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Submission date: 02-Oct-2019 06:37AM (UTC+0700)

Submission ID: 1184163009

File name: KING_INTENSIVE_COURSE_FOR_STUDENTS_OF_NON-ENGLISH_DEPARTMENT.pdf (2.32M)

Word count: 3958

Character count: 21491

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**PUBLIC SPEAKING INTENSIVE COURSE FOR STUDENTS OF NON-
ENGLISH DEPARTMENT**
(A Study in English Language Centre)

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ABSTRACT

Many strategies have always been used to improve students' speaking ability, especially how to speak in front of public. To speak in public, people need to have good abilities both in verbal and non-verbal. An intensive course program of public speaking held by English Language Centre (ELC) of Universitas Muhammadiyah Ponorogo (UMPo) has been used as the program preference to enhance students' competence in public speaking for last two years. This study aims to investigate the program of that teaching; public speaking intensive course helps students raise their speaking competency and reduce their anxiety. At the beginning of the semester, pre-test of public speaking is given to the students to know their ability before joining the program. At the end of the semester, the students are given post test and questionnaire. The questionnaire is also given to 6 instructors who involving in teaching public speaking program. The result of the students' scores after following this program indicates that this program is successful to enhance their public speaking. The questionnaire given to the students also reveals that they can build their confidence or reduce their anxiety in speaking. This evidence is also supported by the results of questionnaire given to the instructors for asking their perception after completing this program. The result of perception entails that this program is appropriate for all students, particularly those who have passion in public speaking and want to get more benefits from it.

Keywords: *public speaking, intensive course*

INTRODUCTION

Studies on public speaking have become a crucial issue and have been conducted for last several years. It shows that speaking training program is surely important and significant. For example, the Voice Foundation Symposium conducted in 2009 provided a session entitled "The Speaking Voice: What You Need to Know about Speaking in Public" organized by several professional public speaking trainer (Scherer and Volk, 2013). People do understand that public speaking is crucial since it is advantageous to be applied to professional



life as well as social life. It is emphasized by (Hassani & Rajab, 2012) that students will get problems in looking for a job, working with multinational organization where communication skill in English would be the essential criteria for recruiting new employers as the example, if the students cannot communicate English in the classroom. (Raja, 2017) also claimed that people, despite being competent in their workplace, they have to master good public speaking skills in which professional's worldwide struggle due to this case. Therefore, trainings or programs of public speaking are often organized to help students practice their speaking professionally. However, speaking is categorized as the most difficult skill since it requires people to elaborate all language skills and speaking techniques at the same time. (Kosti & Marsa, n.d.) point out that people who speak everyday for a living including businessmen or women, politicians, actors or actresses and others professions experience on having anxiety for public speaking.

Generally speaking, public speaking is perceived as a frightening subject for most students. Dwyer and Madison (2012) conducted a study involving 815 students enrolled at Midwestern University. Their research reveals that public speaking was selected as more common threatening issue rather than other issues, including death. In addition to that, confidence is another barrier that is experienced by most students. This is also supported by a research conducted by Mufanti (2014) who interviewed non-English major students about their barrier in speaking. As what is predicted, their answer is lack of confidence. Another finding, in line with the study by Nimasari (2016) the students found it difficult to make their speech original. Moreover (Slater, Pertaub, Barker, & Clark, 2006) in their research claimed that fear of public speaking as one form of social phobia. Then, Burnley et al. in (Kosti & Marsa, n.d.) state that, "Approximately 85 percent of the general population report experiencing some level of anxiety about speaking in public."

In other words, it can be said that lack of confidence is another problem in public speaking. Due to these reasons, speaking is perceived as one of the most difficult skills in English. English Language Center UNMUH Ponorogo



organized the public speaking intensive course program in which this program is designed to facilitate the students to have a wide chance to speak in front of other students. As stated by (Susilo, 2013) the process of speaking class, therefore, should be able to assist students gain their epistemic development well that is expected to give students opportunity to train their speaking skill intensively. Moreover Susilo also claims that this intensive speaking model can construct the students own learning and solve their academic problems. It is also completed with students and instructors' perception as the reflection of this program.

