

**STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION
IN HIGHER EDUCATION**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2022**



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Yang Menandatangani

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MOTTO

"My heart rests knowing that what has missed me will never be my destiny, and
what is destined for me will never miss me"

(Umar bin Khattab)

"Expand your istighfar, strengthen your prayers and persevere in your efforts"

(Kasmawati Arlan)

I dedicate this thesis to :

My beloved parents who always give the best for me and also become a support
system in achieving my dreams.

ABSTRACT

Kasmawati Arian, 2022. *Students' fear of Oral English Presentation in Higher Education*. Thesis, English Education Departmen, Faculty of Teacher Taining and Education, Universitas Muhammadiyah Makassar. Guided by Muhammad Zia Ul Haq and Herlina Daddi.

The purpose of this study was to determine the fear experienced or felt by students in oral English presentations, strategies used to overcome fear in oral English presentations and the effectiveness of strategies used in overcoming fear of oral presentations. This type of research is qualitative using descriptive method. the sample in this study were students majoring in English education, semester 4 as many as 15 students. The power obtained by using a questionnaire and which is open-ended and then analyzed descriptively.

The results of the research obtained are *Student Fear of Oral English Presentations in Higher Education*, students experience and feel types of fear which include fear of communication, fear of negative evaluation and fear of test. The strategy used in overcoming fear in oral English presentations are problem focused coping, for example exercise, making important notes, and seeking support. Furthermore, emotion focused coping, for example self-control, staying away and positive thinking.

Keywords: *Coping Strategy, fear, oral English presentation.*

ABSTRAK

Kasmawati Arlan, 2022. Ketakutan Mahasiswa terhadap Presentasi Oral Bahasa Inggris di Perguruan Tinggi. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Muhammad Zia Ul Haq dan Herlina Daddi.

Tujuan dari penelitian ini adalah untuk mengetahui ketakutan yang dialami atau dirasakan siswa dalam presentasi lisan bahasa Inggris, strategi yang digunakan untuk mengatasi rasa takut dalam presentasi lisan bahasa Inggris dan efektifitas strategi yang digunakan dalam mengatasi ketakutan presentasi lisan. Jenis penelitian ini adalah kualitatif dengan menggunakan metode deskriptif. Sampel dalam penelitian ini adalah mahasiswa jurusan pendidikan bahasa Inggris semester 4 sebanyak 15 mahasiswa. Kekuatan tersebut diperoleh dengan menggunakan kuesioner dan yang bersifat open-ended kemudian dianalisis secara deskriptif.

Hasil penelitian yang diperoleh adalah Ketakutan Mahasiswa terhadap Presentasi Oral Bahasa Inggris di Perguruan Tinggi, mahasiswa mengalami dan merasakan jenis-jenis ketakutan yang meliputi ketakutan akan komunikasi, ketakutan akan evaluasi negatif dan ketakutan akan ujian. Strategi yang digunakan dalam mengatasi rasa takut dalam presentasi lisan bahasa Inggris adalah masalah terfokus coping, misalnya latihan, membuat catatan penting, dan mencari dukungan. Selanjutnya, emosi terfokus coping, misalnya pengendalian diri, menjauh dan berpikir positif.

Kata kunci: Strategi Coping, ketakutan, presentasi lisan bahasa Inggris.

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Finally, with all humility, the researcher always expects criticism and suggestions. As an ordinary person, the researcher realizes that the preparation of this thesis is far from perfect because of the limited ability and knowledge possessed by the researcher. Therefore,

the mistakes and shortcomings in writing this thesis, the researcher apologizes and is willing to accept suggestions and constructive criticism.

Finally, the researcher hopes that this thesis will be useful for the readers.

Aamin allahmma aamin.

Makassar, August 13, 2022

Kasmawati Arlan



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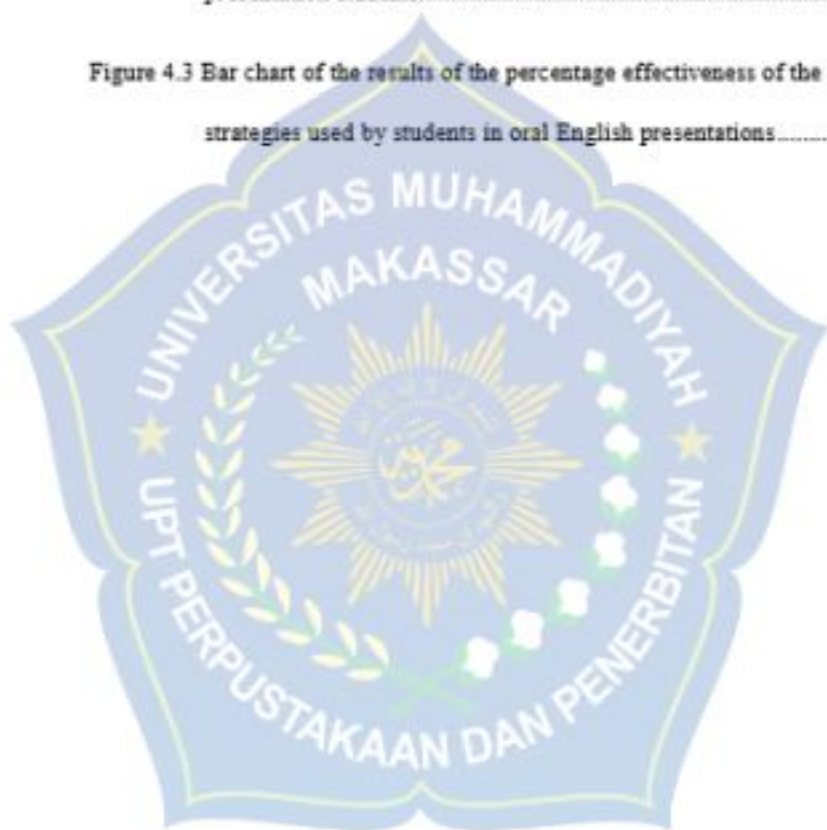
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CHAPTER I

INTRODUCTION

A. Background

Based on what is contained in the Indonesian language dictionary, (Taufik, 2010) argues that students are those who are studying and continuing education at a university. In tracking education, of course, every student has an obligation to carry out and undergo training as such, both in the academic and non-academic realms. Some of the obligations of students in the academic field include studying, doing assignments, playing an active role in the lecture process directly in class, and so on. In learning in lectures, students are strongly advised to provide feedback or feedback regarding the information that has been conveyed by educators or lecturers so that they can measure the level of success of student learning.

The oral presentation is an important prospect for students in carrying out the learning process and lectures. So there have been many lecturers at universities who make oral presentations as an assessment of students when appearing in front of the class. In addition, it aims to involve students verbally, both individually and in groups. Thus, it can be seen that assessment is a process of collecting and scoring from some of the information submitted by students or students who are managed into notes from educators as to the achievement of improving student

learning. Popham (1995) argues that assessment is a must that is part of learning and not an integral part. Meanwhile, Resnik (1985) stated that in essence, the assessment focuses on the learning process of students.

In learning English there are several abilities or skills that must be mastered by students (Tresniasari and Yanthi, 2012). Some of the skills in English are speaking, reading, listening, and writing. Therefore, in language learning, students are highly demanded to be able to speak skills so that they can communicate both productively and receptively. One of the learning activities in the classroom that can improve the ability to communicate or speaking that is an oral presentation.

Based on the experience of the researcher as well as observations of nearby individuals who do oral presentations, they always experience various problems, one of which is the fear of speaking or giving oral presentations. Many students say that English is very difficult to articulate because of the difference in writing and pronunciation and many different meanings. Students' problems in oral presentations are caused by two factors, namely internal factors and external factors. Internal factors include fear of forgetting material, fear of being stopped, fear of criticism, fear of failure, speaking anxiety, lack of confidence, nervousness, negative experiences, conflicting emotions, and negative thinking, lack of self-motivation, etc. While the external factors are the comfort of the environment, the condition of the place of presentation, failure of practice, etc.

Oral presentation can be classified as one part of public speaking, usually it becomes a scary and terrible thing for some individuals. Experts and flexible people can perish if they have to give oral presentations in front of many people (Rogers, 2008). Some estimates are that as many as 20-85% of individuals experience more fear when giving oral presentations or speaking in public (Katz, 2000). The ability to speak is very much needed and this competency is highly sought after in various professional circles, so that oral presentations are very much required by students to strive for success.

Based on what has been described previously, researchers are interested in researching and studying more deeply about student problems in oral presentations and about strategies used in overcoming problems experienced when oral presentations in universities, especially the English Education Study Program, at Muhammediyah University of Makassar.

B. Problem Statement

Based on what was discussed in the introduction, the main problems above are described as follows:

1. What are the fears of students feel when delivering oral English presentations?
2. What are the strategies used by students in overcoming fear in oral English presentations in front of the class?

C. Research Objectives

The objectives to be achieved by researchers are:

1. Describe the fear felt by students during oral English presentations.
2. Describe the strategies used by students in overcoming fear in oral English presentations in front of the class.

D. Significant Research

There are two significant effects of this research, which are theoretical and practical. Theoretically, this research has benefits, one of which is increasing knowledge about the fear of oral presentations or public speaking. Meanwhile, practically, this research is useful for lecturers to know and make it easier for students to overcome fears so that they can give good oral presentations. To students, this research is very useful in expressing students' fears of oral presentations so that they can apply strategies that can reduce or even eliminate fears in oral presentations in front of the class in college. Meanwhile, the campus can find out the fear of oral presentation in front of the class of students at the Teaching and Education Faculty of the English Education Study Program, so that it can provide a platform for students to improve their public speaking skills and reduce the fear of oral presentations. Furthermore, for researchers, the results of this study can be used as a reference material and comparison with other studies.

E. Scope of the Research

Based on this background, as for the limitation in this study, the researcher will research in university, especially in English classes. In this study also, the researcher will examine more deeply about oral English presentations with the problems students feel about fear in oral English presentations and also the strategies students use in overcoming fear of oral English presentations.



CHAPTER II

LITERATURE REVIEW

A. Previous Related Finding

Many researchers have found that fear is an important aspect in modifying the results of public speaking performance. Tillfors, et al (2008) stated that the habit of fear experienced by people in the west is 7-13%. The American Psychiatric Association (2013) proved that fear is an emotional disorder of social anxiety which is largely due to negative estimates. Fear has a major effect of around 75% on an individual's personality. Knappe, et al (2011) stated that an estimated 25% of adolescents experience a high fear of public speaking.

Researchers conduct a previous review of the problem to be solved or to be studied. There are several related journals regarding the problems that will be solved by researchers, including:

First, Grieve, et al (2021). The aim of this study was to investigate the fear experienced by students as having a negative effect on the experience during lectures for both undergraduate and postgraduate students. In this study, researchers assessed students' fears by following and inviting students to Stand up activities with a fundamental activity studio with the UKE library.

