

## STUDENTS' STRATEGIES TO OVERCOME PUBLIC SPEAKING ANXIETY

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### Abstract

Public speaking anxiety (PSA) is a problem that often occurs in the language learning process therefore this study was conducted to find the strategies students use to overcome the public speaking anxiety they experience using the theory developed by Kondo and Ying Ling (2004). This study used a quantitative method with a descriptive approach. The participants of this research were 40 students of the English education study program of FKIP at Universitas Tanjungpura. The results showed that relaxation strategy is the most chosen strategy by students as the strategy they use to overcome their public speaking anxiety with the percentage 83.2%, followed by the preparation strategy as the second strategy with the percentage 80.1%, then third is peer seeking strategy chosen by 80% students and the last is the positive thinking strategy as much as 78.2%. The limitations of this study are as follows: it does not provide data on students' levels of anxiety, lacks diversity in the tools used, focuses solely on students who have completed the course, and does not explore strategies beyond those suggested in the questionnaire.

**Keywords:** *Anxiety, Public Speaking, Students' Strategy.*

### Introduction

Public speaking is a speaking skill designed to inform, influence, persuade or entertain listeners so that the speaker becomes the centre of attention of the people around him. According to Ehninger et al. (1986 as quoted in, Ting et al., 2021) defines public speaking as an action in which the speaker has the goal of conveying a message orally to the audience. In addition, public speaking is not only done offline, but can also be done through electronic communication facilities which still aim to share information, influence and entertain to give a certain image (Novaković & Teodosijević, 2017). Types of public speaking are divided into three categories according to the

purpose of speaking: informative speaking, persuasive speaking and entertaining speaking (Stand up, Speak Out, 2016). The focus of public speaking in this study is informative speaking and persuasive speaking.

In the Department of English Language Education FKIP Tanjungpura University the subject related to public speaking is "Speaking for Academic Presentation". The purpose of this course is to build student confidence, increase student knowledge and competence to make formal presentations in front of the class and the focus of this course is informative speech and persuasive speech. Based on the syllabus for the course "Speaking for Academic Presentation" students are required to be able to make presentations in front of the class, which means students must be able to speak in public to convey the message of the presentation material properly. The demand to be able to speak in public so that the message from the presentation can be conveyed properly, can trigger public speaking anxiety experienced by students.

Anxiety about speaking in public can hinder students' learning process in speaking class so that students cannot use their English skills to the fullest, the fact that speaking anxiety is one of the factors that most strongly affects students' speaking ability (Melouah, 2013, as cited in Mohamed Mokhtar, 2020). Indeed, speaking anxiety is a challenge in itself for students when speaking in a foreign language class (Pohan & Kusumawardany, 2023)

Problems regarding public speaking anxiety that hinder student learning processes become the background of this research. This study is interested in knowing how many students had experienced public speaking anxiety in "Speaking for Academic Presentation" class. In addition, the researcher also wanted to know the strategies students used to overcome their public speaking anxiety. Therefore, by using the strategies proposed in (Kondo & Ying-Ling, 2004) study. There are two questionnaires in this study, the first part is a close-ended questionnaire which contains five questions to identify whether students experience public speaking anxiety. The second part, is Likert Scale Question contains 20 statements about the strategies used to overcome this anxiety.

Public speaking is a part of speaking skills that is used to inform, influence or persuade, or to entertain listeners. Public speaking is the process of conveying a message to an audience. Public speaking will be more effective if the speaker involves understanding the audience, clear speaking objectives, selecting topics that interest the audience and delivering the message clearly and skillfully (Stand up, Speak Out, 2016). Apart from that, public speaking is a speaking skill that aims to convey information, ideas or opinions regarding certain interests of the audience, in other words to suit the interests of the audience (Eke, n.d.).

Public speaking has several purposes such as informing, persuading, and entertaining. There are three types of public speaking: informative speaking, persuasive speaking, and entertaining speaking (Stand up, Speak Out, 2016).

