

**A NARRATIVE STUDY OF PROFESSIONAL PUBLIC SPEAKERS IN
OVERCOMING PUBLIC SPEAKING ANXIETY**

(A Psycholinguistic Approach)

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of

Sarjana Humaniora



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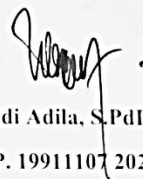
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Wassalamu'alaikum warahmatullahi wabarakatuh

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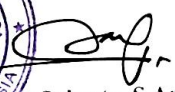
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DEDICATION

This thesis is dedicated to:

1. My beloved parents have prayed and supported my progress and always advised me all the time.
2. My dearest big family who always provide support and appreciation for my every endeavor.
3. My dear UIN Raden Mas Said Surakarta has contributed much to my development and improvement.
4. My lovely friends in arms, BERSEMBILAN, always support me wholeheartedly.
5. My fellow friends in Calliope English Literature C have always grown and risen together during these four years.

MOTTO

It's a cruel game; I cannot lose

But with moves like mine, I'll never bruise

I'll sail through life like a cruise

Leaving doubters behind with nothing to accuse

~ Me, Myself, and I~

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "A Narrative Study of Professional Public Speakers in Overcoming Public Speaking Anxiety (A Psycholinguistic Approach)" is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo,

Stated by,



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All praise be to Allah, the one and only power, the Lord of the universe, the master of the day judgment, for all blessings and mercies. As a result, the researcher completed her thesis, "A Narrative Study of Professional Public Speakers in Overcoming Public Speaking Anxiety (A Psycholinguistic Approach)." Peace be upon Prophet Muhammad SAW, the great leader and great role model of the global revolution. The researcher is certain that this thesis would not have been completed without many people's assistance, support, and suggestions. As a result, the researcher would like to express her heartfelt gratitude to everyone who assisted, supported, and advised her while writing this thesis. This is intended for:

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The researcher desires Allah SWT to give them all the good things given to her in return. The researcher realizes that this thesis is still far from perfect. The researcher expects this thesis to be useful for the researcher and readers.

Sukoharjo,

The Researcher,

Isna Shofiyani Fathoni

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ABSTRACT

Isna Shofiyani Fathoni. 2023. **A Narrative Study of Professional Public Speakers in Overcoming Public Speaking Anxiety (A Psycholinguistic Approach).**

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Keywords : Narrative Study, Public Speaking Anxiety, Anxiety, Glossophobia, Psycholinguistics

One of the most prevalent obstacles people face nowadays is Public Speaking Anxiety, which causes them to feel nervous and anxious when speaking in public, even if they are professional public speakers. As a result, humans need to overcome their public speaking anxiety to obtain the advantages of public speaking skills. Moreover, this research aimed to examine the various types of public speaking anxiety found in public speakers, the factors that cause public speaking anxiety, and how to overcome public speaking anxiety.

This research combines three theories to answer the research questions, i.e., from Bodie (2010), Iacob (2019), and Clark (1977). The theory were used as a reference in obtaining data and answering the formulation of the study. The theories were used to analyze the types, causal factors, and strategies for overcoming public speaking anxiety.

The design of this study is narrative research with qualitative research. The objects of this research were three local professional public speakers and two international public speakers who had experienced public speaking anxiety. The researcher used semi-structured interviews with face-to-face and phone interviews while conducting documentation and a literature review to collect data for this study. Narrative Research Analysis and Representation techniques from Creswell were employed to analyze the data in this research.

Based on the analysis, professional public speakers' anxiety is panic and anxiety, fear, resistance, desire to avoid discourse, increased heart rate, negative self-focused cognitions, stuttering, abundant sweating, and feeling of self-detachment. The audience, degree of attention, cognitive traits, novelty, formality, subordinate status, conspicuousness, unfamiliarity, degree of evaluation, prior history, lack of skills, lack of self-confidence, and fear are the factors that cause nervousness. Furthermore, strategies for overcoming nervousness are understanding and accepting fear, setting up a fear scale, cognitive modification, breathing exercises, performance feedback, visualization, and skill training.

