

## Exploring Fear of Oral Presentation: A Look at The Origin and Strategies for Reduction

Sarinah Sharif<sup>1</sup>, Nur Anisah Tan Abdullah<sup>2</sup>, Susi Widianti<sup>3</sup>,  
Normah Ahmad<sup>4</sup>, Choong Pow Yean<sup>5</sup>, Noor Hanim Rahmat<sup>6</sup>

<sup>1,2,4,5</sup>Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam, <sup>3</sup>Faculty of Language and Literature Education, Indonesia University of Education, Indonesia, <sup>6</sup>Akademi Pengajian Bahasa, Universiti Teknologi MARA, Cawangan Johor, Kampus Pasir Gudang

Email: sarinah@uitm.edu.my, anistan@uitm.edu.my, susiwidiati@upi.edu,  
normah698@uitm.edu.my, choon322@uitm.edu.my, noorh763@uitm.edu.my

Corresponding Author Email: anistan@uitm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i3/16472>

DOI:10.6007/IJARBSS/v13-i3/16472

**Published Date:** 12 March 2023

### Abstract

In a language learning course, there are four skills that students must master, and communication is one of the essential skills. Lately, with the adaption of alternative assessment, an oral presentation has been a favourite assessment tool for educators to evaluate students. The main reason for students' inability to succeed in this assessment is the fear or anxiety faced in the evaluation. Educators should educate students on ways or methods to overcome these negative feelings, as oral presentation is an essential skill that students should acquire before entering the working world. The research aims to investigate whether 1) The origins of fear influence students' oral presentation. 2) Fear reduction strategies influences learners' oral presentation. 3) The relationship between origins of oral presentation and fear reduction strategies. The quantitative study was conducted in several faculties in a Malaysian public university. One hundred seventy-six respondents were involved in answering a five-Likert scale survey of three sections designed to facilitate the research findings. The findings show that students' oral presentations do influence by internal and external factors of fear. Students do implement strategies to overcome their fear of oral presentation. However, the relationship between the origins of oral presentation and fear reduction strategies was weak. The reduction strategies applied by the students did not overcome the fear of oral presentation. This study found that other issues might be the cause of the fear of oral presentation.

**Keywords:** Exploring Fear, Oral Presentation, Origin, Strategies, Reduction

### Introduction

#### Background of Study

An oral presentation is a medium where ideas, messages and knowledge are conveyed

to others. It is a two-way communication. In high-learning institutes, alternative assessment has become popular and oral presentation is one of the evaluation tools used. Hosni (2014) wrote in his research that speaking is using language to express the wishes to be conveyed. Young students think spoken language is where a new language is discovered, understood, practised, and learned. Language learning is the achievement of oral skills. However, speech problems can significantly challenge effective foreign language learning and communication. Grieve et al (2021) mentioned in their research in 2013 that American Psychiatric Association stated that Social Anxiety Disorder (SAD) is severe fear or anxiety in social interactions or performance situations. SAD happens because when communicating, an individual may be dealing with an unknown person, or others may judge them. In research done by Purwaningrum (2020), Japanese language students were apprehensive about speech anxiety and the fear of being unable to succeed in their assessment. The fear and anxiety are because they lacked the chance to speak Japanese after class and were concerned about possible communication issues. In addition, students are less comfortable receiving criticism and negative feedback from others because they will feel weak, which will take away their self-confidence. Hence, instructors must ensure students that being assessed is nothing to be afraid of and that it is all right to make mistakes. Raja (2020) stated that it is important for university students should overcome their fear when speaking in front of others before graduating. He mentioned that students with this anxiety could do better if they knew how to overcome fear using certain strategies. This can be done with proper coaching and instructions before they do their oral presentations.

Students in Malaysia are also not exempted from this fear and anxiety problem. They do face fear during an oral presentation. Ahmed (2015) found that data collected in his research revealed that most respondents had negative feelings or fear regarding classroom instructions in their learning experience. Abdullah et al (2022) found that students feel fear and anxiety during language learning. Students were afraid of being assessed and feared being compared to other students because they were anxious about not being able to perform well. With these two research outcomes, the researchers find that this study should be carried out to investigate further the reduction strategies and the relation between the origin of fear and communication strategies.

### **Statement of Problem**

According to a prior study, numerous students reportedly feel nervous when giving oral presentations. To satisfy our requirements for both social and self-esteem, it is essential to express one's thoughts and feelings in public with grace (Ibid.). A person's capacity for effective public speaking aids in meeting personal requirements and is crucial to job advancement and self-promotion. A presentation is an activity when someone demonstrates, describes, or explains something to a group of people, according to (Widyastuti and Mahaputri, 2015). Typically, in this activity, a presenter will talk about an interesting subject, either with or without visual aids (Ahmad & Lidadun, 2017). In other words, presenting skill captures the audience's attention and arouses excitement through ideas or the presenter's performance.

Belaman et al (2022) found that there is an influence of external and internal factors that contribute to the fear of oral presentation. The size and composition of the audience are the most common factors that cause respondents to be in a state of fear. Internal factors are also the cause of this fear. This study found that most respondents informed that the respondent's anxiety during the oral presentation was the highest response. While physical

appearance is the factor that least affects the feeling of fear during an oral presentation. Quickly nervous students have difficulty voicing their opinions during oral presentations. The ridicule and sarcasm of their peers caused them to feel nervous before the presentation began. Consequently, during presentations, students experience worries and anxiety (Lucas, 2001; Kakepoto et al., 2012).

According to a study by Ibrahim et al (2021), the primary fear experienced by undergraduates at Universiti Teknologi Malaysia was the fear of speaking in front of a large crowd. American secondary language students liked and felt more comfortable participating in oral presentations in small groups instead of in front of a large audience, according to Young (1990, as referenced in Horwits, 2001, p.119).

It is evident that worry, especially anxiety related to language learning, significantly affects pupils' speaking abilities. However, there has not been much research on academic oral presentation anxiety, which is becoming a bigger problem for graduate students and can be different from other oral presentations or speaking assignments in the classroom. Therefore, by combining quantitative data, the current study seeks better to understand graduate students' anxiety and presentational technique.

According to Rahmat et al. (2022), there are three primary categories of the fear of oral presentations (a) a person's trait, (b) their language proficiency, and (c) their current mental state about giving an oral presentation. Furthermore, Rahmat (2019) also claims that a trait refers to a person's unique traits. Some individuals are predisposed to being effortlessly stressed by unfamiliar circumstances or occurrences. Next, Belaman et al (2022) state that some presenters worry about their language proficiency. This includes their command of the English language's vocabulary, syntax, and pronunciation. Finally, some people worry about how they will be when they present. This can include the presenter's physical location during their presentation, audio capabilities, audience, and others. State anxiety can also refer to the appraisal the presenter will receive due to the presentation.

Belaman et al (2022) propose that the presenters employ oral communication skills to help balance nervousness. The employment of oral communication techniques, including social-emotional, fluency-focused accuracy oriented, negotiation for meaning, message reduction, orientation, and non-verbal tactics, can help minimise the fear, which may be internal or external.