The first and most common type of public speaking is "Informative Speaking". The purpose of an informative speech is to convey information precisely, clearly and in accordance with the interests of the listeners. Informative speech is when a speaker gives a speech in front of an audience about a particular topic or problem, for example when presenting in front of the class, and business seminars can be said to be informative speech (Ramli, 2022) and (Aswad, 2023). Good informative speech is one that can convey accurate information in a clear way and can make listeners interested in listening to the information conveyed (Stand up, Speak Out, 2016). In order for information to be clear and interesting, speakers need to adjust the complexity of the information, not create jargon, create concrete images so that information is easily accepted by listeners, limit information to matters that are most relevant to the material, choose words that are easy to understand so that information is easy for listeners to remember, and associate information with listener interests. (Wrench et al., 2012)

Then there is the "persuasive speech". Persuasive speech is the use of verbal and nonverbal messages aimed at changing behavior in ways that are related to values, attitudes, and beliefs. Persuasive speeches are made to change the way a person or group of people perceives an idea or product and so on (Ramli, 2022). Persuasive speech is almost the same as informative speech, but there are important

things that distinguish the two. Even though persuasive speech seems like deceiving someone, actually persuasive speech is more directed at controlling other people (Güneş, 2014, as cited in Akkaya, 2020).

The last, "Entertaining speech", which is a speech designed to attract the attention of the audience, by entertaining and conveying the message clearly. The important thing about entertaining speech is adding a personal touch (Ramli, 2022). Because the purpose of entertaining speech is to touch or arouse the emotional part of listeners, besides that, entertaining speeches are usually carried out on certain occasions, such as wedding celebrations, graduations and also in comedy events, namely stand up comedy (Stand up, Speak Out, 2016). Public speaking is also a very important and useful skill for students, because public speaking can be applied to almost all majors and jobs. By developing public speaking skills it will be very beneficial for students' personal and professional lives (D. C., 2008, as cited in Fundamentals of Public Speaking, 2017).

From the explanation above, public speaking requires a speaker to be the center of attention of the listeners around them. This can be the trigger for public speaking anxiety, which is a fairly common problem in speaking classes. Public speaking anxiety can occur due to several factors, such as lack of vocabulary, worry about making mistakes in pronunciation, worry about making mistakes in using grammar, feelings of anxiety and embarrassment (History et al., 2020). The factors that cause anxiety about speaking in public are classified into two, namely, internal factors related to linguistic factors and external factors related to non-linguistic factors (Rajitha & Alamelu, 2020). Linguistic factors such as vocabulary, grammar, and pronunciation have been proven to increase students' speaking anxiety (Kayaoglu and Saglamel, 2013, as cited in Kalra, 2020). Students who are poor in vocabulary, grammar and pronunciation experience problems when they have to speak English (Jannah et al., 2016). This proves that linguistic factors are one of the factors that contribute to students' speaking anxiety, because linguistic factors increase anxiety in some cases (Kasbi & Elahi Shirvan, 2017).

Not only linguistic factors, non-linguistic factors are also contribute to students' public speaking anxiety. Non-linguistic factors are factors that come from student psychology, such as fear of negative evaluations or fear of making mistakes. Students do experience more anxiety due to non-linguistic factors (Amoah & Yeboah, 2021). Factors that many students feel about their speaking anxiety are: fear of making mistakes when speaking, feeling embarrassed, and not confident with their speaking abilities (Haidara, 2016). Besides that, fear of communication or communication comprehension is also a factor that many students feel (Miskam & Saidalvi, 2018). Non-linguistic factors are indeed the most causing students' speaking anxiety and the symptoms of these non-linguistic factors are communication comprehension, fear of negative evaluation, and low self-confidence (Toubot et al., 2018). From the explanation above, it can be concluded that linguistic and non-linguistic factors both contribute to the causes of student anxiety, but non-linguistic factors are more commonly reported as causes of public speaking anxiety.