To prepare students to be able to speak in front of public professionally, a public speaking program is essentially to be organized and developed by English language centre. Generally, the main goal of this program is to drive students to speak professionally and academically in front of public. For the last two years, English Language Centre (ELC) of Universitas Muhammadiyah Ponorogo has implemented a new program designed for all non-English major students in order to boost their speaking ability for both forms, verbal and non-verbal communication. The previous program held by ELC is merely general conversations. However, this program failed to enhance students to speak due to the inadequate time allotment and broadly objective.

Therefore, ELC challenged this situation by applying public speaking intensive course. This program deliberately provides course for students in a specific time allotment. The term of public speaking refers to the activity of speaking in front of public and intensive course means a course designed intensively in a specific targeted time. Thus, the purpose of this article is to investigate the program of that teaching; public speaking intensive course helps students improve their speaking competency and reduce their anxiety. This paper also describes how this program is redesigned so that other English Language Centres which facilitates English services can adapt this program. It also gives beneficial contribution to the English Education major as an alternative program to improve students' speaking ability especially to overcome students' anxiety in speaking class. If other parties find some limitations of this program, they may make it better. However, ELC UNMUH Ponorogo always



evaluates this program for each semester to tailor the students' need and minimize the limitations found. Westwick and Karla (2014) described that public speaking is also a course implemented in higher education. Their detailed explanation also focused on the best practices of public speaking courses and the positive impact of the course.

MATERIALS

Public Speaking Intensive Course

This section discusses how this program is conducted. It involves the definition of intensive course and the definition of public speaking, the objective of the program and how this program is designed. As the main program of ELC UMPO that has been conducted since 2016, public speaking intensive course is designed to tailor the students' needs of speaking during their first semester. Even though their need in the early semester is the ability to speak in daily context, this course still is able to accommodate the students' needs for purposes; public speaking and conversation for daily context. In other words, this program is expected to improve the students' ability to speak in any context, including daily speaking activities.

It is believed that intensive course is also good for English learning process, in which in this process, learners will get an experience of daily English learning. Many studies point out that teaching English through intensive course will give more impact for students instead of teaching English in general way. Hence, the underlying assumption to decide giving public speaking intensive course is this course provides students to boost their speaking both verbal and non-verbal. Public speaking also raises the students' critical thinking as stated in Lumen Learning (2018) that lists the benefits of developing public speaking skill i.e. *the process of writing a speech will exercise and strengthen your critical thinking skills, from the research to the actual speech-drafting.* In addition, this kind of program is also to build students' confidence or reduce students' anxiety to speak up because it forces them to be brave to speak up in front of the audience.



Another positive point of this program is how it is designed with a single goal than multi goals i.e. speaking in front of public. It is believed that giving a specific purpose of learning will give more impacts to the students than giving multi purposes of speaking that is; it will be well-structured that make students easier to follow.

There are a number of examples how public speaking gives long impacts for students' life, as the example when they work, they may be asked to give a speech in front of other networks or societies. It will be easier for them to give a speech spontaneously in unrehearsed situation because they have been prepared to face such kind of situation in intensive public speaking program. Another example is people will be more confident to speak in their community by which it can raise their reputation in social life. Moreover, some conflicts could be solved well since people have a good skill in speaking, exemplify, when people have conflicts with their superior in workplace, they can solve their problem because they can communicate to accommodate it. In the main, having a good skill in public speaking is the foundation for students for both social life and career path.

Lumen Learning (2018) makes a summary of the benefits of public speaking , they are overcome fears, boost self-esteem, share your views with others, improve critical thinking skills, analyse communication habits, improve communication skills, make new social connections, impress your boss, gain publicity, expand your professional network, personalize your professional reputation, find the right words to inspire change.