Hence, this study is done to investigate? Specifically, this study is done to answer the following questions;

- How do origins of fear influence learners' oral presentation?
- How do fear reduction strategies influence learners' oral presentation?
- Is there a relationship between origins of oral presentation and the use of fear reduction strategies?

## **Literature Review**

### *Models/Theories of Communication*

Communication is an act, process, or system to communicate facts, thoughts, opinions, or information through speech, writing, or signs. Communications always refer to the imparting, exchanging, or transmitting of something, such as a message, a document, an idea, a solution to a problem, news, orders, or opinions, as well as any other potential human contact, including sentiments. Modern Communication Theory is based on mathematical theorems developed by Claude Shannon, an engineer and researcher at Bell Laboratories, in

1948. Later, Warren Weaver, a media specialist with the Rockefeller Foundation, expanded and provided a more widely accepted, non-mathematical formulation of Shannon's original idea (also known as "information theory"). Weaver, who defined human communication as "all of the methods by which one mind may affect another," developed Shannon's ideas about electronic signal transmission and the quantitative measurement of information flows into a wide theoretical model of human communication.

### *Fear of Oral Presentation*

The fear of oral presentation can originate from many sources (Rahmat, 2019). A following study by Rahmat (2022) investigated the causes of fear in undergraduate oral presentations. Findings show that presenters manifest the cycle of fear in oral presentations. In addition, the findings indicated that to "get out" of the cycle of fear for oral presentation, presenters need to learn to hide their nervousness and not reveal their fear. The fear of negative evaluation comes from various sources, from the feelings the presenter gets from what the audience or evaluators think. External and internal reasons can cause fear. In addition, the possible relationship between all the constructs; is fear of negative evaluation, external and internal reasons (Carleton et al., 2007). Dansieh (2021) identified that low self-confidence, lack of constant speaking experience, lack of knowledge, fear of making mistakes and being laughed at, inadequate preparation and lack of courage, could be the causes which affect learners' ability to speak publicly. In the research about the fear of public speaking, Grieve (2021) has further identified the specific fears students have in public speaking, specifically oral presentations. The negative effect on student experience related to public speaking may affect students' mental health and well-being issues. Hence, Grieve (2021) found that higher education institutions should acknowledge public speaking fear among some students and provide more support in oral presentation assessments.

### *Past Studies on Oral Presentation Strategies*

Many Studies have been done to investigate the learning of foreign languages. Salim (2015) Oral Presentation requires students to present during class. However, most students fear this task due to their lack of self-confidence. This study aims to identify Indonesian EFL students' self-confidence and academic achievement in oral presentations. This study also investigates if there is a relationship between self-confidence and students' academic achievement in oral presentations. Correlation design is used to study whether there is a relationship between the stated variables. Respondents comprised 68 second-semester students of the English Department of a private university in Lamongan, Indonesia. Documentation and questionnaires are used as instruments to collect data. The results show that students have strong self-confidence. Their academic performance in the oral presentation is good. It was found that there is a high correlation between students' self-confidence and academic achievement. With this finding, teachers are encouraged to implement activities that increase students' self-confidence, which can reduce their anxiety in public speaking.

Hamouda (2012) mentioned that EFL learners' reluctance to speak English is a common problem in classes because English is a foreign language. This research attempts to look at the causes of this problem. One hundred fifty-nine first-year non-English major students from a Qassim, Saudi Arabia university answered a 66-item survey. This research shows that most students hardly reply to their teacher due to low English proficiency, fear of speaking in front of others, negative evaluation, shyness, low self-confidence and lack of preparation, and fear

of making mistakes. These students used strategies such as rehearsing and getting ready with ideas and questions they could use later. From the findings obtained, pedagogical improvements are discussed to improve the teaching and learning of spoken English in a foreign language context.

Some researchers show that anxiety or fear of speaking in front of others is due to poor English competence. Due to negative emotions, students also fail to excel in their oral presentations. Hosni (2014) This case study was designed to answer the reasons for grade five students' difficulties in speaking and the factors that courses to the problem. The respondents were four grade five English teachers and three classes of grade five students from one school in Oman. Three instruments were used in the present study: lesson observations, interviews, and curriculum analysis. The study is analysed qualitatively. This study shows that grade 5 students' main speaking difficulties are linguistic, frequent use of their mother tongue throughout the learning process, and inhibition. The lack of mastery of grammatical structures and vocabulary is why students cannot speak English well. Students are also worried and embarrassed to make mistakes while speaking English in front of classmates. As a result, students prefer to avoid speaking English. Findings also found that there are factors that originate from the teacher that contribute to this speaking difficulty. Teachers' perceptions and implicit beliefs about teaching English speaking skills, teachers' teaching strategies, the curriculum used, activities during classes, and assessments are why students lack competence in mastering English. All the factors should be reviewed, and teachers should be trained to be better instructors.

Rahmat et al (2022) stated that Oral presentation is one of the skills needed in a language classroom or outside the universities. Language instructors are responsible for ensuring students acquire good oral presentation skills. This skill is important so that students are equipped when they leave for their future academic encounters and the working environment. However, fear of oral presentation can hinder students from mastering the skill. This quantitative study is carried out to investigate the reason for fear in oral presentation among undergraduates. Fifty-six students from a public Malaysian university took part in the survey. Findings revealed that respondents said that they have anxiety during an oral presentation. To overcome that anxiety, respondents must hide their fear and nervousness. Without overcoming that negative feeling, respondents will lose their confidence to stand in front of others to show their competence in an oral presentation.

#### *Past Studies on Fear of Oral Presentation*

The study by Widyastuti and Mahaputri (2015) examined how difficult it was for the students to communicate the content. At Unswagati Cirebon, research was done in preparation for the fifth semester of the A and B classes. This study employs a descriptive qualitative methodology and questionnaires and observation as data collection tools. The results of this study demonstrate that most students provide good criteria while creating presentations in the classroom and can effectively deliver the presentation. The student's challenges with presenting the topic include bringing a note when presenting the material; fidgeting, jiggling, or swaying while giving the presentation; being rigid when giving the presentation, which makes it tedious; and finishing the presentation without inspiration. The qualitative study by Kembaren, et al. in 2022 had two parts. First, it set out to learn more about the anxieties that students with a phobia of public speaking, especially oral presentations, experience and the coping mechanisms they employ. The second goal was to ascertain whether their worry impacted how they perceived higher education. 46

undergraduate and graduate students with a fear of public speaking from the University of the West of England (UWE), Bristol, answered four open-ended questions in a qualitative survey. Due to their aversion to public speaking, all participants attended a Stand Up and Be Heard (SUBH) course in the UWE library. The following six themes—fear of being judged, physical symptoms, ambiguity on the subject, detrimental effects on university experience, practise and preparation, and the need for more practical support—were discovered through thematic analysis. The survey's findings pinpoint students' anxieties regarding public speaking and show how this negatively impacts their college experience. This poll proves that higher learning institutions should address students' fears about public speaking and offer more outstanding assistance when grading oral presentations.