To overcome the public speaking anxiety experienced by students, there are five strategies found by Kondo and Ying Ling (2004) there are preparation strategy, relaxation strategy, positive thinking strategy, peer seeking strategy, and resignation strategy. Preparation strategy helps students overcome anxiety by increasing learning, for example by re-read the material that will be presented, studying a lot of vocabulary and grammar, reading while looking for the material to be presented makes students get a lot of new vocabulary. Students overcome their anxiety by increasing their knowledge of the language by reading lots of newspapers, books, watching TV News, cartoons and movies. Students also try to improve their pronunciation by practicing speaking with friends (Rajitha & Alamelu, 2020). In addition, students also practice more, make preparations and try to use English in everyday life (Rafieyan, 2016)

Then there are relaxation strategies that have been proven to be effective for overcoming public speaking anxiety and are suitable techniques for overcoming speaking anxiety. The relaxation strategy has several ways to do one of which is to take a deep breath. One of the techniques developed by Andrew Weil, is 4-7-8. Inhaling, holding your breath, and exhaling for 4, 7 and 8 respectively, is the 4-7-8

breathing control method (Vierra et al., 2022). Apart from that, relaxation techniques can be done by stretching the muscles, meditating, and listening to music (Oxford, 1990 as cited in Toyama & Yamazaki, 2021).

The third is positive thinking strategies that help students overcome public speaking anxiety with a palliative function that focuses on the cognitive problems underlying students' speaking anxiety (Kondo & Ying-Ling, 2004). Positive thinking can also improve students' ability to manage stress. Positive thinking helps reduce student anxiety, and increases students' ability to manage stress, so they are able to connect their thoughts, feelings and behavior (Shokrpour et al., 2021). Apart from that, students can also try self-efficacy, self-efficacy is belief in one's own ability to successfully carry out, manage and carry out tasks, this can be a good motivation for students (Maulidia & DJ, 2023). The fourth is a peer seeking strategy that helps students find comfort in thinking that they are not the only ones who have difficulty understanding speaking class (Gan, n.d.). In addition, Kondo & Ying-Ling, (2004) also stated that seeing people who have the same anxiety as themselves can be a source of emotional regulation by social comparison for students who experience speech anxiety. The last one is the resignation strategy, where this strategy is the strategy that is rarely used and this strategy is also deemed inappropriate for the class situation. In this study, only four of the five strategies by Kondo & Ying-Ling, 2004 were used, because the resignation strategy did not match the educational environment and did not seem to be a strategy that students could use.

Research on strategies used by students to overcome public speaking anxiety has also been carried out at the University of Tanjungpura. Pratama (2018) conducted research not only on strategies but also on the causes of public speaking anxiety. Factors that cause public speaking anxiety that often occurs in Mr. X is lacking in self-confidence, unprepared, afraid of making mistakes, and doesn't like being the center of attention. The strategy used by Mr. X to overcome his anxiety is practicing before presentations, relaxation strategies, visualization, doing body movements, and taking notes.

Previous research, which also discussed students' strategies to overcome public speaking anxiety, was used to support this research. However, researchers found a significance between this study and previous study. The important part lies in the differences in theory used in this research, the strategy used is taken from the theory developed by experts then, in previous studies the strategy used was found from the results of the study itself. In addition, the difference in the number of participants or research samples is also very far, this research uses many participants while the previous research only used one person as a research sample.

## **Method**

Research design used in this study is a descriptive quantitative research design because this study is presented in numerical and descriptive form. Descriptive research is to describe the phenomenon and its characteristics (Nassaji, 2015, as cited in Fobiri et al., 2020). This research focuses more on what factors cause a phenomenon to occur rather than how a phenomenon occurs. Meanwhile Quantitative research is characterized by a deductive approach to the research process that aims to disprove, prove or give credence to existing theories, and also quantitative is a type of research that involves measuring variables, testing the relationship between variables to reveal patterns, correlations or causal relationships (Leavy, 2017). Quantitative methods tend to define variables first and then measure observations of these variables. (Edmonds & Thomas D, 2016)

This research was conducted at the English Language Education Study Program, Faculty of Teacher Training and Education, Tanjungpura University, the study population was 5th semester students who had passed the "Speaking for Academic Presentation" course with total 71 students, while the research sample was selected using a non-probabilistic sampling technique which was selected based on several characteristics, namely students who experienced public speaking anxiety during the "Speaking for Academic Presentation" course as much as 40 students, they were identified by the results of a questionnaire administered to them and students who successfully overcome their public speaking anxiety, indicate by those who can reached A or B qualification score.