In addition, language itself is not a matter of knowledge, the fundamental of language is habitual. Like people who master at playing piano because they often play this music instrument, learning a language needs practice frequently and regularly to master the language. Consequently, if people want to speak fluently, they should make English as their habitual speaking. Fact showed that Malaysian and Indian is much better in English speaking than Indonesian since they use English in daily communication. Besides, practice speaking frequently and regularly in front of class can overcome the podium panic and students



have exceptionally good performance. In other words practice makes perfect because it will form people to have habitual in speaking. It is a reason why Language centre facilitates students with a program on public speaking intensively. Thus, ELC would be the best place especially for non-English Major student to have opportunity to practice their speaking.

The Description of public speaking intensive course in ELC UMPo

An important point on this paper is how the program is designed. It covers how the objective of the course, the time allotment, the number of students, class activities, the assignment and the test, the marking system, syllabus and course materials. They are described as follow:

Course objective:

1. Developing an essential speaking to gain students communication in English in the level of intermediate.
2. Reducing students' anxiety or building students' confidence to speak English.

Time allotment and the number of students:

The time allotment to achieve this goal is 100 hours, which is conducted intensively. The maximum number of students for a class is 20-23 students.

Class activities, assignments and test:

The class activities involve tutorial, workshop, assignment and test. Tutorial and workshop are part of class activities. While, tutorial is given by the instructor to teach the theory of public speaking, workshop is given to facilitate student consult their assignment individually. In addition, in this session the instructor is also in authority to motivate students. The form of assignment is speaking text in which the text used by students to prepare their speaking test. In other words, this program is designed to integrate those four activities for a goal; students are able to speak English with appropriate verbal and non-verbal. The main activity of this program is practicing in which students must practice to speak in front class one by one. Afterward, they will get feedbacks from the instructor. The form of feedback is direct feedbacks in which the instructor directly corrects the mistake made in the aspect of both verbal and non-verbal.



It is done to make the other students know what to do and do not to do in speaking.

The last activity is test. The form of test is oral test conducted by another instructor to avoid subjectivity. Having the test done, the certificate, will be given after the students complete the class. The score is categorized into four classifications: deficient, minimal, basic, proficient and advance. The students' category depends on the result of their test score. If they are unsatisfied with the score got, they may join for retest. However, it is suggested to prepare well before taking the test. Following is the rating scale used to categorize the students' ability in public speaking

Proficiency Rating Scale	
4.00 – 3.50	Advanced
3.49 – 3.00	Proficient
2.99 – 2.50	Basic
2.49 – 1.00	Minimal
0.99 – 0	Deficient

Syllabus and course material

Developing a syllabus and public speaking book based on a necessary public speaking skill to participate confidently in front of public is necessary. The syllabus focuses on one skill, public speaking form. The course book is designed to accomplish the goal. It helps students understand the theory underline the success of public speaking, know the tips and trick to speak confidently in front of public. The book also facilitates them examples of text from several majors so that they can use them as the example in constructing their text for assignment and test

METHODS

The methodology used in this research was a descriptive qualitative in which students who join the public speaking intensive course in the year



2017/2018 from all studies program were the subject of the research. Six instructors also the participants of the research to give their perception towards this program. ⁵ The research was carried out for two phases: before the program and after the program. At the beginning of the program, the students were tested to give 3 – 5 speech in front of other ¹ students to know their ability before joining the program. After completing the program, the students were given the post test; 4 – 7 speech in front of others to know their average score after joining this program. They were also asked to filled out the unstructure-questionnaire to give their perception after joining this program. Six instructors who taught this public speaking program also were given unstructured-questionnaire towards this program.

RESULTS AND DISCUSSION

Following are some excerpts both positive and negative written by students and instructors toward this program:

1. The students' perspective towards intensive course public speaking program

I confidence now to speak in front
My friends and the program designed so focus so I
can understand in total.

The program encourages me to practice. In this course, I learn
to make draft for my speaking, to prepare my speaking, to
pronounce correctly, and the position of body language when I speak.
However, I still afraid. &

I love this program. It helps me much. It helps me to
improve my speaking and bravery to speak in front
of my friends and my teacher. I think I am lucky to
join this program.



Public speaking intensive program helps me to be more confident in speaking in front of audience because I ~~never~~ ^{don't} have ~~an~~ experience about it before.