After analysing past research, the researchers find a need to conduct this research.

### Conceptual Framework

Fear of learning can become a vicious cycle. According to Rahmat (2019), fear of language learning can become a cycle when the initial fear snowballs and causes the learners to build a low-esteem and affect future learning experiences. Figure 1 presents the framework for the study. This study adapts the origins of oral presentation (OP) from Endler (1980) and OP reduction strategies by (Yaman & Kavasoglu, 2013). Endler (1980) presented two origins of OP fear, and they are (i) external and (ii) internal factors. Next, to reduce the fear of oral presentation, Yaman & Kavasoglu (2013) suggested that presenters use strategies such as (i) social affective strategies, (ii) fluency-oriented strategies, (iii) negotiation for meaning strategies, (iv) accuracy-oriented strategies and (v) meaning reduction, orientation and non-verbal strategies.

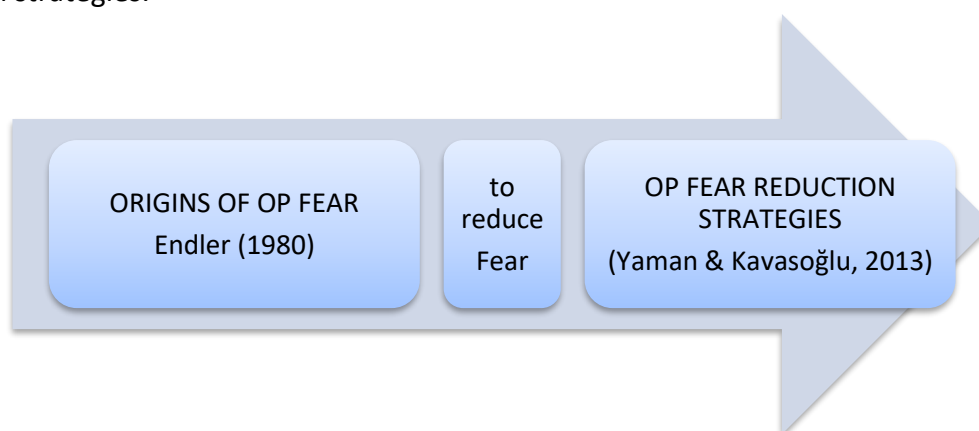


Figure 1- Conceptual Framework of the Study- Origins of OP Fear and Fear Reduction Strategies

### Methodology

This quantitative study investigates the fear of oral presentation and learners' communication strategies in learning foreign languages. A purposive sample of 176 participants responded to the survey. The instrument used is a survey with a 5 Likert scale. It has three sections. Regarding table 1, Section A has items on the demographic profile. Section B has 14 items on the origins of fear. Section C has 26 items on communication strategies.

Table 1

*Distribution of Items in the Survey*

SECTION		SUB-COMPONENT	NO OF ITEMS
B	ORIGINS OF FEAR Endler (1980).	EXTERNAL FACTORS	7
		INTERNAL FACTORS	7
		TOTAL FEAR	14
C	FEAR REDUCTION STRATEGIES Yaman, & Kavasoglu (2013).	SOCIAL-AFFECTIVE STRATEGIES	6
		FLUENCY-ORIENTED STRATEGIES	6
		NEGOTIATION FOR MEANING STRATEGIES	4
		ACCURACY ORIENTED STRATEGIES	5
		MESSAGE REDUCATION, ORIENTATION AND NON-VERBAL STRATEGIES	5
		TOTAL FOR CS	26
		TOTALNO OF ITEMS	40

Table 2

*Reliability of Survey*

Cronbach's Alpha	N of Items
.905	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .905, thus, revealing good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

**Findings**

Findings for Demographic Profile (176 respondents)

Q1. Gender

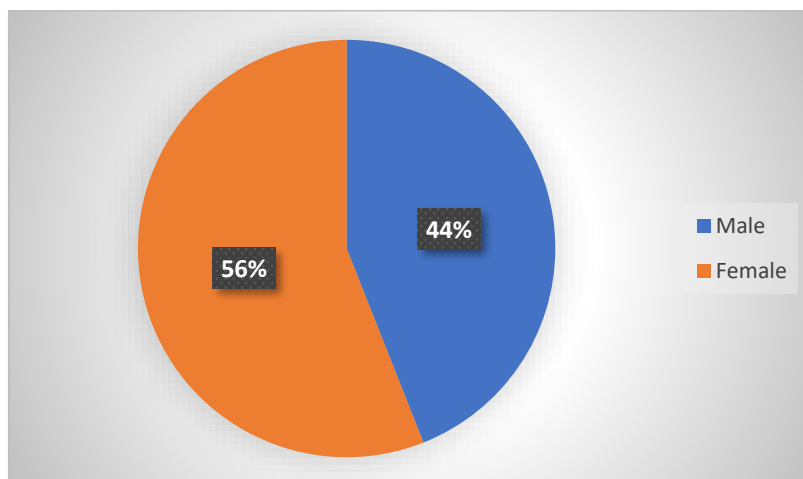


Figure 2- Percentage of gender

Figure 2 above shows the percentage of respondents by gender. 56% of the sample's respondents were female, while 44% were male.

Q2 Cluster

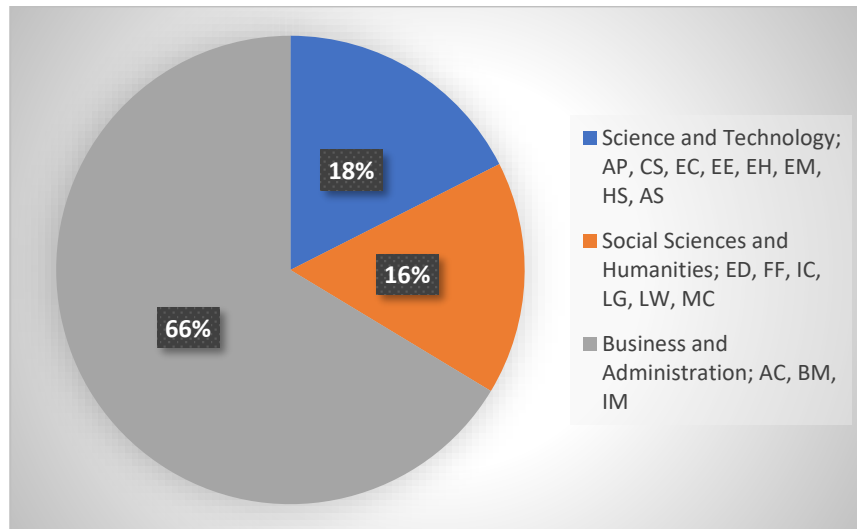


Figure 3- Percentage for cluster

Figure 3 shows the percentage of clusters of the respondents. The cluster of Science and Technology made up the largest number of respondents, 37%, followed by Social Science and Humanities (34%), and Business and Administration, 29%.