The instrument of data collection used by researchers in this study was two questionnaires, the first one was closed-ended questionnaire consist of five question adapted from Aeni (2020), generally asked about the participant their experienced about public speaking anxiety and the second was Likert Scale questionnaire adapted from Kondo & Ying-Ling (2004) research study, consist of 20 statement about the strategies participant used to overcome their public speaking anxiety. This instrument was proven valid because it was able to prove that the coping strategies used by students were based on 3 cognitive, affective and behavioral characteristics in accordance with the hypothesis of Kondo & Ying-Ling (2004) study. The strategies are divided into four category the first category is "preparation strategies", consist of five statement they are: 1) "I explored many sources for material and discovered new vocabulary". 2) "Reading a lot of books helped me improve my grammar". 3) "To reduce anxiety, I reread the material before presenting in front of the class". 4) "I ask friends or teachers about their opinion on the topic that I will present". 5) "I try to deal with speaking anxiety by get used to using English as much as possible". The second strategy is "relaxation strategy" this strategy consists of five statement they are: 1) "I take a deep breath when I feel anxious while speaking in front of the class". 2) "I try to be calm when speaking in front of the class". 3) "I would move during a performance in front of the class to calm myself down". 4) "When speaking in front of the class I try to relax so I don't feel anxious". 5) "I play with my hand so I don't feel anxious". The third category is "positive thinking strategy" this category also consists of five statement they are: 1) "I always thought that English was easy and I could speak English as well as my other friends". 2) "I always try to be confident even if I feel nervous when speaking English". 3) "When speaking in front of the class I imagine myself doing extraordinary performance". 4) "I always tell myself that it's okay to make mistakes and I can learn from mistakes". 5) "I try to enjoy the tension so I can be more comfortable". The last category is "peer seeking strategy" consists of five statement they are: 1) "I tell myself that I am not the only who anxious the others also feel anxious". 2) "I tried to ask my classmates if there was anything I didn't understand". 3) "To deal with anxiety I practice pronunciation with my classmates".



4) "I sometimes compare myself to my other classmates who have same problem with me". 5) "I look at my friends in class to make sure that I'm not the only one feeling anxious".

After the research data was collected, researcher analyzed the data through the score points chosen by the students when answering the questionnaire. In the questionnaire there are five choices of scores if students choose point 1 then it means students "strongly disagree" with the statement in the questionnaire, if students choose point 2 then students "disagree" with the statement in the questionnaire, if students choose point 3 it means students do not answer or choose neutral, for point 4 means the student "agrees" with the statement in the questionnaire, and point 5 means the student "strongly agrees".

**Table 1. Skala Likert Scoring**

Statements	Scoring				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1

## Results

There are two questionnaires in this research, the first questionnaire is used to identifying students who experience anxiety about speaking in public and the second questionnaire is about the strategies used by students in dealing with the anxiety they experienced.

### 1. Number of students' who experienced public speaking anxiety.

The results of the first questionnaire were used to answer the first research question, 5 items that are useful for identifying students who experience anxiety about speaking in public.

**Table 2. The result of first questionnaire**

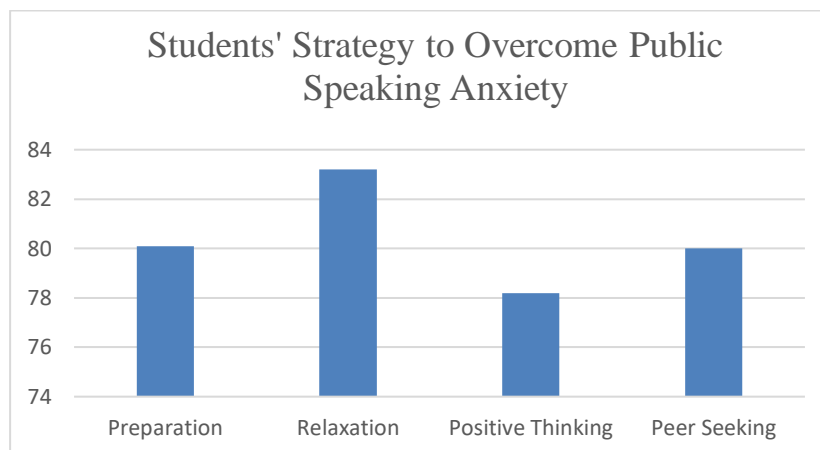
Question	Students' Answer
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1. What grades did you get in the "Speaking for Academic Presentation" course?	71 students' take the "Speaking for Academic Presentation" course.
2. When speaking in front of the class. Are you feeling anxious?"	40 of them have experienced public speaking anxiety
3. What grades did you get in the "Speaking for Academic Presentation" course?	43 of them are nervous for being called by the lecturer
4. Do you tremble when you speak in front of the class?	Only 39 of them trembling when speaking in front of the class
5. What grades did you get in the "Speaking for Academic Presentation" course?	58 students got an A, 10 students got a B 2 students got a C.