I am a person who always feel very nervous when I have to speak in front of many people. However, public speaking intensive program forces me to do speech in front of audiences. By tips and tricks from instructor and practice many times, I can deliver speech well and I will be ready to speak up in front of audience.

Public speaking certification increases my ability to speak English, motivates me to learn more, and helps me to speak up. By public speaking program, I understand how to deliver speech by using good language.

Public speaking program makes me understand the name of terms in English language, especially which related to my department. Moreover, by public speaking practice, I have big motivation to ~~practice~~ speak in right pronunciation because I realize that I speak in front of audiences.

Public speaking intensive program helps me to be more confident in speaking in front of audience because I ~~never~~ ^{don't} have ~~an~~ experience about it before.

I don't feel worry again to make presentation in front of class because ms. E teaches me how to speak with good body language. she also forces me to speak, speak and speak. I hope she teach me again in the next semester. Thank you miss.

In my opinion, this program can motivate to learn English, for example writing, speaking, pronunciation, grammar, etc. Besides, I also learn about how to be a good public speaker by preparing my speech well. Rehearsal is the important preparation that speaker has to do before she/he performs the speech in front of audience.



I think that public speaking intensive program forces me to have self-confidence. Although I have to do hard effort for preparing my speech performance, I learn many things in this program. For instance, self-confidence, english vocabulary, pronunciation, management of nervous, etc.

1. Public Speaking Program helps me to be serious in learning English pronunciation because I don't want to perform in front of the audience with wrong pronunciation. Moreover, I have to do rehearsal many times so that I can deliver speech well.

Public speaking intensive program gives me new experience that memorizing text is not the best way to prepare speech performance in front of audience. The most appropriate method is understanding the materials and rehearsal because if we memorize, we will forget when we feel nervous. However, if we memorize understand the materials we can use other word structure to deliver our information.

I think public speaking program makes me understand the way to design public speaking (speech) text in English, especially the way to say thanks to God, salute prophet Muhammad SAW etc. Moreover, public speaking program helps me increase my self-confidence.

English Certification, especially public speaking program makes me understand the name of tools/equipments in English related to my department therefore, this program also helps me to know the English terms or processes in mechanical engineering. So, I can mention the name of tools/equipments in English and explain the process of mechanical engineering activities by using English language.

In my opinion, Public Speaking Certification program not only help me to improve my speaking skill but also writing skill because in this program, I have to write my speech text by my self. It means that I must study about grammar, building sentences, designing good paragraph, etc.

I think public speaking intensive program can increase my ability in speaking English. Before, I feel very difficult to speak English because the pronunciation is not appropriate with my tongue. However, my instructor gives me suggestion to practice many times. Now, I feel that speaking English is interesting.



In my opinion, public speaking program helps me to understand about the way to deliver information in front of audience. I learn about how to show my expression and gesture/body language to make audience easy to understand the material that I deliver. Moreover, this program motivates me to be serious to learn English because I realize that I will convey in front of many people.

2. The instructors' perspective towards intensive course public speaking program

Name : Aisrah ; Position : Instructor of English Language Center

In my view, public speaking intensive program gives the improvement for students especially in speaking English, designing speech text and performing speech in front of audiences. By public speaking program, students have more motivation to pronounce words and use appropriate grammar because they realize that they will perform in front of audiences. So, they have to push their selves to avoid mistake in pronouncing the words and using the error grammatical form. Beside, students also learn about the use of stress and intonation in delivering speech to attract the audience. Moreover, in public speaking, students learn about vocabulary related to their major because the speech delivered has to be appropriate with students' study program.

In addition, public speaking intensive program in Universitas Muhammadiyah Ponorogo which has 16 meetings included in designing the speech text. It means that this program not only help students to increase the ability of speaking but also writing. The ability to design speech is very important because usually students have agenda where they have to deliver speech in English. Moreover, the result of the writing is assessed by instructor so they can not browse it from internet.