CHAPTER I

INTRODUCTION

A. Background of the Study

The capability to speak in public is one of the critical competencies that every person must possess. Public speaking is an essential part of developing effective communication skills. According to Beebe (2013), public speaking is the process of delivering messages on a small scale or daily, such as through speeches and group discussions. It is similar to the communication process used on a large scale, such as seminars and presentations, by improving existing communication skills and implementing new strategies. Beebe (2013) explains the three most striking dissimilarities between public speaking and daily conversation, including the level of preparation, formality, and prominent role between speaker and listener. As a result, public speakers must heed some rules or regulations in public speaking; thus, speeches can be more impressive and effective. Effective public speaking requires understanding the audience and comprehending the goal of speaking by selecting an appropriate topic. Therefore, excellent public speakers should prepare, organize, and revise their materials to develop effective speeches to experience the advantages of public speaking (Wrench et al., 2016).

According to Lucas (2009), public speaking has been an essential and vital communication process throughout history by conveying ideas to the public to influence others. Public Speaking is one of the competencies

everyone must possess because good public speaking skills make communicating and interacting with others easier. Public speaking skills enable a person to effectively and efficiently convey the message. Therefore, the message conveyed by the speakers will be easily understood and accepted by the listeners. In line with the importance of public speaking, people who master public speaking skills can obtain numerous advantages. Beebe (2013) declares that people who master public speaking skills reap two long-term advantages: empowerment and employment.

Empowerment is one of the advantages of public speaking in daily life. People who master public speaking skills will feel more confident and get more trust or affirmation than people who are not skilled in public speaking. People with adequate public speaking skills will be comfortable speaking and expressing their ideas in front of others. Furthermore, public speaking skills allow people to communicate complex ideas and information to a wide range of audiences conveniently and effortlessly.

Employment advantages relate to when a person can adapt the information to listeners, organize ideas, persuade others, and attract listeners' attention, which employers most desire. Lucas (2009) states that public speaking is the key to a person's success in a career. From a survey of 480 public companies or organizations, communication skills, including public speaking, are ranked first in the essential qualities that are the main requirements for getting a job. Some researches show that one of the most highly regarded for new hires is the ability to communicate orally. Even if someone works based on technical skills, someone's ability to

communicate with others, including managers, clients, and colleagues, will determine their success (Verderber et al., 2012). Thus, public speaking is a fundamental skill people must master to excel in their careers.

Although public speaking has many advantages for humans, the facts show that many people tend to avoid public speaking. According to Beebe (2013), in a survey of people's phobias, public speaking was ranked first as the most anxiety-producing experience that most people face. Forty-one percent of all respondents expressed that their biggest fear was public speaking. Fear of public speaking is often called communication apprehension, glossophobia, or public speaking anxiety. Public speaking anxiety (PSA) is a fear of speaking in front of a public that contributes to a person's inability to speak confidently, resulting in intense feelings. According to studies involving both public speaking and other social tasks to induce anxiety, participants exhibit higher anxiety levels for public speaking tasks. It implies that PSA is distinct social anxiety that is more novel, formal, rule-based, and frequently self-focused.

Individuals who use public speaking in their daily activities frequently experience anxiety when speaking in public. Aside from daily basis, public speaking anxiety also happens in professional environments. The anxiety frequently manifests itself in formal situations such as job interviews, presentations in front of colleagues and bosses, and other formal situations. It is also in line with Lucas's statement (2009) that eighty-one percent of business executives said public speaking was the most nerve-wracking experience. Then it becomes natural for professional

public speakers to feel anxiety when speaking in public because many people who dare to speak in daily situations are afraid to appear in public to give a high formality.

The psycholinguistics approach is used to investigate the issue of public speaking anxiety in this study. This research strives to comprehend the cognitive mechanisms and processes that underpin a capability to produce language and how anxiety can impact these processes. This study focuses on how public speakers prepare and arrange their speeches, and the impact anxiety has on these processes. Besides that, the research also finds how speakers structure and produce sentences and other linguistic units beneath anxiety-provoking situations and how speakers monitor their language output while performing real-time corrections.

If this issue is examined from the standpoint of psycholinguistics, it will be linked to language processing, particularly speech production. Some possible factors caused public speaking anxiety related to language processing and speech production. The anxiety of being evaluated negatively by the audience is a potential contributory factor. This anxiety may be associated with the speaker's self-perception monitoring. Another factor that may contribute to performance anxiety and raised physiological arousal is the cognitive workload necessary for language processing throughout public speaking. Speech errors, such as stuttering and stumbling over terms, also contribute to anxiety because speakers could potentially be self-conscious and concerned about their capability to speak fluently while a public speaking occasion.