Second, LeFebvrea, et al (2018). This study resulted in problem solving with researchers identifying and realizing catalog works that

became students' fears that had a major impact on students. Apart from that, this study compared the internal and external factors of students' fear. The purpose of this research is to ensure the facilities of educators in analyzing students' fears and making it easier for students to do public speaking.

Third, Perveen, et al (2018). In this study, the researcher obtained some data regarding the high level of fear experienced by female students compared to male students. (Mohammad & Wahid, 2009) stated that gender has an influence on the fear of speaking in front of a crowd. The purpose of this study was to determine the level of fear experienced by individuals referring to gender and the influence of gender on the fear of speaking verbally and to use the T-test to measure the strategies used in learning effectively.

Fourth, Marinho, et al (2017). This study aims to explore the habits of students' fear of public speaking, especially among students with oral communication variables. This study uses a questionnaire as an instrument by limiting generality, education, gender differences, and accuracy in speaking. This study resulted in data that 63.9% of students reported fear of speaking in public from 1,135 students who were respondents in this study.

It can be concluded that the researcher is interested in examining the fears of students in oral presentations in college because they want

to analyze and know in depth about the fears of students in public speaking. In this study, the researcher will investigate the fear of students at universities, especially the Muhammadiyah University of Makassar when making individual oral presentations in front of the class.

B. Pertinent Ideas

a) Speaking Skill

According to Harmer (2001:269) speakers must be competent in speaking skills, the four main elements are language characteristics:

1) Connected Speech

Connected speech is sound that is modified in producing spoken or spoken language of speech.

2) Expressive Device

The expressive apparatus is a certain part of speech, the volume and speed of which varies. Individuals use devices to contribute to the ability to convey meaning and indicate what and how they feel to whom they are speaking.

3) Lexis and Grammar

Lexis and Grammar have the intention that educators need to give students various expressions for different functions in speaking activities, for example agreeing or disagreeing, expressing surprise, or surprise. Because, students live in

different ways, places, and environments causing different mindsets.

4) Negotiation Language

The language of negotiation used to seek clarification of what was said. Sometimes, people don't hear or understand what other people are saying. Therefore, it is necessary to clarify or avoid mistakes between speaker and listener.

There are four incompetent in speaking. First, connected speech so that students can improve speaking skills by practicing modifying sounds so as to produce good speech. Second, device is an activity whose volume or speed of speech is to indicate what is to be shown and to whom to speak. Third, is an expression taught by the teacher to express something. And finally, negotiation is used to minimize the opportunity to speak.

In the world of education, students are required to be able to communicate well and effectively. Hardjana (2003) describes that communication is the process of issuing and receiving symbols and containing meaning, either in the form of information, thoughts, or other knowledge from the communicator to the communicant. Ineffective communication has a very bad impact on the perpetrator with the effect of an unhappy attitude and hiding himself from the environment (Rakhmat, 1998). Thus, communication skills are the most important aspect for students.

Thus, in the process of studying students have obligations in the academic field. All academic activities include studying, doing assignments, and also joining organizations under the auspices of the university. In addition, in lectures students are not only acceptors or recipients of information but students are also required to be contributors in education and play an active role in lectures and be able to accept all the demands of the tasks given by educators or lecturers in higher education.

College students demand to be able to communicate and have public speaking skills. According to Iskandarwassid and Sunendar, et al (2014: 132) describing speaking skills is the ability to express information orally to other individuals. With the intention of the information including ideas, feelings, responses, judgments and others. In addition, Iskandarwassid and Sunendar (2011: 241) explain that speaking skills are skills in creating a flow of articulation sound systems to realize desires, release feelings of need, and actualize desires for others. Students are not only required to be able to communicate, they are also able to convey information so that it is easily understood and accepted and according to the needs of the listener. Based on this, Tarigan (2008: 16) argues that speaking is a device used to communicate ideas based on the needs of the listener.

Mastering speaking skills has many advantages that are obtained by each individual. According to Mahardika (2015: 93) some of the advantages of individuals who are skilled at speaking are: (1) making it easier to communicate with others, (2) facilitating information sharing, (3) growing self-confidence, (4) increasing self-capability, (5) increasing support society, (6) as a support in achieving a profession and work, and (7) growing the quality of the profession and work. Based on this opinion, it can be seen that it is very important to have speaking skills for future success.

Based on the views and understandings above, it can be concluded that speaking skill is an individual skill in conveying information in the form of ideas, feelings, responses, wishes, ideas, judgments, and wishes to others expressed orally. In addition, by having individual speaking skills, there is a big chance of success in the future.

b) Definition of Oral Presentation

In the lecture process at universities, student academic activities that can improve good communication and student speaking skills in public are oral presentations. One of the lecture assignments that students often encounter in college is an oral

presentation. This oral presentation has become a common thing for students in higher education to fulfill tasks given by lecturers in each course.

According to Noer (2012:25) oral presentation is the delivery of information that is structured to be easily understood by listeners. Thus, it aims to invite listeners to agree with the ideas that have been conveyed and can also make listeners provide positive feedback by providing support for what has been conveyed by the narrative. Meanwhile, Huda & Mahmud (2018: 49) argue that oral presentation is to provide information about something, an idea, a product, or a work is explained to the audience.

According to Noer (2018: 29) there are three interrelated elements with each other in doing an oral, this is useful to help facilitate success in an oral presentation, including the following :

1) Presenter

A presenter is someone who faces a face who conveys diverse information regardless of culture, physicality, and age.

2) Media

Media is a supporting tool used by speakers to deliver presentations.

3) Audience

Audiences are people who are present at the presentation.

Thus, it is known that the elements in oral presentations can

make it easy for students to achieve a good oral presentation. apart from that, the presence of elements in oral presentations can make students to achieve learning goals in the academic field in a learning place such as a university.

The effectiveness and success of an oral English presentation is determined by the presenter's ability to convey information, ideas, messages and others to the audience. It can be seen that each individual has their own way and style in conveying the topics they will present. Thus, the topic of discussion is also an important element in the success of the presentation.

According to Setiawati, E., et al (2017) stated that there are several aspects in carrying out oral presentations including the following:

1. View or Eye contact

The first aspect is the view, the purpose of the view is that eye contact must be directed and focused on the audience. This aspect is important in the implementation of oral presentations because the audience will also focus on the presenter and pay attention to what he conveys.

2. Mimic motion

This aspect is an important aspect to be considered in oral presentations because the use of facial and hand gestures

can build good communication between the presenter and the audience. Using too many facial expressions will make the presentation unattractive to listen to. So as a presenter, you must be able to manage effective facial expressions and body language.

3. Voice

The voice aspect is the key to the success of an oral presentation. Using the loudness of the voice or the intonation of the voice is very necessary and must be appropriate. So the voice must be clear so that the audience is able to understand what is conveyed by the presenter.

4. Smoothness

Aspects of this fluency, the presenter must be able to master the topic of discussion to be delivered. By speaking or conveying information using the sound "emm, ee, etc" among the information will affect the audience in focusing on listening to the information conveyed by the presenter.

5. Relevance

In the aspect of relevance or reasoning, the presenter must pay attention to the information so that the ideas conveyed have a logical relationship between each sentence and other sentences until the end of the presentation.

6. Topic mastery

The aspect of mastery of the topic is the key to fluency in oral presentations. By mastering the topic, the smoothness of the presentation will go well because it is able to convey information and ideas well and smoothly making the audience have an interest in listening to the information that will be conveyed.

7. Presentation time

Aspects in presentation time as a presenter are also able to pay attention to the time allocation used in the presentation. The use of a long presentation time will also make the audience bored and if the presentation time is short it can also make the audience unable to capture the points regarding the information conveyed. Therefore, a good presentation time is neither long nor short and the information conveyed is clear and precise.

Oral presentation is one of the academic tasks that can improve student communication in front of the class or in public in expressing the ideas that students have. Oral presentation is the most important aspect of students in higher education. So that students not only play an active role as listeners and

acceptors or receive information conveyed by educators or lecturers at universities, but students are able to convey and provide feedback from the learning process that has been carried out in learning process. Although not all students have to express their ideas because it will also slow down the teaching and learning process carried out in the classroom.

Oral presentation is a technique used by many educators or lecturers in motivating students to play an active role in the learning process in order to achieve the learning objectives. The active role of students in learning in question is student involvement in learning by asking questions about the topics discussed, making material to be presented, submitting opinions and suggestions regarding the topic of discussion when making presentations. By doing oral presentations, students have the opportunity to communicate directly and can discuss with each other to improve their public speaking skills. In addition, doing oral presentations will make students think more critically in responding to the ideas of others. Thus, an oral presentation can be stated that it is able to involve students to be involved in learning as well as train their ability to speak in public through oral presentations.

Based on the explanation above, it can be concluded that oral presentation is an academic activity that refers to working on tasks that can improve public speaking skills. Oral presentation is one of the most important skills among other skills, including writing skills, reading skills and listening skills. Speaking skills are an element that must be possessed by students to score good academic achievements in college.

c) Students' Fear of Oral Presentations

Fear is an emotional process that is felt by a person in the face of difficulties or threats that will occur. In the view of Davidson, et al (in Oktapiani & Putri, 2018) stated that fear has idiosyncrasy or characteristics including feelings of anxiety and preparedness for something that will happen. Meanwhile, according to Wiramihardja (2005) describes that fear is a condition felt by individuals caused by excessive anxiety and loss of confidence when experiencing certain conditions. Meanwhile, according to Beatty's view (in Opt & Lofferdo, 2009) argues that fear is the term "communication apprehension" as part of fear that originates in psychological and physiological reactions.

Fear is a type of anxiety disorder. Fear is a person's emotional response to a real stimulus (American Psychiatric Association, 2013). Fear occurs as a result an increase in body

metabolism due to an imbalance of neurotransmitters in the brain (Tyrer & Baldwin, 2006).

Akutono (2012) explains that fear is an intellectual state of an individual who attacks due to challenges, pressures, and demands in realizing certain goals. Fear is a condition experienced by individuals who feel uncomfortable and do certain activities that are not optimal. Fear that causes individual activities to be not optimal, and not in accordance with expectations, this is often found and felt by students when speaking in public, especially during oral presentations. Moss (2002) states that each event, the experience of perceived danger is individual. A bad condition that is felt by the individual is seen by other individuals as safe or good even though what is experienced is not so.

According to Philips (in Ririn, 2013) states that the fear of speaking in public is called "reticence". As for the supporting basis for the previous discussion, Freud (in Feist & Feist, 2014) regarding fear, Singmund Freud stated that fear is an unpleasant situation that is emotional in nature and feels its power accompanied by a physical case that reacts to someone regarding the threat that will be imminent. approached.

According to experts, Charles & Laura (2010: 9) Fear is a feeling of anxiety, worry, feeling restless, anxious, and indecisive. This will have a negative effect by making students entangled in the

middle of an oral presentation and will make the presentation not optimal and run smoothly or successfully. Therefore, fear makes the goal of achieving good learning unable to be realized. If fear is always experienced by students in learning, especially in foreign languages, namely English, of course, it will be a problem for students.