Beside the ability of speaking and designing speech text, public speaking intensive program forces students to perform in front of the audience. It means that students should do tips and trick to manage nervous, attract audience and manage duration of time. Other things that should be done by students are showing gesture and eye contact in their performance. These skills are not easy, everybody needs practices to fulfill the requirement of good public speaker. Public speaking class gives chance for students to do these practices to maximize their performance.

Although public speaking intensive program can improve students' pronunciation, intonation, grammar, vocabulary, ability in designing speech and the way to be good public speaker, this program needs evaluation to produce better quality of public speaker.

The meeting of public speaking program are included into the overview about public speaking, designing speech text, and performing the speech. It means that students can convey a



little of speech. Moreover, the certificate is given for students who can deliver speech based on the text which has been learned and practiced during the program runs. In this case, students usually use the strategy of memorizing and they sometimes do not understand every single English word that they have mentioned in their speech. As the evaluation, public speaking intensive program should be adjusted to gain the aims of this program. To ensure that the students understand the materials and vocabulary used, question-answer session should be implemented after the speaker delivers the speech.




Aisaf



Name : Dwianna Binti Yulianti

Public Speaking is one of programs of Language Center of Muhammadiyah University of Ponorogo. It is compulsory program for all new students of Muhammadiyah University of Ponorogo. The program is taught at the first semester of every student. Public Speaking program is held intensively for 16 meetings and focuses formal and memorization public speaking. The students learn more about public speaking in detail both theoretically and practically. The students are led to decide the theme based on their major and also to compose the manuscript of the public speaking. In composing manuscript, the students learn more about grammar because they write the sentences grammatically. Because of intensive program, the students have class more than one meeting in a week. It gives the students more chance to practice. The students not only practice how to deliver public speaking well but also practice how to handle the communication anxiety. The students are expected to be able to manage their anxiety when they deliver public speaking in front of the audience. It is not easy because speaking in front of the public needs skill and preparations. Moreover, the students also practice how to pronounce the word correctly when they practice in their class. The students also learn how to have good performance when they deliver public speaking. They are required to have good and clear voice because it is crucial in delivering public speaking. Clear voice influences the audience's understanding about the material of public speaking. Then, the students used to manage their time well because they have to memorize the materials before delivering public speaking. It encourages the students to be a responsible person. In conclusion, public speaking program not only make the students master in speaking but also build the students to be brave and responsible person.


Dwianna B. Y



Robrin Andria Sestanti (Instructor)

Public speaking intensive course is mandatory courses designed for students from all majors in Universitas Muhammadiyah Purorogo to assist them improve their speaking ability. This course allows students to practice their speaking under a teacher's supervision. Technically, the materials that are supposed to be performed by the students are in form of speeches based on their interest according to their majors or departments. In other words, students independently select and prepare their own theme that it should be different from each other. During this 4-week program, students practice their prepared performances in the classroom by considering more on aspects of speaking to be assessed: content, organization, pronunciation, grammar, and non-verbal aspects speaking. These criteria are considerably selected since those are the most common things that students should notice and improve in order to be proficient in speaking. That is why this course is designed in such direction so that it meet students' proficiency in speaking. The prepared activity allows the students get ready for what they need to learn beforehand. This condition enhances their critical thinking in finding the most suitable theme and content they have performed. Besides, it is positively perceived that what students choose themselves will increase their self-efficacy in performing the speech. As a result, students are more confident in their speaking and gradually improve their speaking ability.



Robrin Andria Sestanti, M.Pd.