Furthermore, due to the perceived self-efficacy, the speakers may experience anxiety and self-doubt. If the speakers lack language and linguistic expertise, they will lack confidence in speaking efficiently or persuasively in public and might suffer from performance anxiety. According to Beebe (2013), public speakers must have a good style overview to understand better how to manage concerns. As a result, in terms of overcoming anxiety, public speakers must determine the best technique for overcoming anxiety in public speaking. Even though strategies for overcoming nervousness are similar for both regular daily and professional use, Verderber et al. (2013) categorize six general techniques for overcoming nervousness in public speaking, including communication orientation motivation (COM) techniques, visualization, relaxation exercises, systematic desensitization, cognitive restructuring, and public speaking skills training.

After examining the theory, the researcher strives to analyze how the self-perception monitoring of professional public speakers affects their capability to overcome public speaking anxiety. This issue is relevant to the psycholinguistics approach, concentrating on the cognitive and linguistic factors entangled in public speaking anxiety. It is also connected with the lack of acquaintance with the linguistic factors contributing to anxiety. This issue can be discoursed by employing psycholinguistic approaches to investigate how linguistic aspects such as morphological encoding, phonological encoding, and conceptual preparation might be bonded to public speaking anxiety. By preaching this issue, this analysis

could potentially contribute to a more in-depth acquaintance of the linguistic functions involved in public speaking anxiety and proclaim the expansion of targeted strategies to overcome anxiety in professional public speakers.

As an English literature student, examining and comprehending how professional public speakers conquer public speaking anxiety might be beneficial for various reasons. Public speaking is a communication that frequently involves the intent and effective use of language. It provides knowledge regarding the language strategies, rhetorical techniques, and persuasive abilities used by professional public speakers who have succeeded in overcoming public speaking anxiety.

Anxiety about public speaking is a prevalent issue for many people. Investigating how professional public speakers deal with public speaking anxiety could offer English literature students about practical approaches, techniques, and suggestions for dealing with anxiety and enhancing public speaking skills. This can benefit professional and personal growth because efficient communication and public speaking expertise are incredibly versatile and can help in various academic and professional settings. Examining how professional public speakers deal with public speaking anxiety may give insights into optimal procedures for effective communications and presentation abilities, which can be helpful in future careers. Studying successful public speakers could assist in constructing relevant and beneficial skills for career goals.

Based on the background described above, the researcher is

interested in conducting interviews and working on documentation with professional public speakers to discover how they overcome anxiety when speaking in public. The objects for this research are Albertus Agung Yuwono, Fatkhunaimah Rhina, and Shofiyan Fadhil as local professional public speakers, and Danish Dhamani and Matt Abrahams as international professional public speakers. Professional public speakers possess a wealth of competence and expertise in public speaking, which makes them ideal objects for studies. The above five professional public speakers have fascinating and inspiring experiences when being studied; therefore, it could be taken as a lesson in communication and how to implement linguistics knowledge to achieve good public speaking and away from anxiety. Furthermore, the researcher can compare the strategies used to overcome anxiety in numerous cultural settings by selecting a combination of local and international professional public speakers.

Several researchers have examined previous studies related to this research. Al-Khotaba et al. (2020) conducted research entitled Foreign language speaking anxiety: Psycholinguistic barriers affecting Saudi EFL learners' speaking achievement. The study examined the effect of foreign language speaking anxiety as a psycholinguistic barrier affecting Saudi EFL learners' speaking achievement. The subsequent previous research was from Siregar (2022) entitled Tertiary-level Students' Public Speaking Anxiety: A Case Study of English Education Department Students in Indonesia. The researcher sought to determine the anxiety level of 6th-semester students in the English Education Department, STAIN

Mandailing Natal, and determine the factors that can cause student anxiety in public speaking. The last previous research was a study entitled *Strategies to Overcome Speaking Anxiety among Saudi EFL Learners* conducted by Ashraf (2019). The study aimed to explore the dominant causes of speaking anxiety among Saudi EFL learners and suggest practical strategies to help conquer communication learners' fears and increase their confidence levels. Hence, with the background of the problem, the researcher aims to discover the strategy of professional public speakers to overcome their nervousness by conducting a study entitled "A Narrative Study of Professional Public Speakers in Overcoming Public Speaking Anxiety (A Psycholinguistic Approach)."