In the world of education students' speaking ability is the most important aspect, especially in doing oral assignments, one of which is oral presentation. Oral presentations are caused by high fear, experienced by students so that they can make presentations that are not good and effective compared to students who have low levels of fear Sdaswia (2006). Excessive fear threatens the powerlessness of memory and students' minds to carry out a good and effective learning process (Goleman, 1997). Thus, it can be concluded that students who experience high fear when speaking in public have poor academic performance compared to students who have low fear.

Fear of speaking in public is not a common thing for college students. It is known that those who feel afraid of speaking in public are not only students but all people in various circles feel fear when speaking in front of many people. However, many people are able to handle and control these fears. According to Suratmi, et al (in Zavera, 2018) explains that fear can be experienced and felt by all

individuals. Thus, fear is an inseparable part of human life.

From several sources of knowledge discussed earlier, it can be concluded that fear is an emotional condition of a person that is often experienced and affects inability to communicate and not being able to convey information or messages properly and perfectly, especially in oral presentations. Even fear is not only experienced by students but every individual who should speak in public. For students speaking skills are an important aspect that must be possessed to improve academic achievement because fear that cannot be controlled will greatly affect the thinking function and memory of students which results in poor academic achievement.

Fear of oral English presentations, which discuss topics related to public speaking, is also related to anxiety. Where is one aspect of fear, especially in oral English presentations. language, especially a foreign language, namely English. Horwitz (1986: 128) Anxiety is a different complex with feelings, self-perceptions, and behaviors related to classroom learning that arises from the uniqueness of the learning process that anxiety is a subjective feeling, nervousness, opinion and also fear associated with an increase in the nervous system. autonomous. Horwitz (2001: 113) states that anxiety has interfered with many types of learning, especially in oral presentations and has also become one of the

variables that have been available in the fields of psychology and education.

While Passer and Smith (2010) provide the opinion that anxiety is a state of tension and worry as a natural response to threats that are felt naturally. In addition, Ormrod (2011) anxiety is a view of uncomfortable conditions and a feeling of a situation that will occur with results that will occur in the future.

In a second language study (SLA), Savile-Troike (2006: 90) found that anxiety has attracted great attention with attention as an important aspect of self-confidence or personality. Speech therapist Margaretha Lanerfeldt in Basic (2011) describes that speaking anxiety is something that has a major influence on individual self-confidence because individuals often experience failure when they are unable to speak and show what they want to convey.

Some of the sources of the discussion above that explain fear and anxiety have a strong relationship with each other. Both are intertwined, fear can create anxiety and vice versa, although both have different focus responses between fear and anxiety are interconnected. When faced with fear, most individuals feel the same physical reaction as the physical reaction to anxiety.

The researcher can conclude that the difference among fear and anxiety is that fear is a fundamentally defensive mechanism engaged in response to a particular impulse. Fear is connected to

risks that are well-known, whereas anxiety is brought on by threats that are unremembered, obscure, and also unrelated to the original source. Anxiety also triggers a physical reaction in the body. Anxiety is a unpleasant and uncomfortable fear, but fear is an emotional reaction to a threat.

d) Aspects fear of Oral Presentation

According to Semium (2006) explains that there are four aspects that can affect fear including:

1. Cognitive Aspects

The cognitive aspect in question is the process of thinking or reasoning. This aspect has to do with the ability of the human brain to think in developing rational abilities. This aspect is related to knowledge, understanding, interpretation, analysis, synthesis and evaluation. For example, the fear of being dismissed while speaking, the fear of being criticized, the fear of forgetting the material to be explained, not being able to answer the questions given, the fear of failure and also the fear of being in the middle of the crowd.

2. Somatic Aspects

Somatic aspects are intellectual problems experienced by individuals which consist of two elements, the first is temporary, examples of temporary somatic aspects, namely cold sweats on the hands and feet and body, increased heart rate, shortness of breath, restlessness, lack of confidence,

confusion, as well as dry or dehydrated mouth. The second is the somatic aspect that is prolonged, for example, headaches, abdominal pain and others.

3. Motor Aspect

The motor aspect is something in the form of action or movement, including panic, moving the legs or arms, being surprised by a sudden sound, bullying or looking down to avoid eye contact, shaking and others.

4. Mood Aspect

The mood aspect is a relationship with individual emotions, including alertness, anxiety, tension, fear of punishment, irritability, sadness, stress and others.

Based on Roger (2005) explains that the aspects of fear experienced when speaking in public are as follows:

a) Physical Components

The physical component is partisan of the limbs to the reaction obtained and then gives a reaction to the movement of certain body parts. Movement that the body produces is the result of the work of the autonomic nervous system which regulates the muscles and glands in the human body.

b) Components of Mental Processes

The mental process component is an intellectual system that causes worry about the effects experienced and negative estimates on the individual.

c) Emotional Component

The emotional component is an element of fear that relates to a person's response to the intellectual property of that fear. What is meant is individuals who think about conditions that are not capable before starting a communication or conversation in public.

Based on this explanation, it can be concluded that the aspects of fear in public speaking are cognitive aspects, somatic aspects, motor aspects and mood aspects, Semium (2006). Meanwhile, according to Roger (2005) aspects of fear include a physical component, a mental process component, and an emotional component.

e) Kinds of Fears

Fear in oral English presentation has a relationship with performance evaluation in the academic field of education and also has something to do with the social context. Thus, the types of fear described by Horwitz in Tanveer (2007) stated that the types of fear in oral English presentation are communication fear, fear of negative evaluation and fear of tests.

1. Communication Fear

Communication fear is a negative feeling felt by individuals in communicating both with communication situations carried out from individuals with large crowds or oral presentations. According to Horwitz (2002), describes that communication fear is a type of social phobia that has the effect of having a mindset of fear of criticism, a chaotic or blank mind, shaking body and being judged negatively by others.

Communication fear is very significant with concepts in public speaking, especially in foreign language communication, namely English. Individuals who do oral English presentations experience communication fear by feeling uncomfortable communicating in front of relatively few people and also counting a lot. In general, communication fear establishes that this type of fear is felt in interpersonal communicative management. The fear of communication, especially in oral English presentations, has a big influence on the communication competence of students or students.

Based on the explanation above regarding communication fear, it can be said that communication fear is a condition of students or individuals who feel fear in

communicating, and also the inability of individuals to convey and receive information so that it can cause certain reactions.

2. Fear of negative evaluation

Fear of negative evaluation is a feeling of fear of situations away from some evaluation situations, the expectation that others will evaluate negatively. This fear of negative evaluation has an influence on several factors including personality, experience, genetics and gender. Individuals or students who have excessive fear of negative evaluation can be said that the individual has a neurotic personality. It can be seen that fear of negative evaluation has an influence on communication performance, especially in oral English presentation.

Fear of negative evaluation has a negative impact on individuals or students in communicating, especially in oral English presentations. The fear of negative evaluation can disrupt the social relations of individuals or students and tends to have a bad effect and worse, will make the individual experience social phobia. Fear of negative evaluation has a close relationship with low self-confidence, avoidance of eye contact, excessive body movements and also individual physiological changes, as well as non-verbal

movements. Involuntary non-verbal movements are associated with fear of negative evaluation and can interfere with the quality of communication or oral English presentation. Individuals who experience fear of negative evaluation often avoid eye contact with other people, experience increased body temperature, nervousness, experience excessive sweating, negative judgments of others, worry, impatience, increased heart rate, always looking down, trembling body parts, feeling breathless short, and can also be caused by having had a negative experience.

Based on the description above, it can be concluded that the fear of negative evaluation is a feeling of fear in situations that stay away from some evaluation situations, the expectations of others who will evaluate negatively. Thus, fear of negative evaluation has a major influence on communication, especially in oral English presentation.

3. Fear of Test

According to Horwitz in Saputri (2017), the test network is a fear with manifestations of other people arising from the fear of failure and also the fear of making mistakes. Test hatred has a great influence on students in carrying out oral English presentations and test fear is also the key to successful communication in oral English presentations.

hatred has a test experienced by individuals or students, namely, fear of failure, fear of mistakes, fear of being dismissed, fear of not being able to answer questions, fear of forgetting the material and fear of being punished.

f) Strategies of Students' Fear of Oral English Presentations

1. Coping Strategy

Most students feel fear when speaking in public in front of the class. So that students experience various symptoms of fear. Interactions that usually occur during lectures take place, one of which is making oral presentations to fulfill students' obligations to do lecture assignments. Fear is something that every individual experiences at a certain time and does not last long. According to (Ramalah, 2003) fear can arise with symptoms of various emotional disorders.

Students often experience fear when giving oral presentations in front of the class or in front of large crowds. So many feel the symptoms: nervous, heart palpitations, panic, cold sweats on the hands, feet, or body, and others. In addition, students experience several fears during spoken English presentations including fear of being dismissed, fear of being bullied when wrong, fear of criticism, fear of not being able to answer questions, fear of failure, emotional conflict, and others.

Based on some of the explanations above regarding situations that cause students to experience fear in spoken English presentations. The strategy used to overcome these fears is to use a coping strategy. Coping strategy is a method used to manage the situation and encourage efforts to solve individual problems and find ways to master and overcome the problems experienced. The opinion of Aldwin and Revenson (Kertamuda, 2009) states that a coping strategy is a way that is used by each individual to get through and control the problem situations encountered which are considered obstacles, challenges, and threats that can be detrimental. Meanwhile, Taylor (2006) defines coping as the thoughts and behaviors experienced to arrange internal and external demands from stressful situations.

It can be concluded that coping strategies are all the means used by individuals to overcome the problem of situational demands such as threats, demands, and obstacles that suppress the individual's ability to overcome the demands of the situation. Thus, coping strategies are used to overcome students' fear problems in English oral presentations in college.

2. Functions and Types of Coping Strategies

Folkman & Lazarus (in Sarafino, 1990)

conventionally distinguish the function of coping strategies into two groupings, namely Problem Focused Coping and Emotional Focused Coping.

a. Problem-Focused Coping

Problem-focused coping is a type of coping that is more focused on ways to reduce the demands of a fearful situation that is full of threats. The point is that the coping experienced is focused on individual problems that will overcome the fear of oral presentation by learning the steps of good oral presentation.

Taylor (in Smet, 1994) expresses the types of coping strategies from Problem Focused Coping, as follows:

- 1) Confrontive Coping is a way to change situations and take risks.
- 2) Seeking Social Support is a method used to provide emotional comfort and informational assistance from others.
- 3) Planful Problem Solving is a way for individuals to investigate the fear situations to obtain solutions, and take direct action to overcome problems.