Q3. Japanese Language Course Level

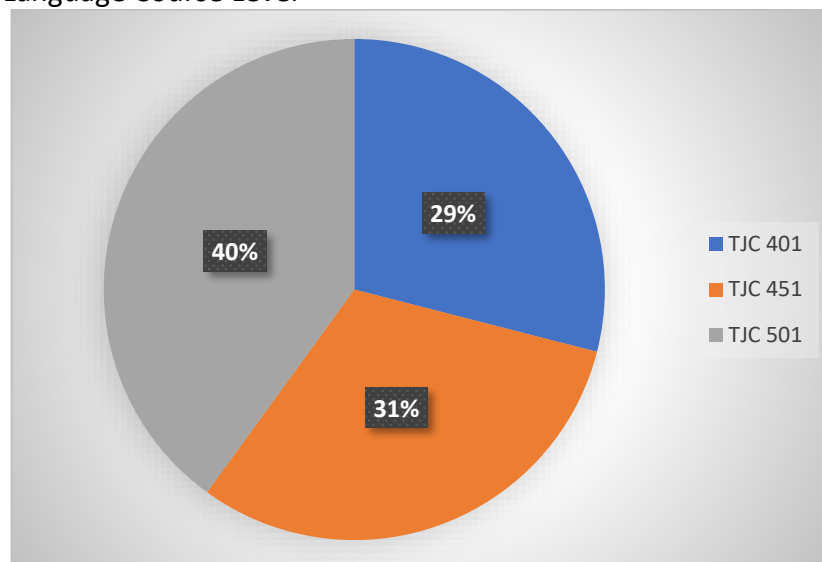


Figure 4- Percentage for Japanese language course level

As shown in Figure 4 above, 40% of the respondents were attending Japanese language course level 3 (TJC501), 31% were attending level 2 (TJC451), and 29% were from level 1 (TJC401).

*Findings for Origins of Fear of Oral Presentation*



This section presents analysed data to answer research question 1- How do origins of fear influence learners' oral presentation?

### External Factors

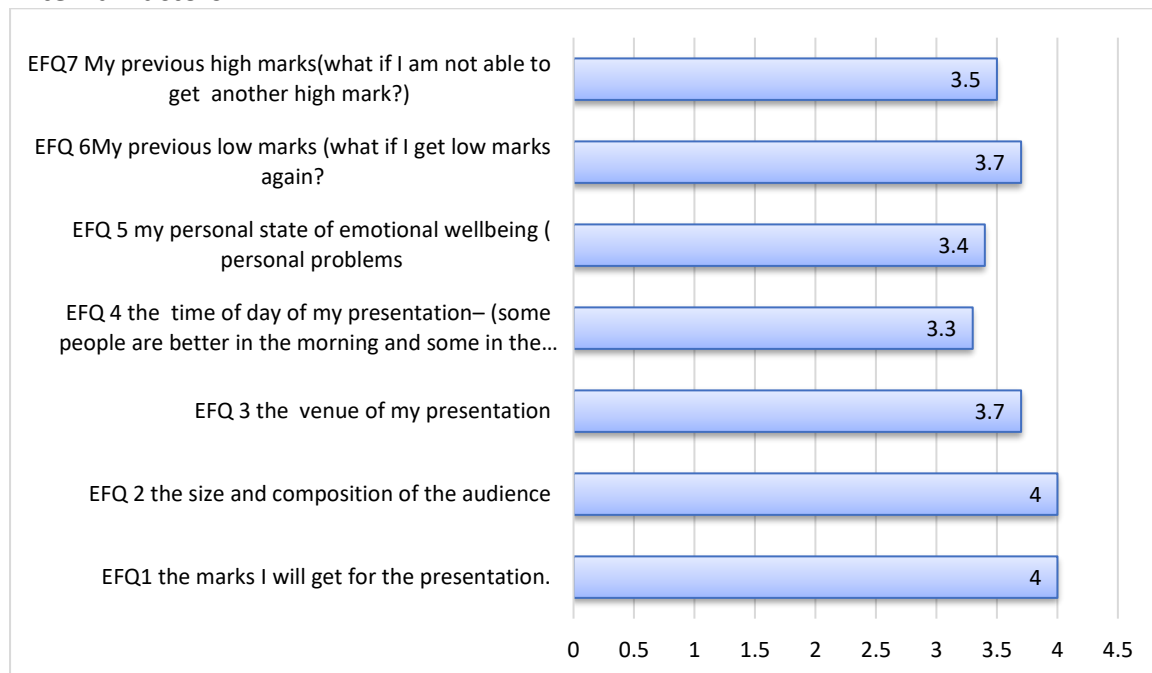


Figure 5- Mean for External factors

Figure 5 shows the mean for external factors. The highest mean of 4 is for “the marks I will get for the presentation” and “the size and composition of the audience”. Following that, the items “the venue of my presentation” and “my previous low marks (what if I get low marks again?)” revealed a mean of 3.7. Respondents also reported a mean of 3.5 for “my previous high marks (what if I am not able to get another high mark?)” and a mean of 3.4 for “my personal state of emotional wellbeing (personal problems)”. The lowest mean of 3.3 is “the time of day of my presentation-(some people perform better in the morning and some in the evening)”.

## Internal Factors

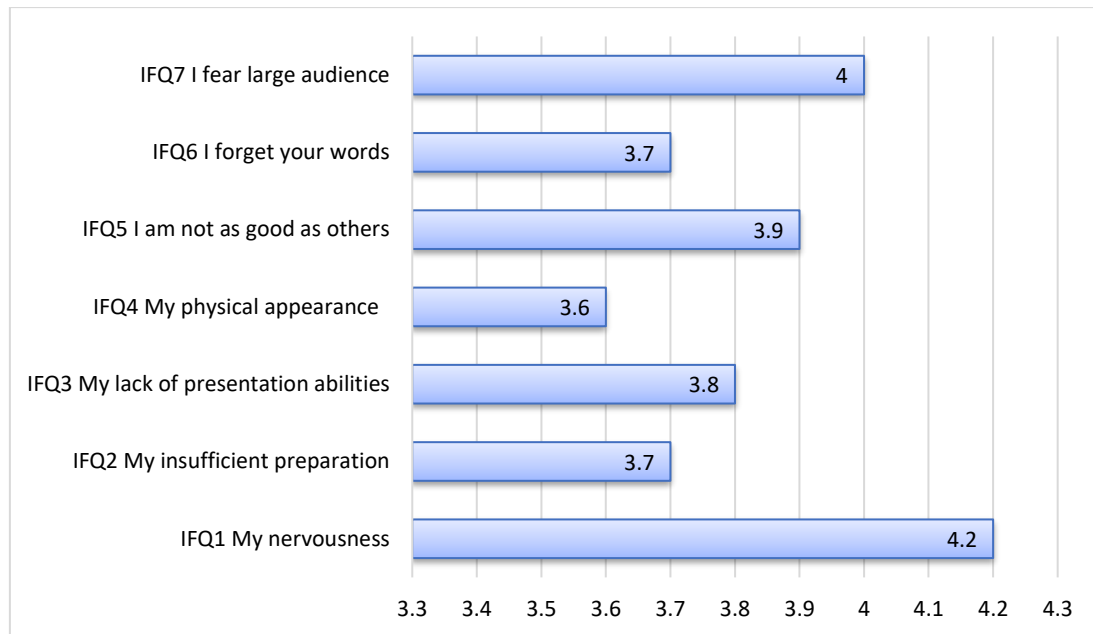


Figure 6- Mean for Internal factors.