B. Limitation of the Study

Based on the preceding, the researcher investigates various types of anxiety, causes, and strategies for overcoming public speaking anxiety. The researcher combines three psycholinguistic theories, including "A Racing Heart, Rattling Knees, and Ruminative Thoughts: Defining, Explaining, and Treating Public Speaking Anxiety" proposed by Bodie (2010), "Preparing a Recital: Memory, Anxiety and Stage fright" by Iacob (2019), and "Psychology and Language: An Introduction to Psycholinguistics" by Clark (1977). The researcher obtains data through semi-structured interviews with four local professional public speakers and documentation from professional international public speaker video interviews. The informants willingly agreed to be interviewed by the researcher. The researcher

conducts direct interviews with four local professional public speakers over the phone and face-to-face.

C. Formulation of the Problem

To facilitate the research, the researcher develops the following research questions established on the explanation of the problem's background:

1. What types of anxiety are found in public speakers?
2. What factors cause a public speaker's anxiety?
3. What strategies do the public speakers employ to overcome anxiety?

D. Objectives of the Study

In terms of the researcher's investigation, there are several objectives that the researcher desires to accomplish based on the formulation of the problem, including:

1. To discover the different types of anxiety found in public speakers.
2. To comprehend the factors that cause a public speaker to feel anxiety.
3. To find out what strategies the public speakers employ to overcome anxiety.

E. Benefits of the Study

With this study, the researcher hopes the research can be theoretically and practically applicable. The benefits of this research include the following:

1. Theoretical Benefits

The researcher expects that this study will provide benefits and references to the problem of public speaking anxiety for general

audiences. The researcher expects that by conducting this study, readers will learn more about the different types of nervousness, the factors that cause nervousness, and strategies for overcoming nervousness in professional public speakers, which they can use as reference and evaluation materials.

2. Practical Benefits

With this research, the researcher desires that it can be used as reference material and can be applied in daily life for the researcher, public speakers, and readers:

a. For the researcher

The researcher expects that by conducting this study, the researcher will be able to comprehend better the different types of nervousness, the factors that cause nervousness, and strategies for overcoming nervousness based on gender and age differences.

b. For public speakers

The researcher desires that through this research, public speakers can learn from the experiences of other public speakers; hence public speakers can improve and also take the knowledge that can be applied when speaking in public and dealing with nervous situations.

c. For readers

The researcher expects this research will be helpful for readers; thus, the readers can find out information related to nervousness

experienced by public speakers.

F. Definition of the Key Terms

In clarifying this research, there are four key terms:

1. Narrative study

According to Earthy and Cronin (2008), narrative study or narrative analysis is an approach to comprehending why people talk about their lives as a story, including an identity issue and the interaction between the narrator and the audience, based on interview data. Biographies, autobiographies, life history, oral history, autoethnography, life narrative, and sociology of storytelling are data collection and analysis frameworks referred to as narrative studies.

2. Public Speaking Anxiety

Public speaking anxiety (PSA) is a subgroup of communication-based anxiety in which people encounter physiological arousals such as increased heart rate, negative self-focused cognitions, and behavioral concomitants in response to an anticipated or actual presentation (Bodie, 2010).

3. Psycholinguistics

According to Field (2004), psycholinguistics is at the core of what humans do with language. Psycholinguistics instructs humans on how to compose speech and writing, as well as how to understand other people's speech and writing, how humans store and use vocabulary, and how humans learn or master the first language.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

This chapter reviews the research literature, including narrative studies, psycholinguistics, public speaking anxiety, and public speakers. Explaining the theories above aids the researcher as a source of knowledge in analyzing and identifying public speaking nervousness.

1. Narrative Study

a. Definition of Narrative Study

According to Earthy & Cronin (2008), narrative studies are various types of data collection and qualitative data analysis that involves a person telling stories and producing narrative data about their lives. The narrative study can be understood by connecting events with plots to the story from the beginning, middle, and endpoints (Sarbin, 1986, as cited in Wertz, 2011). Narrative analysis is also concerned with the narrator and audience interaction.