Carver (in Hanoem, 2014) stated that Problem-Focused Coping includes several types including:

- 1) Active coping means the individual's behavior to deal with problems by making an active effort that has the aim of eliminating the source of fear and reducing its influence.
- 2) Planning is a drafting strategy for solving fear problems.
- 3) Emphasis on other activities means carrying out activity efforts by providing boundaries that are not related to the problems experienced.
- 4) Restraint coping is an individual doing an exercise that is used to review the problems experienced.
- 5) Seeking support is an effort that individuals seek to seek information and discuss the problems they are experiencing.

b. Emotion-Focused Coping

Emotion-Focused Coping is a type of coping that is concerned with managing emotions in situations that are threatening, stressful, etc. So that individuals are able to manage their emotional responses with behavioral and cognitive approaches. What is meant by a behavioral approach is to seek emotional support from other people or friends who are able to meet with spoken English

presentations by listening to music or doing small stretches of the hands and feet and face. The cognitive approach is a comparison with other individuals who experience the same fear or the same problem which aims to provide beliefs that can change threatening or stressful conditions.

Folkman & Lazarus (in Sarafino, 1990) states that the types of coping strategies for Emotional-Focused Coping are as follows:

- 1) Self-control is a way that is used to manage feelings when faced with situations that threaten, suppress, inhibit, and others.
- 2) Staying away is an uninvolved way of dealing with the problem at hand, such as pretending to be fine or manifesting positive thoughts.
- 3) Positive reappraisal is a method used in seeking positive wisdom or gain.
- 4) Accepting responsibility is a way to understand one's own responsibility.
- 5) Escape/Avoidance is a way of dealing with a threatening situation by avoiding and turning to something else. Namely, talking to friends, drinking, and others.

Based on the description above, it can be said that coping strategies are classified into two types, namely Problem-Focused Coping and Emotional-Focused Coping. These two types of

coping strategies have eight coping strategies including Problem-Focused Coping (confronting coping, seeking social support, and planful problem solving). Meanwhile, Emotional-Focused Coping (self-control, keeping a distance, positive reassessment, accepting responsibility, and running away/avoiding).



C. Conceptual Framework



The researcher made several conclusions, including the researcher determines the researcher in the English class. In this study, the researcher examines more deeply about oral English presentation by investigating students' problems regarding fear in oral English presentation and then the strategies students use in overcoming fear in oral English presentation and also the effectiveness the strategies used by students in overcoming fear of oral English presentation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study using a qualitative approach with a descriptive method. In accommodating the data needed by researchers is qualitative data. The purpose of qualitative data is the information received directly from the respondent or informant by conducting a consultation that is verbal, not expressed in numbers (Minhadjir, 1996).

The exploration or research used is a qualitative or naturalistic method. The purpose of the naturalistic or qualitative method is a natural state and there is no manipulation. Borden & Taylor (in Moleong, 2007) state that the qualitative method is a procedure for producing detailed data related to written and oral information. Sugiono (2013) describes qualitative methods as procedures used in researching objects naturally.

It can be seen that this research uses a descriptive type of research. Thus, to support this type of research, Sugiono (2012: 29) stated that the descriptive method is a data acquisition technique by describing and analyzing data to provide a broad and in-depth summary of the research.

B. Research Variables and Indicators

The research variable is the individuality of someone who has the characteristics determined by the researcher to be studied and determine a conclusion (Sugiono, 2016: 68). In addition, Lawrence Green (1992) explains that the indicator is an aspect that will be identified to a certain situation in assessing the effect achieved.

In this study, the variables and indicators used in this study is the analysis of students' fears in oral presentations at the University of Muhammadiyah Makassar.

C. Research Subject

1. Population

The population is a combination of an individual probability that is used as an object or reference to be observed (Suharyadi & Purwanto, 2007: 12). Meanwhile, according to Netra (1976) explains that the population is a group of individuals who have harmony with each other. The population of this study are students of the Muhammadiyah University of Makassar.

2. Sample

Based on the views of Suharyadi and Porwono (2007) the sample is an element of the population that is the object of observation. Meanwhile, according to Nursalam (2003: 79) explains that sample acquisition is a way of obtaining

components based on the population. Thus, the researcher took a sample of 15 students in the 4th semester of Muhammadiyah University of Makassar.

D. Research Instruments

According to Sugiyono (2012: 102) describes that the research instrument is a means used to take into account social events and social events experienced by individuals. Thus, the research instrument can be said that it is a tool that is implemented to obtain research data in a good, directed and structured manner so that it is easy to observe and process by researchers.

Meanwhile, according to Nasution (in Sugiono 2017, p. 223) gives the opinion that qualitative research is something that has no other choice that makes research the main research instrument. Thus, providing a strong reason that all research does not have a definite. Regarding research problems, procedures in research, the hypotheses used even regarding the expected results cannot be explained clearly and definitely beforehand. Thus, everything that still needs to be developed in research.

Researchers conduct an open questionnaire as a research instrument. Open-ended questionnaires are free-form questions that allow respondents to answer in free text format and can be answered based on knowledge, experience, emotions, etc. in complete and detail. The explanation of this question is not limited to a series of choices.

Unlike closed-ended questions, where survey answers are limited and choices are given, open-ended questionnaires allow the researcher to dig deeper into the respondent's answers and gather accurate information about the topic or problem at hand. Explanations of these questions can be used to obtain detailed information and descriptions of the topic or problem to be studied. The questionnaire has been adopted from the research (Asmawati, 2017).

From the statement above, it can also be said that the instrument in this study focuses on qualitative descriptive research using an open questionnaire.

E. Data collection

This study used a questionnaire to collect data from students about the fear of oral English presentation in higher education. Several ways were used to collect data: firstly, the researcher used Google Forms which was chosen in developing the questionnaire because it was easy and accurate to get analysis along with graphs or charts. Second, a questionnaire was given to students in the speaking comprehension class. In this study, it was used to explore information or problems experienced or felt by 4th semester students majoring in English Education, University of Muhammadiyah Makassar. This is applied to deepen the data about students' fear of speaking verbally. Third, the researcher took several steps in obtaining data, namely by giving some structured questions in an open questionnaire about students' fears with oral presentations. Fourth or lastly, students who have

been selected as respondents in the study by answering questions that have been prepared by researchers regarding students' fears of oral presentations in English.

F. Data Analysis

Data analysis is a structured step and arrangement of the results of data collection using a direct questionnaire in the field which is used as a combination for problem knowledge and known data collection, Bogdan (in Sugiono, 2007).

Data analysis using qualitative methods is an analytical method used with a questionnaire or questionnaire that serves to answer several questions that aim as a basis or source for obtaining research data. Qualitative data analysis can be followed up when data is obtained by combining the results of data broken down in words, not numbers. In addition, qualitative data analysis uses simple words which are then developed into texts with systematic and structured descriptions.

From the statement above, it can be said that data analysis is a process of simplifying data to make it easier to read and implement. Data analysis has a function performed for explicit and clear information. The steps in the analysis of this research are:

According to Miles and Huberman (1992:15), data analysis has several arrangements including data collection and conclusions.

1. Data collection

The first step is the data collection process. The data obtained from the questionnaire results using reflection notes, namely notes that make impressions, comments and interpretations of researchers regarding the findings obtained regarding students' fears in oral English presentations and are also material for data collection plans for the next stage.

2. Conclusion

The last step is the process of drawing conclusions or verification. Researchers found students' fear in oral English presentation. Then, it will be discussed based on the theory which is reinforced by information data from the analysis of student answers from the questionnaire, the researcher will draw conclusions from the students' fears in oral English presentation and the researcher will also analyze the students' answers to find out the strategies.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher will explain and describe the findings that have been obtained. This research was conducted at the University of Muhammadiyah Makassar, on students majoring in English language education in 4th semester. The data collected in this study were primary data obtained from questionnaires from the results of student answers as respondents with questionnaires that discussed the fears felt by students during oral English presentations, methods or strategies used by students in overcoming fears of oral English presentations in front of the class. This questionnaire has been distributed via google form.

Based on the data or findings that have been obtained in the study, two findings were obtained, namely students' fear of oral English presentation and the strategies used by students in overcoming fear in oral English presentations.

1. Students' fear of oral English presentation

In this section, there are findings regarding students' fear of oral English presentations. Based on the data obtained in the questionnaire, there are several fears felt by students in oral

English presentations. This fear can be seen below.



Figure 4.1 Bar chart of the results percentage of students fear in oral English presentation

Based on the data above, 93.3% of students felt fear when delivering oral English presentations. Students have a fear of communication or inability to convey by feeling uncomfortable in delivering material with a detailed percentage of 20%, fear of negative evaluations in oral presentations, one of which is the negative assessment felt by students in the assessment that will be given by others, where the situation gives a bad response or negative judgment that will have a negative impact on the fluency of the oral presentation used. Fear in negative evaluation was 6.7%. Meanwhile, 5 of 15 respondents who had

33.3 responses about fear in oral English presentations with fear of test, where fear of other people's manifestations arising from

failure and also fear of making mistakes. And also 33.3% of students felt the three types of fear. In addition, based on the data that has been obtained, 1 out of 15 students who became respondents gave a response that what they felt when doing oral presentations in English was neutral. Based on the choices answered by the respondents, because the oral presentation of English in front of the class only did the best and the respondent in delivering the material explained, and regarding the fear of discomfort in delivering the material, negative judgments of others and also the fear of making mistakes, the respondent don't care and students have the mind to be able to do it and are able to complete oral presentations well.

Based on the explanation above regarding the findings of this study, it can be seen that there are three types of fear felt by students delivering oral English presentations, namely communication fear "inability to convey", fear of negative evaluation "negative judgment", and fear of test "fear of making mistakes". The fear that is mostly felt by students is fear of tests "fear of making mistakes".

2. Strategies to overcome student fear in oral English presentation

Most students feel fear when doing oral English presentations, so there are several ways or strategies that students use to overcome their fears.



Figure 4. 2 Bar chart of the results of the percentage of strategies used by oral English presentation students

Based on the data obtained in the questionnaire, which was distributed to college students. It can be seen that most students use methods and strategies to overcome fear in oral presentations in English, namely doing exercises, making important notes, seeking supporters, self-control, staying away, and positive thinking. The percentage of the strategy used is 40%. By doing this strategy, students think that with this strategy they can control themselves in dealing with presentations and can increase their confidence. In addition, 26.7% of students used exercise strategies, by doing the exercises they were able to overcome the fear experienced during oral presentations. And also students use a strategy of seeking support with a percentage of 6.7% of students using this method to make themselves aware that they can definitely do oral presentations. And some students who do the way with positive thinking 3 of 15 respondents with a percentage of 20% results, and 1 of 15 student respondents who

answered using self-control with a percentage of 6.7%.

By implementing several strategies used by students in overcoming fear in oral English presentations, students are able to overcome fears in oral presentations, especially in English. It can be seen that the acquisition of data that has been collected by researchers through a questionnaire is below.



Figure 4. 3 Bar chart of the results of the percentage effectiveness of the strategies used by students in oral English presentations

On the acquisition of the data that has been collected, it can be seen that 93.3% of students who are respondents have effectiveness in using the strategies used in overcoming fear in oral presentations, especially in English. Apart from that 1 out of 15 respondents responded that the strategy used did not help and this was due to unsupportive factors.

B. Discussion

In this section, the researcher described the discussion based on the results obtained and have been collected and the data analysis that has been carried out. The findings suggest that there are several fears experienced by students in making oral presentations in English. And also there are several strategies or ways that students do in overcoming fear in doing oral English presentations in class. It will also discuss the effectiveness of the strategies used in this regard.