The unstructured-questionnaire was chosen to know the students and instructors perception without giving them a limitation to express their opinion towards the program. From some excerpts both from students and instructors above, it is affirmed that most of students get more benefits from the program. It gives impact to build their confidence and reduce more on anxiety. It shows that giving public speaking intensive course for non English major students is better than giving general English programs such as; daily communication, general speaking, general conversation, English in general and others in which they contribute less-impact for them. It can be seen from the excerpts that most students respond positively on the program. However, the number of suggestion and recommendation are given to improve the instructors' services and the program itself. On the other hand, several students also respond negatively on



the program in which we take it as the consideration for the next class. In addition, ELC should improve the quality of teaching by reflecting students' negative comments. It is also a new responsible for ELC UNMUH Ponorogo and its instructors to help and facilitate unsuccessful students. As research conducted by Farhan (2017), 50 students given a convenience sampling technique from a reputable private sector business school in Karachi; the findings showed that students who felt public speaking anxiety can perform well if they used certain strategies to fight their barriers. There are 75% participants admitted their anxiety of public speaking. Another result, 95% participants agreed that if proper counselling, instruction and coaching is provided, the speaking barrier can be overcome. The research revealed that the exposure to virtual environment could facilitate student confidence and enable them to face audience irrespective of the size.

3. Data of The Students' average Score

Two tables below present the students' average score per faculty and per study program before and after joining the program.

a. Students' average score per faculty before and after the program

Faculty	Pre-test	Category	Post-test	Category
Islamic Faculty	1.90	Minimal	2,81	Basic
Social and Political Science	1.82	Minimal	2,85	Basic
Teacher training and Educational	2.32	Minimal	2,50	Basic
Economic	1.91	Minimal	2,66	Basic
Engineering	1.88	Minimal	2,83	Basic
Health	1.83	Minimal	2,81	Basic
Law	1.60	Minimal	2,66	Basic

b. Students' Average Score Per Study Program Before And After The Program

Study Program	Pre-test	Category	Post-test	Category
Islamic Studies	1.92	Minimal	2,66	Basic
Islamic School Elementary Teacher	1.71	Minimal	2,50	Basic



Education				
Governmental Science	1.51	Minimal	2,66	Basic
Communication	2.15	Minimal	2,66	Basic
Civic Education	1.33	Minimal	2,50	Basic
Mathematics	2.00	Minimal	2,34	Basic
Early Childhood Education	2.85	Basic	3,50	proficient
Economic Development				
Economic	1.61	Minimal	2,50	Basic
Management				
Management	1.94	Minimal	2,66	Basic
Accounting (D3)	1.77	Minimal	2,53	Basic
Accounting (S1)	1.92	Minimal	2,66	Basic
Mechanical	1.37	Minimal	2,50	Basic
Electrical	2.50	Basic	3,40	proficient
Information Technology	2.07	Minimal	2,66	Basic
Nursing				
Nursing (D3)	1.89	Minimal	2,50	Basic
Midwifery (D3)	1.93	Minimal	2,50	Basic
Midwifery (S1)	1.62	Minimal	2,66	Basic
Law Science	1.60	Minimal	2,50	Basic

As mentioned in introduction part held by ELC UNMUH Ponorogo for two years, the significant improvements on the students' speaking ability are proved. The improvements are indicated by the students' average score before joining the program and after it. Before joining this program, the students' scores are in the category of minimal and there are two study programs in the category basic. After joining the program, their score improve significantly from minimal category into basic category, and the two study programs who are in the basic category improve into proficient category. It verifies that their speaking ability has improved after joining this program. It reveals that this program is successful to help the students speak and use non-verbal communication appropriately. However, there are several students fail to improve their speaking ability. According to the evaluation from the instructors, it indicates that they had less



effort to build their motivation and passion. As pointed out by a research on the relationship between foreign language learning and affective variables conducted by (Öztürk & Gürbüz, 2013) that generally focuses on a number of personality factors such as self-esteem, risk-taking, extroversion, motivation and anxiety. In Nevertheless, the number of unsuccessful students compared with successful students is not markedly different. Despite this, the program is perceived as the success program since the number of success students is higher than those who are not.

CONCLUSION

Public speaking intensive course is designed to speak English with specific purpose, however that this program lead the students to obtain more than one benefit must be acknowledged. Two evidences from students' average score and positive responds of unstructured-questionnaire from both students and instructors indicate that it is a successful program. Nevertheless, considering the negative responds is good to improve the program quality and to find solution for those who do not succeed. Since, this is the best practice program to improve students' speaking, it is recommended to other English Language Centres or English majors try to adapt it by considering the students' condition.

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