It can be concluded that all of 71 participants from semester 5 took the "Speaking for Academic Presentation" course. But not all of them have experienced public speaking anxiety, out of 71 students only 40 (56%) students experienced public speaking anxiety in the "Speaking for academic presentation" course. It was indicated by two symptoms nervous when they hear their name being called by the lecturer and start to trembling when they speak in front of the class, but 43 students state that they are experienced the symptom which they nervous when their name being called by the lecturer and only 39 of them start to trembling when they speak in front the class.

## **2. Strategies students' use to overcome their public speaking anxiety.**

In the second questionnaire, there were 20 statement items about the strategies used by students in dealing with the anxiety they experienced.



**Figure 1. The result of questionnaire two**

From the results of the chart two above, the researcher found that the relaxation strategy was the most strategy chosen by students, 83.2% students choose relaxation then there was preparation strategy that was chosen by 80.1% of students, in third place there was a peer seeking strategy which obtained a score of 80% and the last is positive thinking which was chosen as much as 78.2%.

#### 1. Preparation Strategy

There are 5 items in the preparation strategy, such as: 1) exploring many sources of material and finding new vocabulary, 2) reading books to improve students' grammar, 3) rereading material before presentations, 4) asking questions or discussing the material with friends or teachers and 5) the last one is getting used to English by practicing speaking English every day. Statement number three is the most widely tactics applied by students, "re-reading the presentation material before they start the presentation" with a percentage of 88% then followed by statement number one "exploring many sources of material and finding new vocabulary" which also become the tactics that most applied by students' as much as 82.5%, then in the third place there is statement number two "reading books to improve students' grammar" with a percentage of 80%, statement number five which is "getting used to English by practicing speaking English every day" got 78% and the last statement

number four "asking questions or discussing the material with friends or teachers" with the percentage 72%

## 2. Relaxation Strategy

In strategy relaxation, there are also 5 items of statements about strategies that are used to help overcome anxiety experienced by students, such as 6) take a deep breath, 7) try to be calm, 8) doing muscle relaxation with moving their body, 9) try to relax, 10) play with the hands to reduce anxiety. Furthermore, of the five basic tactics in the relaxation strategy, the most widely applied by students is tactic seven which is "I try to be calm when I need to speak in front of the class" which gets 87%, in addition statement number eight is also a tactic that is widely applied by students with the same percentage of 87%, namely "I would move during the performance to calm myself" this statement means that students do body movements to relax their tense muscles due to anxiety. Then in third place there is statement nine with "When speaking in front of the class I try to relax so I don't feel anxious" with a percentage of 83%, followed by the statement sixth "I take a deep breath when I feel anxious while speaking in front of the class" gets the percentage of 81.5%, and in the last place there is the 10th statement with "I play with my hand so I don't feel anxious" with the percentage of 77.5%.