1. Students' fear in oral English presentation

Speaking in front of the class is the most fear experienced by college students. There are several academic activities in the classroom that can improve students' speaking skills, but oral English presentation is the main source of student fear in higher education. In a previous study, Grive, et al (2021) found that the highest number of students was 80% who reported that oral English presentation was a source of fear that had an impact on learning. And also a study, Marinho, et al (2017) 64% of students who reported feeling fear in oral presentations.

From the results of the questionnaires that have been distributed to students as respondents, data is obtained that students feel three fears when doing oral English presentations.

The first fear that students feel and experience is the fear of communication. The communication fear in question is discomfort in communicating in front of many people, causing students' fear in oral English presentations. Communication fear has been described in the literature as an internal fear related to the perception of speaking related to the delivery and personal feelings experienced by individual speakers (LeFebvre, et al., 2018).

The second fear is the fear of negative evaluation, the meaning of this fear is a fear that is based on a feeling of fear of situations with poor achievement and causing negative judgments from others. Fear of negative evaluation is an external fear related to attention related to the audience during an oral presentation (LeFebvre, et al 2018). Thus, fear of negative evaluation has a negative effect on students in oral English presentations and can have a less memorable experience and cause students to experience social phobia. This fear has a relationship with self-confidence, avoidance of eye contact, excessive body movement and also individual physiological change.

The third fear is the fear of testing. The fear in question is the fear that causes failure, the fear of not being able to answer the questions given, the fear of making mistakes and the fear of

being punished and the fear of forgetting the material. Based on previous research. Fear of test was reported as much as 23% in the study and explained that this fear is a self-regulation ability (LeFebvre, et al 2018).

2. Strategies used in overcoming fear of oral English presentation

In this study, students who became respondents used coping strategies in overcoming fear in oral English presentations, and focused on two types of coping strategies, namely problem focused coping and emotional focused coping. Based on the findings of this study, the supporting item in using a coping strategy is problem focused coping. Addressing the focus of the problem refers to practice, making important notes, seeking support. And emotional-focused coping, this type of coping strategy that focuses on emotions is self-control, control, and positive thinking.

The problem focused coping used in this study were exercises, taking important notes and seeking support. Some students use this coping strategy with respondents being able to cope with English presentation questions, to increase their self-confidence and feel less negative during oral presentations, some students who become respondents choose to take important notes because with this they are easy and able to remember

some points. Important in conveying information in oral presentations as well as some students who choose to seek support to be able to make themselves confident and able to complete their presentations well and smoothly with the available support. In connection with previous research, (Folkman and Lazarus, 1990) supporting items in overcoming problems using a coping strategy that is problem-focused coping to overcome the focus of the problem refers to planful problem solving, searching social support, confrontive.

Emotion focused coping used by students in this study were self-control, staying away and also positive thinking. Students choose self-control because with this they are able to overcome their fears when delivering oral English presentations and control themselves in dealing with presentations by dealing with what will happen. In addition, by using positive thinking and staying away some students are able to reduce their fear of doing oral English presentations and are able to complete oral presentations and are able to accept things that will be experienced later. The findings of this study have a relationship with previous research, (Folkman and Lazarus, 1990) emotional-focused coping is coping that focuses on emotions, namely self-control, control, and positive reappraisal or positive thinking, accepting responsibility and escape/avoidance.

The results of this study indicate that the majority of students who become respondents are 8 of 15 students who use problem focused coping as much as 53.3%, while students who use emotional focused coping are 46.6% or 7 students. According to Billings and Moos (Nurhayati, 2005) explained that the factors of age, gender, social status, economy, social awareness, education level, and physical health affect the tendency to use coping strategies. Meanwhile, according to Horwitz, et al (in Bartram, 2008) answered that problem focused coping and emotional focused coping have a flexible capacity, if appropriate coping strategies are used. Therefore, individuals have lower or fewer intellectual or psychological symptoms than the use of inappropriate coping strategies.

These results are consistent with Kim et al (in Cheng, 2001) which states that problem focused coping is generally an adaptive or flexible strategy in reducing the fear experienced, while emotional focused coping is generally a form of maladaptive coping and efforts to overcome fear. Jaengsawang (2007) explains that by using problem focused coping, individuals can solve problems experienced and faced directly, making it easier for individuals to pass the obstacles and challenges they face and achieve goals. Meanwhile, according to Bartram (2008) explains that a focused and

problem-oriented coping strategy, namely problem focused coping, will be flexible and adaptive to be used in situations that can be replaced or changed and can be controlled, for example in solving problems experienced in the future.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion, the researchers can conclude that:

1. There are three types of fear that are felt and experienced by students when delivering oral English presentations, namely communication fear, fear of negative evaluation and fear of test. Communication fear in question is inability to convey, fear of being criticized, blank and confused. Fear of negative evaluation is the fear of being judged negatively or badly by others, fear of being in front of many people, afraid of being seen by others, avoiding eye contact, looking down, body shaking and sweating and not confident. Meanwhile, the fear of test is the fear of making mistakes, the fear of not being able to answer questions and the fear of failure.
2. The strategy used by students in overcoming fear in oral English presentations is coping strategy. Coping strategy is a method used by students in overcoming the fears experienced and felt which are considered as obstacles and challenges as well as threats that can be detrimental, especially in oral English presentations. In this study, students used two types of coping strategies, the first focused and problem-oriented called problem focused coping, that are exercise,

making important notes, seeking support and the second focused and emotion-oriented called emotion focused coping, that are self-control, staying away, positive reappraisal or positive thinking.

B. Suggestion

Based on the results of the discussion and conclusions, there are several benefits that the researcher wants from the results of this study, including the following.

1. For readers, the results of this study are expected to increase knowledge regarding students' fear of oral English presentation, strategies to overcome fear in oral presentations and the effectiveness of strategies in overcoming fear of oral English presentation.
2. For further researchers
This research is expected to be a reference source for further researchers who conduct similar research.
3. For the campus library
The results of this study are expected to be a source of information as well as references and reading references for readers.

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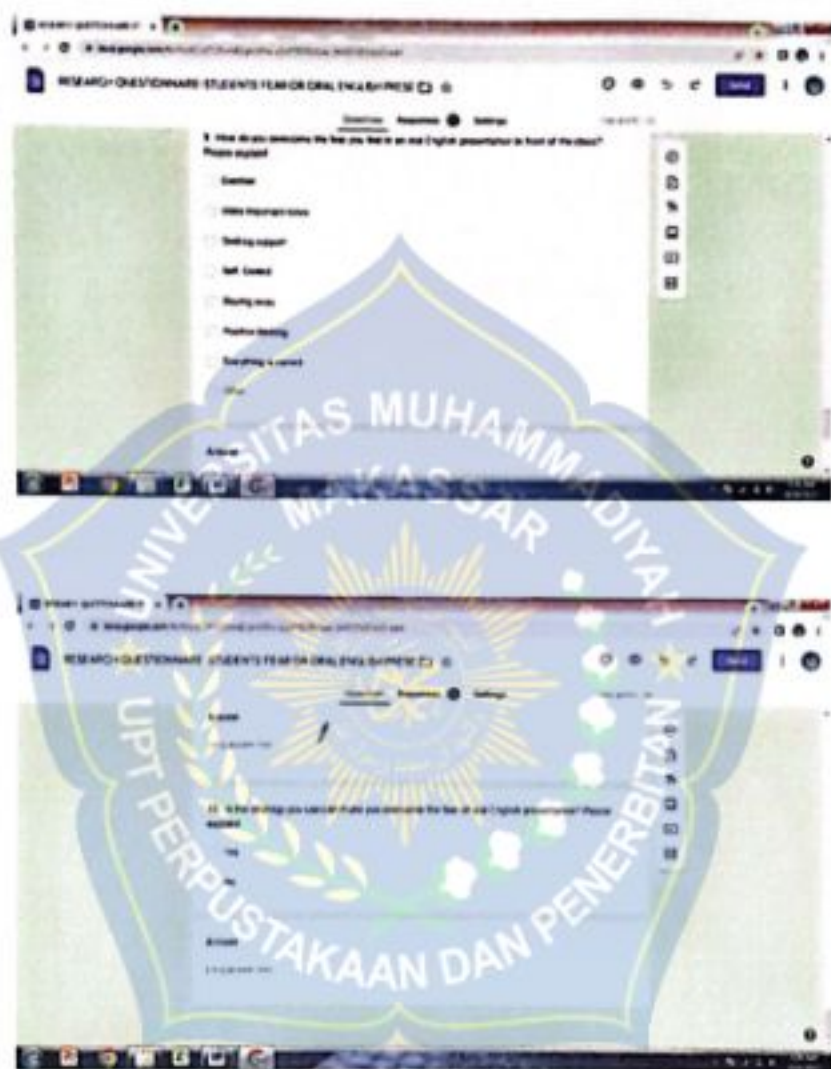








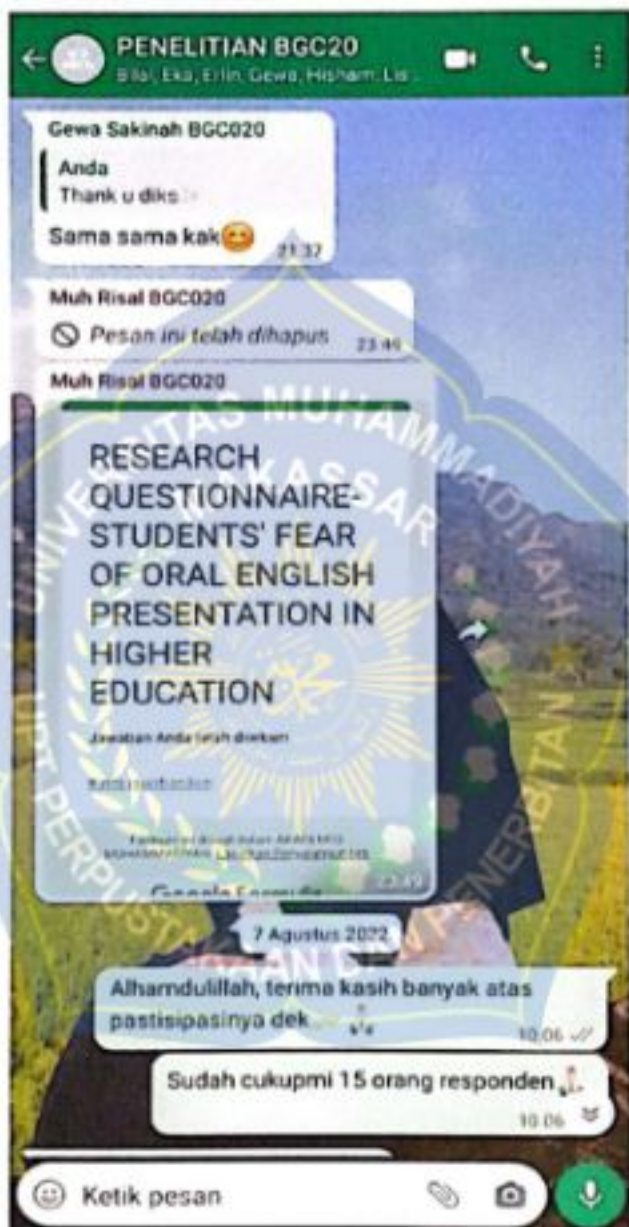




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Questionnaire Students' Fear of Oral English Presentation