Regarding the internal factors causing fear during oral presentations, the findings are shown in figure 6. From the seven items of internal factors, "nervousness" is the highest cause, with a mean of 4.2. Followed by the factor "fear of a large audience" with a mean of 4, the factor "I am not as good as others" with a mean of 3.9, the factor "my ability to present is still lacking" at a mean of 3.8, followed by the factors "lack of preparation" and "forget your words" at 3.7. Pay attention to the data on external factors in the discussion above. In that case, you can see the relationship between the highest internal factor, namely "fear of a large audience", and "audience size and composition", which are the factors most respondents feel. This factor can be reasonable if it is associated with the highest factor of "nervousness" as its impact. However, the external factor "the marks I will get for the presentation," also occupy the highest average. One thing that is not less interesting in this internal factor is "I am not as good as others" at 3.9 and "physical appearance" at 3.6; although the average number is below the other factors, quite a lot of respondents feel that way.

#### *Findings for the Use of Fear Reduction Strategies*

This section presents analysed data to answer research question 2- How does the use of fear reduction strategies influence learners' oral presentation?

SOCIAL-AFFECTIVE STRATEGIES

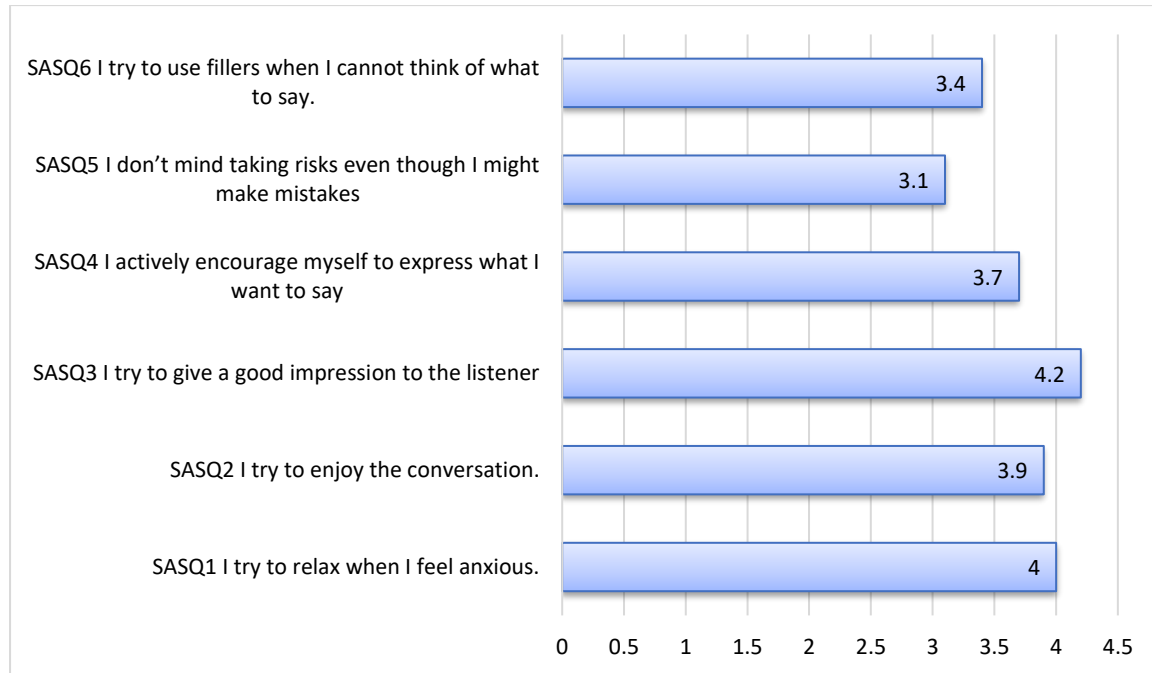


Figure 7- Mean for Social-Affective Strategies

Figure 7 shows the mean for Social-Affective Strategies. The highest mean (4.2) is for “I try to give a good impression to the listener”. This is followed by a mean of 4 for “I try to relax when I feel anxious.” and a mean of 3.9 for “I try to enjoy the conversation”. The lowest mean (3.1) referred to the participants don’t mind taking risks even though they might make mistakes.

Fluency Oriented Strategies

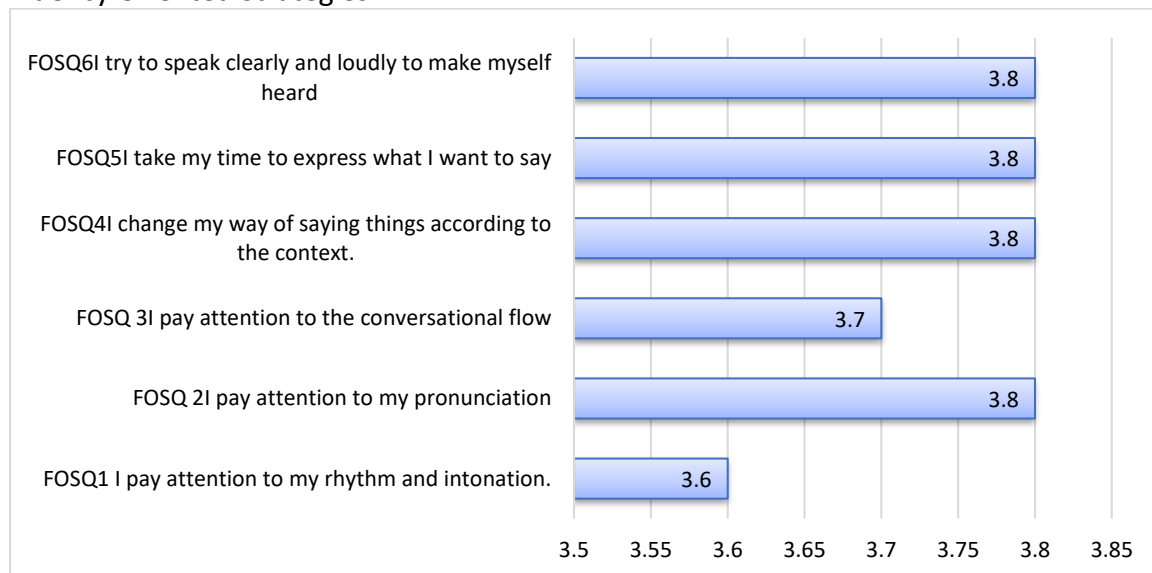


Figure 8- Mean for Fluency Oriented Strategies

Figure 8 shows the mean for Fluency-Oriented Strategies. The highest mean (3.8) has 4 items with “I pay attention to my pronunciation”, “I change my way of saying things according to the context”, “I take my time to express what I want to say”, and “ I try to speak clearly and

loudly to make myself heard”. The lowest mean (3.6) is “I pay attention to my rhythm and intonation”.