## 3. Positive Thinking Strategy

Strategy positive thinking is also divided into 5 items, there are 11) I always thought English was easy and I could speak English as well as the other students', 12) I try to be confident even if I feel nervous, 13) When speaking in front of the class I imagine myself doing extraordinary performance, 14) I always tell myself that it's okay to make mistakes and I can learn from mistakes, 15) I try to enjoy the tension so I can be more comfortable. In the positive thinking strategy, the most widely applied tactic by students is statement number 14 "I always tell myself that it's okay to make mistakes and I can learn from mistakes" with a percentage of 84% of students applying this tactic. Then there is statement number 12, namely "I always try to be confident even if I

feel nervous when speaking English" gets a percentage of 80%, the same as before statement number 13 "When speaking in front of the class I imagine myself doing extraordinary performance" as well get percentage as much as 80%, after that there is statement number 15 "I try to enjoy the tension so I can be more comfortable" which is the fourth tactic used by students as much as 75.5% and the last is statement number 11 "I always thought that English was easy and I could speak English as well as my other friends" with a percentage of 71.5%.

#### 4. Peer Seeking Strategy

There are 5 items in peer seeking just like any other strategy, 16) I tell myself that I am not the only who anxious the others also feel anxious, 17) I tried to ask my classmates if there was anything I didn't understand, 18) To deal with anxiety I practice pronunciation with my classmates, 19) I sometimes compare myself to my other classmates who have same problem with me, 20) I look at my friends in class to make sure that I'm not the only one feeling anxious. Of the five tactics in the peer seeking strategy, the most used tactic is the tactic in statement number 17, namely "I tried to ask my classmates if there was anything I didn't understand." Students prefer this tactic where they will ask their classmates when there is sentence or something they don't understand during class, this tactic gets a percentage of 85.5%. Then in the second position there is statement number 16, namely "I tell myself that I am not the only person who is anxious the others also feel anxious" with a percentage of 81.5%. Followed by statement number 20 "I look at my friends in class to make sure that I'm not the only one feeling anxious" in third position with a percentage of 81%. Then there is statement number 18 "To deal with anxiety I practice pronunciation with my classmates" which gets a percentage of 77.5% and finally there is statement number 19 "I sometimes compare myself to my other classmates who have the same problem with me" with a percentage of 74.5%

## Discussion

Based of the result of this study, out of 71 participants only 40 of them have experienced public speaking anxiety. This finding supported by the previous study where the number of anxious students was always higher than the number of participants who did not felt anxious. The study conducted by (Aeni, 2020) showed that out of 21 students only 4 of them who did not feel anxious while 17 of them felt anxious when speaking in public. Then there was research conducted by Rosana Putri et al. (2020) which out of 21 participants only 1 of them did not feel anxious when speaking in public. These findings of course shows that public speaking anxiety is indeed a problem that becomes an obstacle for students in the English learning process.

Meanwhile, relaxation strategy become the most frequently chosen strategy to help students overcome public speaking anxiety. This is because the characteristic of relaxation strategies is to relieve body tension associated with emotional stimulation (Kondo & Ying-Ling, 2004) Relaxation strategies help increase physiological responses to stress and anxiety (Hamdani et al., 2022). There are two techniques that can be used for strategic relaxation, deep breathing and muscle relaxation. An easy deep breathing technique to do is box breathing which can be applied before experiencing anxiety, then stretching the muscles with a progressive muscle relaxation (PMR) technique that focuses on releasing muscles as a relaxation phase (Norelli et al., 2018). Furthermore, deep breathing techniques can help the parasympathetic and sympathetic nervous systems work so that blood pressure, heart rate and respiration decrease to normal limits and this has the effect of reducing anxiety. (Ariga, 2019) In addition, the deep breathing technique is an easy technique to apply in class (Khng, 2017). Meanwhile, PMR is a technique of stretching muscles, moving from one muscle to another until the body feels relaxed. (Makwa & Hidayati, 2020). To stretch the muscles in front of the class can be done by making small movements such as moving the body or fingers. By doing these movements, it can reduce anxiety when speaking and help the message be conveyed properly (Griffin, 2016)