In Higher Education

"Answer Keys"

Red: Correct(✓)

Black : Incorrect(X)

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience! (*Experience in oral English presentation*)

- Positif
- Negative
- Stress
- Fun

Answer:

2. Do you think oral English presentation is difficult, what do you think about oral English presentation? Please explain your opinion! (*Oral English presentation*)

- Yes, it's difficult
- No, it's not difficult

Answer:

3. What is the most disturbing and you feel "fear" in learning English, especially in speaking skill? Why? (*Oral English presentation*)

- Oral English presentation
- Re-explaining the material from the lecturer
- Discussion with friend
- Quiz
- Other

Answer:

4. What do you feel, if you are going to be called to oral English presentation in front of the class? (*Kinds of fear*)

- Inability to convey
- Negative judgment
- Fear of making mistakes
- Everything is correct
- Other

Answer:

5. Do you think are the reason of your fear when you oral English presentation?
Give explain based on your experience! (*Reason of fear*)
- Negative experience
 - Negative thoughts
 - Bad emotions and feelings
 - Other

Answer:

6. When you are delivering oral English presentaiton, How do you feel? (*Aspect of fear*)
- (Forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of crowd)
 - (Increase heart rate, lack of confident, headache)
 - (Panic, shacking, looking down)
 - (Tensi, stress, anxiety, alertness)

Answer:

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience! (*the symptoms effect*)
- Yes
 - No

Answer:

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class? (*Component of fear experience*)
- Shaking
 - Worrying
 - Self- Motivating
 - Everything is correct
 - Other

Answer:

9. How do you overcome the fear you feel in an oral English presentation in front of the class? Please explain! (*Strategy or Coping Strategy*)
- Exercise
 - Make important notes

- Seeking support
- Self- Control
- Staying away
- Positive thinking
- Everything is correct
- Other

Answer:

10. Is the strategy you use can make you overcome the fear of oral English presentation? Please explain! *(the effectiveness of the strategies)*

- Yes
- No

Answer:



RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

NURFADILLAH

NIM

105351107320

Class

BG4C

Semester

4

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

☒ Positive

☐ Negative

☐ Stress

☐ Fun

☐ Other: _____

Answer

I feel it's a good thing because it is one method that provides many benefits, it will really help students to develop in various aspects including speaking.

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

☐ Yes, it's difficult

☒ No, it's not difficult

Answer

It's not difficult, because the system of presentation is oral but first we are given time to look for material and present it as we want, so it's easy if we prepare the material.

3. What is the most disturbing and you feel "fear" in learning English, especially in speaking skill? Why?

- ☐ Oral English presentation
- ☐ Re-explaining the material from the lecturer
- ☐ Discussion with friend
- ☒ Quiz
- ☐ Other:

Answer

I feel afraid if there is a quiz, because I can't predict the shape of the questions and sometimes what I learn doesn't appear in the quiz that's my biggest fear.

4. What do you feel, if you are going to call to oral English presentation in front of the class?

- ☒ Inability to convey
- ☐ Negative judgment
- ☐ Fear of making mistakes
- ☐ Everything is correct
- ☐ Other:

Answer

I will still feel anxious if the material I prepare cannot provide sufficient explanation for my classmates, even though it has been prepared well but sometimes there are obstacles in presenting the material

5. Do you think are the reason of your fear when you oral English presentation? Give explain based on your experience!

- ☐ Negative experience
☐ Negative thoughts
☐ Bad emotions and feelings
☒ Everything is correct
☐ Other:

Answer

everything is true because these things make us so unfocused and always feel unable to deliver, it will have a bad impact on the delivery, for example forgetting the material, being afraid to explain more, not even being able to understand the material well.

6. When you are delivering oral English presentation, how do you feel?

- ☐ (Forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of crowd)
☐ (Increase heart rate, lack of confident, headache)
☐ (Panic, shacking, looking down)
☒ (Tense, stress, anxiety, alertness)
☐ Other:

Answer

I feel tense, of course, because of speaking in public and anxious about unwanted things, for example forgetting the material, or being incomplete and alert that there are questions that are not mastered

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

☒ Yes

☐ No

Answer

of course these symptoms interfere with fluency because the focus will be divided and sometimes what is prepared does not match what is delivered later

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

☐ Shaking

☐ Worrying

☐ Self-Motivating

☒ Everything is correct

☐ Other

Answer

I can't deny that I will keep shaking my presentation even though for example I have prepared it as optimally as possible and am worried about unwanted things happening but still trying to motivate myself that I can do well

8/13/22, 11:19 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☒ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☐ Positive thinking
- ☐ Everything is correct
- ☐ Other:

Answer

I think one of the most powerful ways to overcome fear is through practice or exercise, because it gives us confidence when delivering and worries will be greatly reduced.

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
- ☐ No

Answer

The strategies that I use, such as exercises, taking small notes and always motivating myself, really overcome my fear because with such preparation I feel ready and confident in delivering my material.

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RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

Nasifah

NIM

105351109120

Class

BGC

Semester

4

8/14/22, 9:54 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

- ☐ Positive
- ☐ Negative
- ☐ Stress
- ☒ Fun
- ☐ Other:

Answer

I feel both tense and fun because I feel there is a challenge and I am afraid that I can't pass the challenge.

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

- ☒ Yes, it's difficult
- ☐ No, it's not difficult

Answer

I don't think it's too difficult because there will be direct direction from the lecturer when there is an error.

3. What is the most disturbing and you feel "fear" in learning English, especially in speaking skill? Why?

- ☐ Oral English presentation
☐ Re-explaining the material from the lecturer
☐ Discussion with friend
☒ Quiz
☐ Other:

Answer

because often expectations don't match mine.

4. What do you feel, if you are going to be called to oral English presentation in front of the class?

- ☐ Inability to convey
☐ Negative judgment
☒ Fear of making mistakes
☐ Everything is correct
☐ Other:

Answer

I think the feeling of being afraid of being wrong when speaking in public is normal, especially if there is no preparation.

8/14/22, 9:54 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

☒ Yes

☐ No

Answer

Yes, because will lower my self-confidence and I believe that confidence is the key in speaking

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

☐ Shaking

☒ Worrying

☐ Self-Motivating

☐ Everything is correct

☐ Other

Answer

9. How do you overcome the fear you feel in an oral English presentation in front of the class? Please explain!

- ☐ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☐ Positive thinking
- ☒ Everything is correct
- ☐ Other:

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name _____

A. Elg Nachurgh Zal Zablah

NEM

105351108620

Class

BDAC

Semester

1

8/14/22, 10:02 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

☐ Positive

☐ Negative

☒ Stress

☐ Fun

☐ Other: _____

Answer

which makes me a bit depressed because understanding the material to be presented, usually there are lessons that are not easy to understand quickly.

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

☒ Yes, it's difficult

☐ No, it's not difficult

Answer

Actually in English presentation it's easy, because personally, it's a bit difficult for me to make a presentation, I need good pronunciation and understand what is really going to be said.

8/14/22, 12:02 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

☐ Yes

☒ No

Answer

I will feel it at the beginning before I make a presentation.

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

☐ Shaking

☐ Worrying

☐ Self-Motivating

☒ Everything is correct

☐ Other:

Answer

I'll make sure I'm ready to make a presentation.

8/14/22, 12:02 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☒ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☐ Positive thinking
- ☐ Everything is correct
- ☐ Other...

Answer

Yes, at least to address my concerns in a presentation I always practice what I want to convey.

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
- ☐ No

Answer

Yes, my worries were resolved when I felt my presentation started well.

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RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name _____

Erlan Indra Sami

2004-5

105351 106120

Class

B54C

Semester

4

5. Do you think are the reason of your fear when you oral English presentation? Give explain based on your experience!

- ☒ Negative experience
☐ Negative thoughts
☐ Bad emotions and feelings
☐ Everything is correct
☐ Other: _____

Answer

Negative experience is one of my reason for oral presentation

6. When you are delivering oral English presentation, how do you feel?

- ☒ (Forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of crowd)
☐ (Increase heart rate, lack of confident, headache)
☐ (Panic, shaking, looking down)
☐ (Tense, stress, anxiety, alertness)
☐ Other: _____

Answer

Sometimes material can be forgotten suddenly. Then afraid of being dismissed and getting criticized

MAY 10:08 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

- ☒ Yes
☐ No

Answer

Yes, these symptoms have a negative impact

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

- ☐ Shaking
☒ Worrying
☐ Self-Motivating
☐ Everything is correct
☐ Other:

Answer

Worrying about the presentation not going smoothly

9/4/22, 10:56 AM

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☐ Exercise
☐ Make important notes
☐ Seeking support
☐ Self-Control
☐ Staying away
☐ Positive thinking
☒ Everything is correct
☐ Other: _____

Answer

The most important thing is to practice a lot and then motivate yourself!

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
☐ No

Answer

The strategi that I do is dispen the material, increase the practice of apesking is fron of the mirror and make small notes are easy to remember!

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RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

Nurmina

NIM

10035110800

Class

1C

Semester

4

9/14/22, 10:11 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

- ☐ Yes
☐ No

Answer

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

- ☐ Shaking
☒ Worrying
☐ Self-Motivating
☐ Everything is correct
☐ Other

Answer

9/14/22, 12:11 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☐ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☐ Positive thinking
- ☒ Everything is correct.
- ☐ Other:

Answer

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
- ☐ No

Answer

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1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

☐ Positive

☒ Negative

☐ Stress

☐ Fun

☐ Other: _____

Answer

Actually, an oral presentation using English is not too difficult for some people, but for me an oral presentation is something that always scares me because I don't believe in saying or conveying words from inside my mind.

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

☐ Yes, it's difficult

☒ No, it's not difficult

Answer

I say it is not difficult because if we have prepared our presentation carefully and we understand the material, it will not be difficult to explain it.

5. Do you think are the reason of your fear when you oral English presentation? Give explain based on your experience!

- ☐ Negative experience
- ☒ Negative thoughts
- ☐ Bad emotions and feelings
- ☐ Everything is correct
- ☐ Other: _____

Answer

I always think about what happens later if the lecturer will ask about my presentation which is less accurate in explaining

6. When you are delivering oral English presentation, how do you feel?

- ☐ (Forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of crowd)
- ☒ (Increase heart rate, lack of confident, headache)
- ☐ (Panic, shaking, looking down)
- ☐ (Tense, stress, anxiety, alertness)
- ☐ Other: _____

Answer

That's the choice that keeps me passive

9/14/21, 10:17 AM

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

☒ Yes

☐ No

Answer

Because with the negative thoughts inside me that lead me to be afraid every time about presentations, when in fact it's just disbelief in myself.