Negotiation for Meaning Strategies

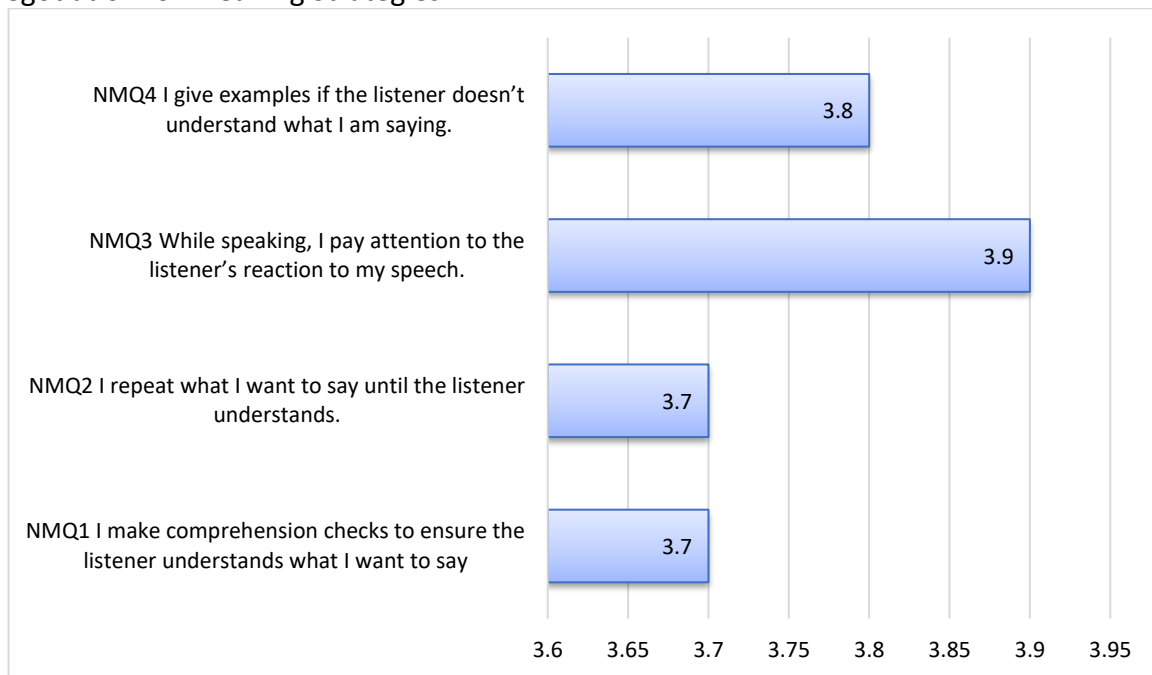


Figure 9- Mean for Meaning Strategies

The highest mean score obtained for this section is 3.9 for “While speaking, I pay attention to the listener’s reaction to my speech.”, followed by “I give examples if the listener doesn’t understand what I am saying.” (3.8). Meanwhile, the mean scores (3.7) are for “I make comprehension checks to ensure the listener understands what I want to say” and “I repeat what I want to say until the listener understands.”

Accuracy Oriented Strategies

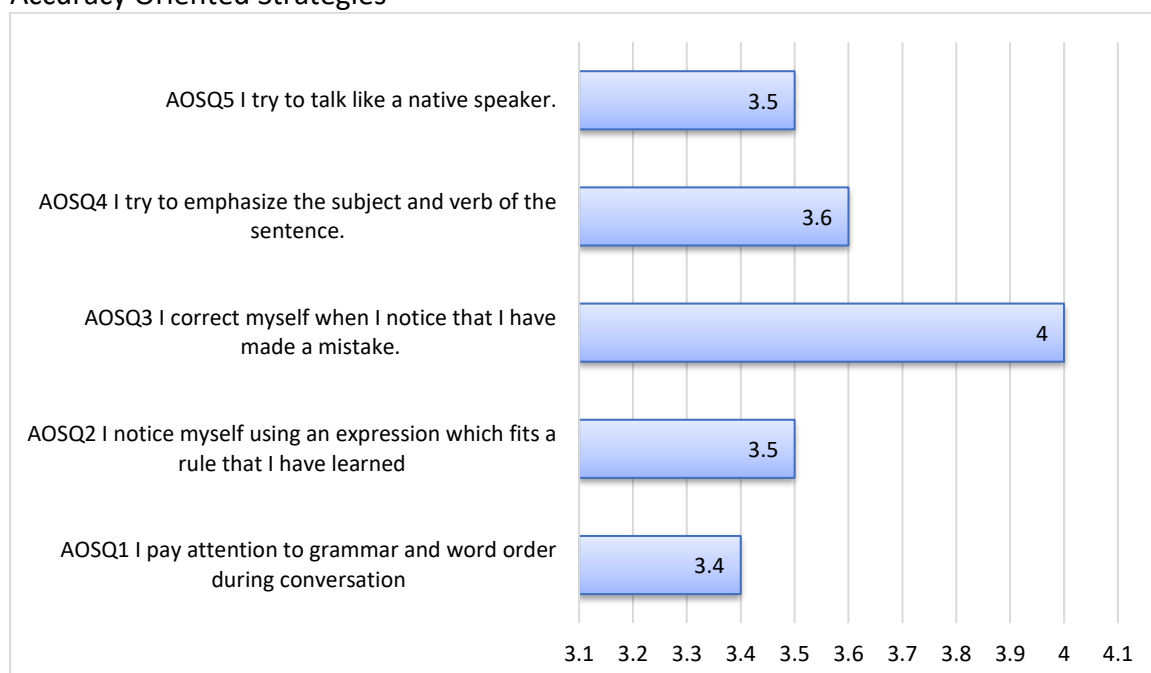


Figure 10- Mean for Accuracy-Oriented Strategies

In this section, respondents reported the highest mean score (4) for “I correct myself when I notice that I have made a mistake”, followed by a mean score of 3.6 for “I try to emphasize the subject and verb of the sentence.” The mean score of 3.5 is “I notice myself using an expression which fits a rule that I have learned” and “I try to talk like a native speaker”, respectively. The lowest mean score for this section (3.4) is for “I pay attention to grammar and word order during a conversation.”