Then there is the preparation strategy, this strategy is also widely used by students to overcome public speaking anxiety. Students will start to feel anxious if

they realize that they are not ready to make a presentation. With good preparation before a presentation by exploring many sources of material can help students reduce public speaking anxiety. This is supported by Kondo & Ying-Ling, (2004) who state that preparation strategies can reduce students' anxiety related to their language classes. In addition, preparing to speak can help students make more subtle presentations, and interact with the audience (Paxman, 2011 as cited in Chen & Hwang, 2020). It is proven that doing good preparation can help students overcome their anxiety and also improve student performance in making presentations in front of the class so that the material presented can be conveyed properly. Preparation significantly reduces student anxiety, and students can actually speak a foreign language regardless of their fear of speaking (Vaca Torres & Gómez Rodríguez, 2017) Different from preparation strategies that focus on student behavior, peer seeking strategies focus more on students' mentality or the cognitive. Peer seeking helps students find comfort in thinking that they are not the only ones having difficulty understanding class (Gan, n.d.). Kondo & Ying-Ling, (2004) realize that other students experiencing the same problem may serve as a source of emotional regulation with social comparisons. Similar to peer seeking strategy, positive thinking strategy also focuses on students' mentality, as stated by Kondo and Ying Ling (2004) positive thinking strategies are intended to divert attention from stressful situations to more positive and pleasant situations, thus bringing relief to students who feel anxious. In addition, feelings of anxiety or negative thoughts can hinder the student's thinking process, thereby interfering with the process of learning to speak in front of the public. Positive thinking helps reduce student anxiety, and increases students' ability to manage stress, so that they are able to make connections between their thoughts, feelings and behavior (Shokrpour et al., 2021).

Of the strategies above, there are two of them that can be used to overcome public speaking anxiety related to linguistic factors, namely preparation and finding peers, students overcome their anxiety by increasing their language knowledge by reading a lot of newspapers, books, watching TV News, cartoons and movies, students also try to improve pronunciation by practicing speaking with friends (Rajitha &

Alamelu, 2020). In addition, students also try to practice more, make preparations and try to use English in everyday life (Rafieyan, 2016). Furthermore, strategies that can be used to overcome non-linguistic factors are positive thinking strategies, when students succeed in changing negative thoughts to positive thoughts it will increase the competence they feel and they are less afraid of failure (Yasuda & Nabei, 2018). Furthermore, other strategies that can be used are relaxation and peer seeking strategies, in line with the affective strategies recommended by Oxford (cited from Toyama & Yamazaki, 2021) relax muscles, meditate, listen to music, positive self-talk, and share feelings with others.

This study has described strategies that are in accordance with the factors that cause student anxiety, so that students can easily find strategies that can be used according to the factors they feel, as well as provide directions on how to implement these strategies in everyday life so that they can be implemented very well.

Previous research conducted by Pratama et al. (2018) which also discussed students' strategies to overcome public speaking anxiety, was used to support this research. However, researchers found a significance between this study and previous study. The important part lies in the differences in theory used in this research, the strategy used is taken from the theory developed by experts then, in previous studies the strategy used was found from the results of the study itself. In addition, the difference in the number of participants or research samples is also very far, this research uses many participants while the previous research only used one person as a research sample.

The limitations of this study are as follows: it does not provide data on students' levels of anxiety, lacks diversity in the tools used, focuses solely on students who have completed the course, and does not explore strategies beyond those suggested in the questionnaire. There is a possibility that students may have developed their own strategies that were not accounted for. Future research in this area should consider increasing the number of participants for more robust results, employing improved research methodologies, utilizing multiple research instruments, measuring students'



anxiety levels, and exploring additional strategies beyond those listed in the questionnaire.

## Conclusion

Based on the findings, it is found that out of 71 students in semester 5 of the English Language Education Study Program, FKIP Universitas Tanjungpura, there were 40 students who felt anxious. This number was higher than those who did not feel anxious. Therefore, to overcome the public speaking anxiety they used relaxation strategy the most, followed by the preparation strategy as the second most widely used strategy, then peer seeking is the third strategy and the last is the positive thinking strategy.

Eventually, this study revealed that there are still many students who experienced public speaking anxiety especially when they have to speak in front the class. Thus, the instructor should have provided ways to overcome their anxiety, instead of just focusing on the speaking itself. Despite of its limitation, the researcher suggested that the strategies being studied in this research should be considered by the instructors to be taught in their speaking class in order to make the students acknowledge the strategies and eventually establish their awareness in overcoming their public speaking anxiety on their own.

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