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

☐ Shaking

☐ Worrying

☐ Self-Motivating

☒ Everything is correct

☐ Other

Answer

Despite my lack of confidence or my fluency in English, I still try to continue speaking or presenting my material.

3/14/22, 12:17 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☐ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☐ Positive thinking
- ☒ Everything is correct
- ☐ Other:

Answer

I think that's all I do every presentation

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
- ☐ No

Answer

Making a ppt then I make a summary of the ppt and I study it until I understand, and I take notes on important things or something that I will explain in my presentation.

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RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

Barry

NIM

105351187729

Class

804C

Semester

4

enw21, 10:28 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

☐ Positive

☒ Negative

☐ Stress

☐ Fun

☐ Other: _____

Answer

Because, from me I am confident person so I nervous if I speak in front of people. But now I try to confident and brave to speak up.

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

☐ Yes, it's difficult

☒ No, it's not difficult

Answer

It's actually easy to talk if we're brave confident.

6/14/22, 10:29 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

5. Do you think are the reason of your fear when you oral English presentation? Give explain based on your experience!

- ☐ Negative experience
☒ Negative thoughts
☐ Bad emotions and feelings
☐ Everything is correct
☐ Other: _____

Answer

Sometime my pronunciation not incorrect

6. When you are delivering oral English presentation, how do you feel?

- ☐ (Forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of crowd)
☐ (Increase heart rate, lack of confident, headache)
☒ (Panic, shacking, looking down)
☐ (Tense, stress, anxiety, alertness)
☐ Other: _____

Answer

I'm felt shaking

8/10/2023, 10:20 AM

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

☒ Yes

☐ No

Answer

I try to can speak up in front of people

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

☒ Shaking

☐ Worrying

☐ Self-Motivating

☐ Everything is correct

☐ Other:

Answer

I feel shaking if I speak up

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☐ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☒ Positive thinking
- ☐ Everything is correct
- ☐ Other

Answer:

I'm always postif thinking if I speak up although I have mistakes

10. Is the strategy you use can make you overcome the fear of oral English presentation? Please explain!

- ☒ Yes
- ☐ No

Abstract

By using my confident strategy I'm sure I can

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RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name:

Neutral Amino

NEM

105351108120

Class

DG4C

Semester

1

3. What is the most disturbing and you feel "fear" in learning English, especially in speaking skill? Why?

- ☒ Oral English presentation
- ☐ Re-explaining the material from the lecturer
- ☐ Discussion with friend
- ☐ Quiz
- ☐ Other:

Answer

It is because when giving an oral english presentation you have to act in front of many people and there will always a fear that I can't say what I want to say.

4. What do you feel, if you are going to call to oral English presentation in front of the class?

- ☐ Inability to convey
- ☐ Negative judgment
- ☒ Fear of making mistakes
- ☐ Everything is correct
- ☐ Other

Answer

I always overthink that I will making mistake when I do oral english presentation.

5. Do you think are the reason of your fear when you oral English presentation? Give explain based on your experience!

- ☐ Negative experience
☐ Negative thoughts
☐ Bad emotions and feelings
☒ Everything is correct
☐ Other: _____

Answer

The options are all correct because I do ever have a negative experience, negative thoughts, bad emotions and feelings when it comes to do a presentation.

6. When you are delivering oral English presentation, how do you feel?

- ☒ (Forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of crowd)
☐ (Increase heart rate, lack of confident, headache)
☐ (Panic, shacking, looking down)
☐ (Tense, stress, anxiety, alertness)
☐ Other: _____

Answer

I always fear those of things when I do an oral English presentation.

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☒ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☐ Positive thinking
- ☐ Everything is correct
- ☐ Other: _____

Answer

Exercise before the presentation is the way I cope with the fear.

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
- ☐ No

Answer

The strategy I use to overcome the fear is

1. Exercise, maybe 2 or 3 times before I do the presentation.
2. Pray.
3. Giving a reassurance to my self that it's okay if you are making mistakes, you can always do better next time.

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

Finalisa

NIM

105351106620

Class

C

Semester

4

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

- ☐ Positive
☐ Negative
☒ Stress
☐ Fun
☐ Other: _____

Answer

because I do not have much vocabulary so I feel confused and difficult to explain, this is what makes me feel depressed.

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

- ☒ Yes, it's difficult
☐ No, it's not difficult

Answer

Because I am not confident in my English skills

8/14/2021, 10:26 AM

RESEARCH QUESTIONNAIRE-STUDENT'S FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

☒ Yes

☐ No

Answer

Yes, because with these feelings I often forget the material that I will present and the lack of fluency and poor pronunciation makes me feel very depressed. Yes, because with these feelings I often forget the material that I will present and the lack of fluency and poor pronunciation makes me feel very depressed.

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

☐ Shaking

☐ Worrying

☐ Self-Motivating

☒ Everything is correct

☐ Other: _____

Answer

When I was about to do a presentation I was very nervous and scared but besides that I also believed that I could do it.

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☐ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☐ Positive thinking
- ☒ Everything is correct
- ☐ Other:

Answer

What I do is think positively that I can and when I explain I often use gestures, this really helps me to be more confident.
Before I do a presentation I usually make some important notes that are useful to help me whenever I forget the material I convey.

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
- ☐ No

Answer

Yes it is very helpful because by doing this I can be calmer and less worried.

8/14/22 11:32 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

5. Do you think are the reason of your fear when you oral English presentation? Give explain based on your experience!

- ☐ Negative experience
- ☒ Negative thoughts
- ☐ Bad emotions and feelings
- ☐ Everything is correct
- ☐ Other

Answer:

Maybe I'm a little worried if there are negative thoughts if I do a great man, but we said before all need to be careful.

6. When you are delivering oral English presentation, how do you feel?

- ☒ (forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of the road)
- ☐ (increase heart rate, loss of confidence, headache)
- ☐ (Panic, shaking, looking down)
- ☐ (Tense, stress, anxious, nervous)
- ☐ Other

Answer:

I feel worried if I'm in a crowd, it's probably because I don't like socializing with other people myself, this is a bit of a problem if I have to do oral English presentation.

8/14/22, 10:32 AM

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

- ☐ Yes
☒ No

Answer

If I run into things that interfere with my oral English presentation, I usually just continue without being bothered.

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

- ☐ Shaking
☐ Worrying
☒ Self-Motivating
☐ Everything is correct
☐ Other:

Answer

I usually motivate myself because it can increase my self-confidence.

8/14/2021, 10:33 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☐ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☒ Self-Control
- ☐ Staying away
- ☐ Positive thinking
- ☐ Everything is correct
- ☐ Other:

Answer

I will control myself in the face of the presentation how to deal with problems that may be encountered later. I also do exercises to increase self confidence later.

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
- ☐ No

Answer

I will do the exercises, re-read the presentation material until it is mastered, if the material has been mastered there is no reason to be afraid.

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RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

Gisela Satinah

NIM

105251108825

Class

BG4C

Semester

4

8/14/22, 10:38 AM

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

- ☐ Positive
- ☒ Negative
- ☐ Stress
- ☐ Fun
- ☐ Other:

Answer

1. My feelings when presenting in English orally are negative because before I was not used to it, especially when lectures were held online.

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

- ☒ Yes, it's difficult
- ☐ No, it's not difficult

Answer

1. My feelings when presenting in English orally are negative because before I was not used to it, especially when lectures were held online.

2. I personally find it difficult, because sometimes there are vocabulary that is always forgotten, and there are still many words that have not been memorized.

8/14/2021, 10:33 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

3. What is the most disturbing and you feel "fear" in learning English, especially in speaking skill? Why?

- ☒ Oral English presentation
- ☐ Re-explaining the material from the lecturer
- ☐ Discussion with friend
- ☐ Quiz
- ☐ Other:

Answer

Actually feel more anxious, and it makes my mind go blank.

4. What do you feel, if you are going to called to oral English presentation in front of the class?

- ☒ Inability to convey
- ☐ Negative judgment
- ☐ Fear of making mistakes
- ☐ Everything is correct
- ☐ Other:

Answer

when I convey material verbally I always feel afraid because I am afraid of being wrong and feel anxious

11/4/22, 13:31:44

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

5. Do you think are the reason of your fear when you oral English presentation? Give explain based on your experience!

- ☐ Negative experience
- ☒ Negative thoughts
- ☐ Bad emotions and feelings
- ☐ Everything is correct
- ☐ Other: _____

Answer

afraid when i don't master the material

6. When you are delivering oral English presentation, how do you feel?

- ☐ (Forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of crowd)
- ☐ (Increase heart rate, lack of confident, headache)
- ☒ (Panic, shacking, looking down)
- ☐ (Tense, stress, anxiety, alertness)
- ☐ Other: _____

Answer

I feel panic that i don't know what to say, my mind goes blank

M1402, 10:35 AM

RESEARCH QUESTIONNAIRE- STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☒ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self- Control
- ☐ Staying away
- ☐ Positive thinking
- ☐ Everything is correct
- ☐ Other: _____

Answer

because with practice it allows us to do it casually

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
- ☐ No

Answer

Yes, because if we don't, it won't make us able to do it, practice make perfect!

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RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

Suci Ramadani

NIM

105351105420

Class

BS4C

Semester

4

09/10/22, 10:39 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

☒ Positive

☐ Negative

☐ Stress

☐ Fun

☐ Other: _____

Answer

Because I directly feel relieved

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

☐ Yes, it's difficult

☒ No, it's not difficult

Answer

It's just what we know/have saved in our mind. It will be spoken.

8/14/22, 10:39 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

3. What is the most disturbing and you feel "fear" in learning English, especially in speaking skill? Why?

- ☒ Oral English presentation
- ☐ Re-explaining the material from the lecturer
- ☐ Discussion with friend
- ☐ Quiz
- ☐ Other:

Answer

It makes me awkward and forgetting the material.

4. What do you feel, if you are going to called to oral English presentation in front of the class?

- ☐ Inability to convey
- ☐ Negative judgment
- ☒ Fear of making mistakes
- ☐ Everything is correct
- ☐ Other:

Answer

I always try to not panic and remember the material as long as I can.

8/14/22, 10:28 AM

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

5. Do you think are the reason of your fear when you oral English presentation? Give explain based on your experience!

- ☐ Negative experience
- ☐ Negative thoughts
- ☒ Bad emotions and feelings
- ☐ Everything is correct
- ☐ Other: _____

Answer

I ever did it in front of the classmate, and if I speak the wrong words the teacher give me powder in my face.

6. When you are delivering oral English presentation, how do you feel?

- ☐ (Forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of crowd)
- ☒ (Increase heart rate, lack of confident, headache)
- ☐ (Panic, shaking, looking down)
- ☐ (Tense, stress, anxiety, alertness)
- ☐ Other: _____

Answer

Directly less confident, especially in front of many people.

8/14/22, 10:38 AM

RESEARCH QUESTIONNAIRE: STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

☐ Yes

☒ No

Answer

whatever I did I never bring it and thought about that in my real life.