Message Reduction, Orientation and Non-Verbal Strategies

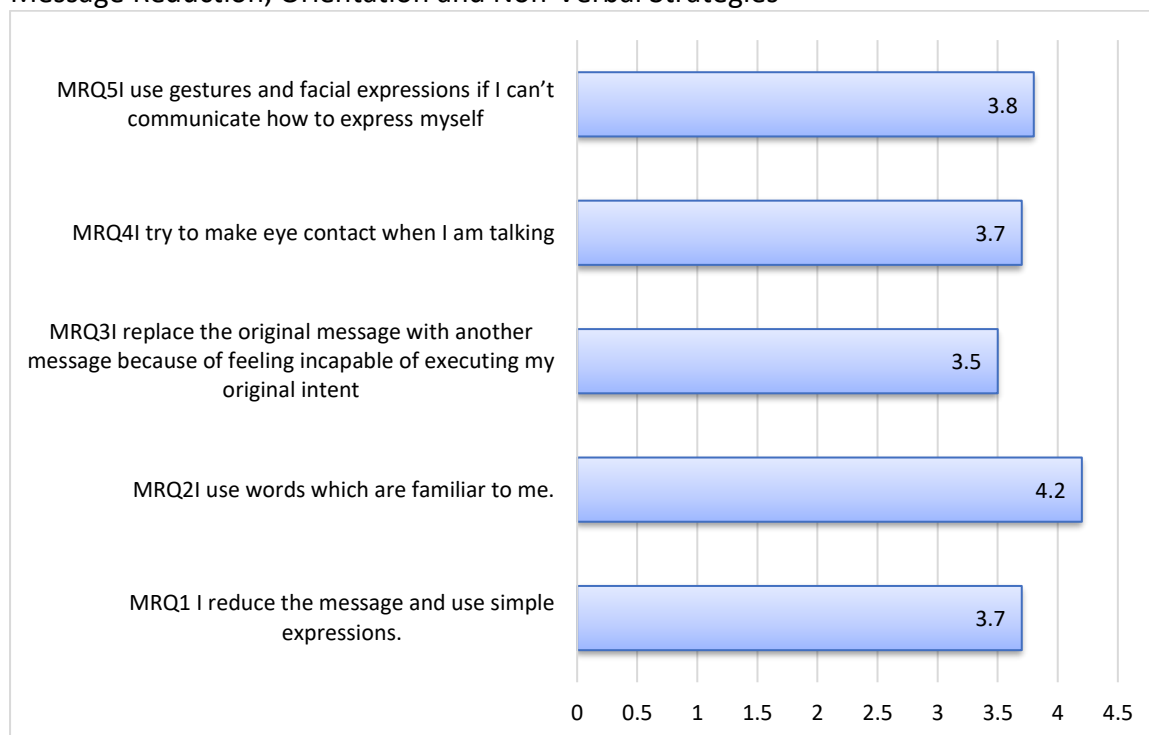


Figure 11- Mean for Reduction, orientation, and Non-Verbal Strategies

The means for Reduction, orientation, and Non-Verbal Strategies are presented in figure 11. The highest mean (4.2) is for “I use words familiar to me”. This is followed by the mean (3.8) for “I use gestures and facial expressions if I can't communicate how to express myself”. Mean scores of 3.7 for two items are “I reduce the message and use simple expressions” and “I try to make eye contact when I am talking”. The item for “I replace the original message with another message because of feeling incapable of executing my original intent” has a mean of 3.5.

#### *Findings for Relationship between origins of Oral Presentation and Use of Fear*

Reduction Strategies. This section presents data to answer research question 3: Is there a relationship between origins or oral presentation and the use of fear reduction strategies?

To determine if there is a significant association in the mean scores between external and internal fear with communication strategies, data is analysed using SPSS for correlations. Results are presented separately in tables 3, 4 and 5 below.

Table 3

Correlation for FEAR EX & INT AND CS

		TOTALMEAN CS	TOTALEXINT OP
TOTALMEANCS	Pearson Correlation	1	.202**
	Sig. (2-tailed)		.007
	N	176	176
TOTALEXINTOP	Pearson Correlation	.202**	1
	Sig. (2-tailed)	.007	
	N	176	176

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows an association between external and internal fear and communication strategies. Correlation analysis shows that there is a low significant association between external and internal fear with communication strategies ( $r=.202^{**}$ ) and ( $p=.000$ ). According to Jackson (2015), the coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a weak positive correlation from 0.5 to 1.0. This means a weak positive relationship exists between external and internal fear and communication strategies.

Table 4

Correlation for EXT & CS

		TOTALMEAN CS	TOTALMEAN EXTERNALOP
TOTALMEANCS	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.000
	N	176	176
TOTALMEANEXTERNAL OP	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.000	
	N	176	176

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows there is an association between external fear with communication strategies. Correlation analysis shows that there is a low significant association between external fear with communication strategies ( $r=.342^{**}$ ) and ( $p=.000$ ). According to Jackson (2015), the coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a weak positive correlation from 0.5 to 1.0. This means there is also a weak positive relationship between external fear and communication strategies.

Table 5  
Correlation for INT & CS

		TOTALMEAN CS	TOTALMEAN INTERNALOP
TOTALMEANCS	Pearson Correlation	1	.025
	Sig. (2-tailed)		.741
	N	176	176
TOTALMEANINTERNALOP	Pearson Correlation	.025	1
	Sig. (2-tailed)	.741	
	N	176	176

Table 5 shows there is an association between internal fear with communication strategies. Correlation analysis shows a low no relationship between internal fear and communication strategies.

## Conclusion

### *Summary of Findings and Discussions*

In this study, negative feelings are the main issue that hinders students from excelling in oral presentations. Rahmat (2019) found many sources of fear during oral presentations. In her other research, Rahmat (2022) stated that there are three primary categories of fear of oral presentation. They are a person's traits, language proficiency, and mental stage. In other words, as Belaman et al (2022) mentioned, internal and external factors influence students' oral presentation abilities. The findings of this research proved that the statement of all the researchers is true. The mean score shown in Figures 5 and 6 indicated that the external and internal factors caused the fear they faced during the oral presentations. Students were nervous and fearful when doing the oral presentation. They were also disturbed by the marks they would receive, on top of that, the size and composition of the audience and their fear of the ability to present.

Raja (2020) mentioned that students' fear of oral presentation could be overcome if they received proper coaching and instructions on strategies to overcome it. The survey named four kinds of strategies to reduce fear of oral presentation. The feedback given by the respondents shows that most of them practised the strategies to overcome their fear, but the mean score for most items was below 4. Some of the favoured strategies were for Respondents to calm down and enjoy themselves during the presentation. They will pay attention to their pronunciation, not rush during presentations, and speak loudly and clearly so that they can hear their voices. Respondents would also pay attention to the reaction and feedback from the audience. They would try to be a good presenter by paying attention to their language competence, correcting themselves when making mistakes, and speaking like a native. The outcome of this research shows a shallow relationship between the origins of fear of oral presentation and the use of fear reduction strategies. The same goes for the relationship between external and internal fear with communication strategies. It has a fragile relationship between the two. This research concludes that the four reduction strategies did not help the respondents overcome their fear of oral presentation.

This research found that students have fear and anxiety when doing an oral presentation. Students tried to use some strategies to overcome the fear and anxiety, but it did little help to them.

