention-grabbing techniques by providing multiple messages can helpmaintain the audience's attention throughout the presentation.</i>	78%	7%	13%	2%
<i>I believe that the use of open-ended questions canhelp build audience engagement.</i>	75%	7%	10%	8%

5. CONCLUSION

The conclusion is, that some of the main factors of anxiety in public speaking include: Firstly, fear of being judged by someone, anxiety arises because of the fear of being evaluated or judged badly by the audience. Second, fear of mistakes, someone is worried about making mistakes, such as losing words, stammering, or losing focus.

The third worry is Rejection, in public speaking more than 85% of students have a fear that the audience will not accept or like what is said. Next is the fear of incompetence, a serious challenge is when students feel unable to meet expectations or unable to master the material well.

Apart from that, the fear of appearing in front of many people also challenges the social anxiety associated with appearing in front of a large or unknown audience. And lastly is the fear of Settings, students have an anxiety related to technical aspects such as microphones, visual presentations, or other technology. However, students are assisted by visual aids such as PPT, Manuscripts, Image Media, small notes, etc. to make things easier and reduce feelings of anxiety. This is proven by the statement that 87% gave a good response to the use of these visual aids.

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