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

☐ Shaking

☐ Worrying

☐ Self-Motivating

☒ Everything is correct

☐ Other:

Answer

I feel different and sometimes so shy and worrying.

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☐ Exercise
- ☐ Make important notes
- ☒ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☐ Positive thinking
- ☐ Everything is correct
- ☐ Other:

Answer

I always try to motivate my self that I surely can do it.

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
- ☐ No

Answer

For example I convince to my mind that it *will* be passed.

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RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

Riska Febianty As

NIM

105351106020

Class

PG4C

Semester

4

MAY22, 12:42 AM

RESEARCH QUESTIONNAIRE STUDENT'S FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

☐ Positive

☐ Negative

☐ Stress

☒ Fun

☐ Other: _____

Answer

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

☐ Yes, it's difficult

☒ No, it's not difficult

Answer

sometimes it's difficult sometimes it doesn't depend on the subject matter

BAYAZZ, 10:43 AM

RESEARCH QUESTIONNAIRE- STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

3. What is the most disturbing and you feel "fear" in learning English, especially in speaking skill? Why?

- ☐ Oral English presentation
- ☒ Re-explaining the material from the lecturer
- ☐ Discussion with friend
- ☐ Quiz
- ☐ Other:

Answer

4. What do you feel, if you are going to called to oral English presentation in front of the class?

- ☒ Inability to convey
- ☐ Negative judgment
- ☐ Fear of making mistakes
- ☐ Everything is correct
- ☐ Other:

Answer

8/14/22, 10:43 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

5. Do you think are the reason of your fear when you oral English presentation? Give explain based on your experience!

- ☐ Negative experience
- ☒ Negative thoughts
- ☐ Bad emotions and feelings
- ☐ Everything is correct
- ☐ Other: _____

Answer

6. When you are delivering oral English presentation, how do you feel?

- ☐ (Forgetting the material, fear of being dismissed, fear of being criticized, the fear of being in the middle of crowd)
- ☐ (Increase heart rate, lack of confident, headache)
- ☐ (Panic, shacking, looking down)
- ☐ (Tense, stress, anxiety, alertness)
- ☒ Other: I feel normal

Answer

01/10/2023, 11:43 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

☐ Yes

☒ No

Answer

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

☐ Shaking

☐ Worrying

☒ Self-Motivating

☐ Everything is correct

☐ Other:

Answer

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

Riska Amalia

NIM

105351107520

Class

C

Semester

5

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience!

- ☒ Positive
☐ Negative
☐ Stress
☐ Fun
☐ Other: _____

Answer

For me, an oral presentation using English is very different from an oral presentation using Indonesian. Besides, it's not easy.

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

- ☐ Yes, it's difficult
☒ No, it's not difficult

Answer

An oral presentation using English is difficult, because if you want to convey information or material we cannot convey it in good and correct English. But for me it's not difficult as long as we understand it.

5/14/22, 10:45 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

3. What is the most disturbing and you feel "fear" in learning English, especially in speaking skill? Why?

- ☒ Oral English presentation
- ☐ Re-explaining the material from the lecturer
- ☐ Discussion with friend
- ☐ Quiz
- ☐ Other:

Answer

If I'm not sure what I'm saying, I will feel fear of negative judgment from others and also feel anxious because I don't want to look stupid in front of other people. For example, when doing a performance, suddenly fall silent and experienced high anxiety. It also happens because it won't illustrate what is being said. As I said before if as long as we understand it.

4. What do you feel, if you are going to called to oral English presentation in front of the class?

- ☐ Inability to convey
- ☐ Negative judgment
- ☐ Fear of making mistakes
- ☒ Everything is correct
- ☐ Other:

Answer

8/14/22, 10:45 AM

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

☐ Yes

☒ No

Answer

Because I can handle it.

8. In oral English presentation, what symptoms do you feel when you are going to do an oral English presentation in front of the class?

☐ Shaking

☐ Worrying

☐ Self-Motivating

☒ Everything is correct

☐ Other:

Answer

Starting from shaking, then worrying but at the end I got self-motivation I can overcome it.

09:40, 10-10-2021

RESEARCH QUESTIONNAIRE STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☐ Exercise
☐ Make important notes
☐ Seeking support
☐ Self-Control
☐ Staying away
☐ Positive thinking
☒ Everything is correct
☐ Other:

Answer

It make me full confident

10. Is the strategy you use can make you overcome the fear of oral English presentation?
Please explain!

- ☒ Yes
☐ No

Answer

with self-motivation and self-confidence can overcome the fear of oral English presentation.

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RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

RESEARCH QUESTIONNAIRE-STUDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

Each questions are required to provide an explain and answer based on your opinion! It is strictly forbidden "copy" to give answers or explanations based on the choices provided! Thank you :)

Name

Muhammad Husein Fikri

NIS

101211109220

Class

C

Semester

4

K14022, 11:47 AM

RESEARCH QUESTIONNAIRE-ET-EDENTS' FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER EDUCATION

1. If you have done oral English Presentation before, how do you feel about it? Please explain based on your experience:

☒ Positive

☐ Negative

☐ Stress

☐ Fun

☐ Other: _____

Answer

Berikut yang akan aku lakukan setelah ini, ya, tidak tegang

2. Do you think oral English presentation is difficult, what do you think about oral English presentation?

☒ Yes, it's difficult

☐ No, it's not difficult

Answer

Menguras pikiran, apa lagi bisa lancar

7. Can the symptoms you experience have a negative effect on the fluency of your oral English presentation? Please explain based on your experience!

- ☒ Yes
- ☐ No

Answers

Akas testisna netinya

8. In oral English presentations, what symptoms do you feel when you are going to do an oral English presentation in a class of the class?

- ☐ Shaking
- ☐ Worrying
- ☒ Self-Motivating
- ☐ Everything is correct
- ☐ Other

Answer

Das geht, hängt mit dem gen. "da" zusammen

9. How do you overcome the fear you feel in an oral English presentation in front of the class?
Please explain!

- ☐ Exercise
- ☐ Make important notes
- ☐ Seeking support
- ☐ Self-Control
- ☐ Staying away
- ☒ Positive thinking
- ☐ Everything is correct
- ☐ Other

Answer

With some light touchwork built into the program, we can help you achieve your goals.

10. Is the strategy you use can make you overcome the fear of oral English presentation? Please explain.

- ☒ Yes
- ☐ No

Answer

Yeni üyelerimiz için

This form was created using the **APOLLO** software.

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<https://doi.org/10.1002/ajb.1351>



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NIM : 180320100918
Program Studi : Pendidikan Bahasa Inggris

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Lamp : 1 (satu) Rangkap Proposal

26 July 2022 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Dekan FKIP

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di -

Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10519/FKIP/A.4-B/VII/1443/2022 tanggal 26 Juli 2022, meretradkan bahwa mahasiswa tersebut di bawah ini:

Nama : KASMAWATI ARIAN

No. Stambuk : 10535 110408

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"Students Fear of Oral English Presentation in Higher Education"

Yang akan dilaksanakan dari tanggal 27 Juli 2022 s.d 27 September 2022.

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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menyetujui dengan sebenarnya bahwa mahasiswa yang tersebut di
bawah ini :

Nama : Katarwati Arlan
NIM : 10525 11048 18
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan
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رسوم القيد الترقيم

LETTER OF ACCEPTANCE
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Dear KASMAWATI ARIAN

It is our pleasure to inform you that, after reviewing your paper:

STUDENTS FEAR OF ORAL ENGLISH PRESENTATION IN HIGHER
EDUCATION

The manuscript ID: 328

Detail checklist:

Checklist	Yes	No
The author has sent the manuscript by using the registration email	✓	
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The manuscript according to the instructions or description of the journal	✓	
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The manuscript has followed the existing templates	✓	
The author's privacy (e.g. IATC) has been received by the author	✓	

has been ACCEPTED to publish with Indonesian Journal of Psychology, 15(1) (paper) to print in 15(1) online in print. We appreciate your contribution.

We will let you know if you must make any modification to the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jpp@ppmu.ac.id

Makassar, 20 August 2022
Dr. Farid Muzarri Syam, S.Pd., M.Pd.

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Farid Muzarri Syam, S.Pd., M.Pd.
50204, 977 107



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CURRICULUM VITAE



KASMAWATI ARLAN, was born in Tamanroya on 01st March 2001. Her father's name is Amiruddin and her mother's name is Jumriati. The writer has begun in elementary school at SD Negeri 35 Tamanroya and finished her elementary school on 2012. At the same year, the writer continues her study at SMP Negeri 2 Bangkala Barat and finished on 2015. Then the writer continues her study at SMA Negeri 4 Jeneponto at the same year and finished on 2018. At the same year, the writer registered as a student of English Education Department at Universitas Muhammadiyah Makassar.



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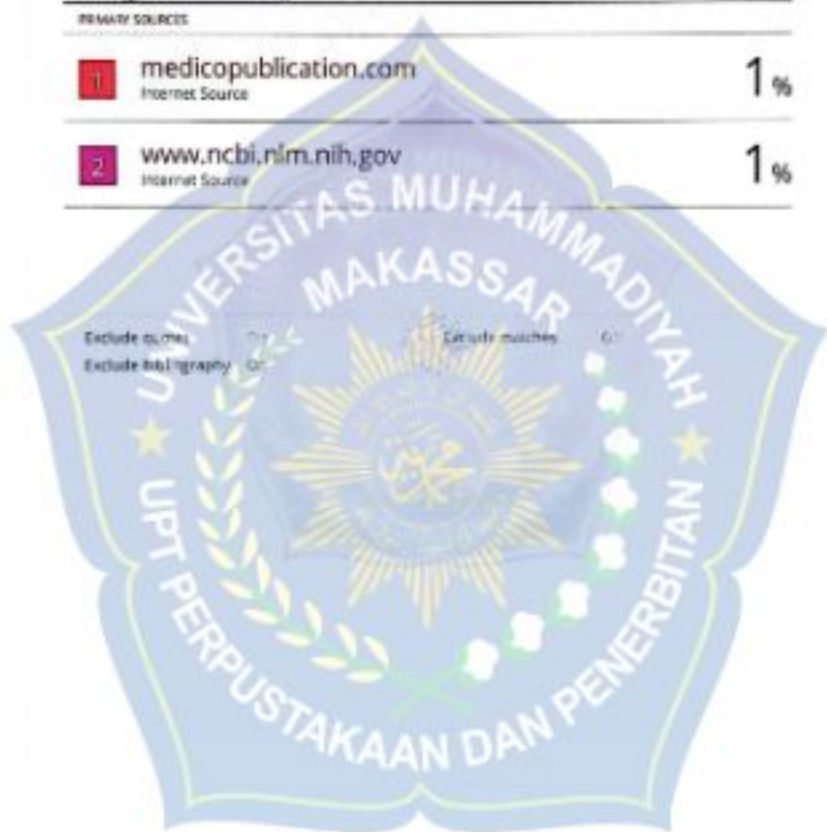
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