Suggestions for future research

Abdullah et al (2022) mentioned that students would try to overcome negative factors if they desire to learn. Efforts to overcome the negative aspects they face indirectly gradually make students feel comfortable and confident. Instructors are also advised to plan to carry out creative and interactive activities during lectures so that students will enjoy learning and indirectly overcome their negative factors and finally succeed in mastering the language they learn. With the increase in self-confidence, students will slowly achieve better academic performance. Salim (2015) in his study found that students in Indonesia overcome their anxiety in public speaking if they have high self-confidence and academic achievement. It is suggested that educators should be encouraged to apply teaching methods that will increase the self-confidence and academic achievement of their students for their students to overcome the fear of oral presentation. In future research, it is suggested that researchers conduct studies on high self-confidence and academic achievement to lessen the fear of oral presentation.

### References

- Abdullah, N. A. T., Sharif, S., Yean, C. P., Rahmat, N. H., Rashid, N. R. A., & Ahmad, N. (2022). An Investigation of Motives and Fear of Learning Japanese As a Foreign Language. *International Journal of Academic Research in Business and Social Sciences*, 12(1), 2209–2229. Retrieved from <http://dx.doi.org/10.6007/IJARBS/v12-i1/12150>
- Ahmad, N., & Lidadun, B. (2017). Enhancing Oral Presentation Skills Through Video Presentation. *People: International Journal of Social Sciences*, 3(2), 385–397. <https://doi.org/10.20319/Pijss.2017.32.385397>
- Ahmed, S. (2015). Attitudes towards English Language Learning among EFL Learners at UMSKAL. *Journal of Education and Practice*. Vol. 6, No. 18, 2015, 6-16. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1079681.pdf>
- Belaman, J. A. X., Zakaria, S. F. B., Nasharudin, S. N. S., Ibrahim, I. W., Abdullah, S. A. S., & Rahmat, N. H. (2022). Balancing The Use of Oral Communication Strategies and Fear for Oral Presentation: The Case for Language Learning. *International Journal of Academic Research in Business and Social Sciences*. 12(6), 849 – 868.
- Betteke van Ruler. (2018) Communication Theory: An Underrated Pillar on Which Strategic Communication Rests, *International Journal of Strategic Communication*, 12:4, 367-381, DOI: 10.1080/1553118X.2018.1452240
- Carleton, R., Collimore, K. C., Asmundson, G. J. (2007) Social Anxiety and Fear of Negative Evaluation: Construct Validity of the BFNE-II. *Journal of Anxiety Disorders*, Vol 21(1), pp 131-141. Retrieved from <https://doi.org/10.1016/J.JANXDIS.2006.03.010>
- Dansieh, S. A., Owusu, E., Seidu, G. A. (2021). Glossophobia: The Fear of Public Speaking in ESL Students in Ghana. *Language Teaching*; Vol.1. Retrieved from <https://doi.org/10.30560/lt.v1n1p22>
- Endler, N. S. (1980). Person-situation interaction and anxiety. In I. L. Kutash (Ed.), *Handbook on stress and anxiety*. San Francisco: Jossey-Bass, pp.249-266.
- Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: a qualitative survey. *Journal of Further and Higher Education*, Vol. 45, No. 9, 2021, 1281-1293. Retrieved from <http://doi.org/10.1080/0309877X.2021.1948509>
- Hamouda, A. (2013). An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom. *International Journal of English Language Education*, Vol. 1, No. 1, 2013, 17- 34. Retrieved from <http://dx.doi.org/10.5296/ijele.v1i1.2652>



- Horwits, E. K. (2001). Language Anxiety and Achievement. *Annual Review of Applied Linguistics*, Vol.21, 112-116 DOI: <https://doi.org/10.1017/S0267190501000071>
- Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature*, Vol. 2, Issues 6, June 2014, 22-30. Retrieved from <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=2f6da3bfa1031cf46aba765e4bebe73e97854610>
- Ibrahim, N., Anuar, N. A. K., Mokhtar, M. I., Zakaria, N., Jasman, N. H., & Rasdi, N. N. (2021). Exploring Fear of Public Speaking Through Social Cognitive Theory. *International Journal of Academic Research in Business and Social Sciences*, 12(1), 135–154. Retrieved from <http://dx.doi.org/10.6007/IJARBS/v12-i1/11320>
- Jackson, S. L. (2015) *Research methods and Statistics-A Critical Thinking Approach* (5<sup>th</sup> Edition). Boston, USA:: Cengage Learning.
- Kakepoto, I., Habil, H., Omar N. A. M., & Said, H. (2012). New Trends in Modern Industry and Oral Presentation Barriers of Engineers of Pakistan. *Research on Humanities and Social Sciences*, 2(9), 176– 181. <https://www.iiste.org/Journals/index.php/RHSS/article/view/3140/3181>
- Kembaren, F. R. W., Utami, S., Ramadini, M. (2022) An Analysis Of Student’s Anxiety Of Oral Presentations And Public Speaking In High Education. *Vision Journal*, 18(1), E-Issn 2745 7982. <http://Jurnaltarbiyah.Uinsu.Ac.Id/Index.Php/Vision/Article/View/1399>
- Rahmat, N. H. (2019) Cycle of Fear in Learning: The Case for Three Language Skills. *American Journal of Social Sciences and Humanities*, Vol 4(1), pp 1510162. Retrieved from <http://dx.doi.org/10.20448/801.41.151.162>
- Rahmat, N. H., Arepin, M., Abdul Rahman, S. A. S., Yunos, D. R. M., Mohandas, E. S., Sukimin, I. S., & Razlan, Z. (2022). Finding A Balance in Self-Imposed and Other-Imposed Prophecies for The Fear of Oral Presentations. *International Journal of Academic Research in Business and Social Sciences*. 12(7), 133 – 148. Retrieved from <http://dx.doi.org/10.6007/IJARBS/v12-i7/14118>
- Raja, F. (2020). Anxiety Level in Students of Public Speaking: Causes and Remedies. *Journal of Education and Educational Development*, 4(1). Retrieved from <http://jmsnew.iobmresearch.com/index.php/joed/article/view/188>
- Salim, A. (2015). General Self-Confidence and Its Implication on Students’ Achievement In Oral Presentation. *JEELS (Journal of English Education and Linguistics Studies)*, 2(2), Nov. 2015, 34–48. <https://doi.org/10.30762/jeels.v2i2.95>
- Purwaningrum, E. W., Hamamah, Degeng, P. D. D. (2020) Japanese Language Learners Anxiety: Barriers or Successful Support. *Jurnal Budaya FIB UB*. Vol. 1 No. 1, August 2020, pp 1-9. Retrieved from <https://jurnalbudaya.ub.ac.id/index.php/jbb/article/view/6/7>
- Widyastuti, T., & Mahaputri, R. A. (2015). Presentation Difficulties Experienced By Students Of English Department Of Unswagat. (2015). *Elt Perspective*, 3(2), Issn: 2354-7340.
- Yaman, S., Kavasoglu, M. (2013). The adaptation study of oral communication strategy inventory into Turkish. *International Journal of Human Sciences*, 10(2), 400-419. Retrieved from <https://www.j-humansciences.com/ojs/index.php/IJHS/article/view/2685>