According to Assjari & Permanarian (2010), narrative research is used by researchers who desire to tell someone's experience or story. Therefore, narrative studies work with participants' detailed stories, which reveal how they see and understand their lives. Interviewing people about exciting topics understood contextually can generate a narrative (Wertz, 2011). Narrative study forms include the biography, autobiography, life history, oral history, autoethnography, life narrative, and storytelling

sociology (Earth & Cronin, 2008). Riessman (2008) categorizes narrative studies into several types, including:

1) Topical Stories

A topical story is a complete narrative about a particular period that includes a storyline, characters, and setting but does not cover the whole of a person's life story. For example, it would analyze participants' responses to the interview questions.

2) Personal Narrative

Personal narratives result from a series of interviews or long and complex narrative interviews that provide an in-depth record of someone's life. For example, in-depth interviews are conducted with an individual over a long period.

3) Entire Life Story

A compilation of interviews, observations, and documents about a person's life story: an example, assembling autobiography of someone's life from historical artifacts.

b. Implementation of Narrative Study

When conducting a narrative study, the researcher must focus on the interview results' content and understand and analyze what the informants convey. The researcher must be able to deduce the reasons from the interview results. As a result, this narrative research will engage informants and researchers in interactions. In using the narrative approach, Earthy & Cronin (2008) divide the steps including:

1) Planned and Unplanned Generation of Narrative Data

Before conducting research, the researcher must design and prepare their interviews by adjusting the informants used as sources. There are differences in the results of the interviews even though they have the same story because the researcher must be able to develop interview questions by realizing the informant (Earthy & Cronin, 2008).

2) Oral history and life-story research

In narrative studies, one thing that becomes an interesting topic is the story of experiences or past events that someone tells. Oral history aims to find out and examine someone's memories of when they were alive. Research on a person's life story deals with the relationship between personal biographies and social processes in the past and present that involve the transformation of locations, industries, or ways of life (Earthy & Cronin, 2008).

3) Multiple interviews

This kind of interview requires a more extended deadline than other interviews because the researcher interviewed the same person repeatedly. It is one of the forms of an autobiography that makes someone have to research within a specified time. Wengraf (in Earthy & Cronin 2008) formulates these multiple interview steps in the biographical narrative interpretive method with three separate interviews with different formats and objectives. The biographical narrative interpretive methods are:

- a) The informant direct tells his story in the first interview.
- b) In the second interview, the interviewer asks the informants to explain the story they tell in more detail.
- c) In the last interview, the researcher asks the informants about the analysis results of the two previous interviews.

This interview type is inappropriate for research that requires a short time (Earthy & Cronin, 2008).

4) Asking narrative questions

The researcher asks questions related to chronology and time. In this case, the researcher develops narrative questions to stimulate and empower informants to respond narratively, resulting in longer interview transcripts (Earthy & Cronin, 2008).

5) Textual sources of narrative data

In the form of interviews, data sources for narrative studies can also be generated from texts such as autobiographies, biographies, newspapers, the internet or blogs, and even discussion forums. Although the data is generated from the interaction of researchers with data sources, it can support a larger sample size (Earthy & Cronin, 2008).

c. Narrative Data Analysis

The next researcher determines the methodologies to help analyze the interview data after deciding on the theoretical aspects that support the narrative analysis.

1) Unit of analysis: categorical versus holistic

The researcher can analyze whether the data can include in a category or the whole narrative at this stage. In this case, a categorical approach can utilize by comparing all references to the selected phenomenon in one or several interviews. In contrast to categories, the holistic approach tends to understand how certain parts of the text are part of the life story of the same individual told during one or several interviews.

2) The focus of analysis: content versus form

In the analytical approach, there are differences in the content of a narrative that focuses on its structure. If the researcher focuses on the content of the narrative, the researcher will investigate what happened, who was present, how the various parties reacted, and personal matters. However, suppose the researcher is interested in the narrative form. In that case, the researcher will focus on the plot structure, the sequence of events, and the language used.

3) Combination of Unit and Focus of Analysis

According to Lieblich (in Earchy & Cronin, 2008), four combinations result from the combined unit and focus of analysis, including holistic content, holistic form, categorical content, and categorical form.

The researcher uses narrative study in this research because narratives come in various forms, one of which is a personal narrative.

As a result, it closely related to this study, which aimed to analyze the individual histories of professional public speakers through multiple interviews and questions about their experiences overcoming public speaking anxiety. The researcher chose the personal narrative because this study focuses on the professional experiences of public speakers related to nervousness and personal life, particularly how they start as public speakers and the obstacles associated with public speaking.

2. Psycholinguistics

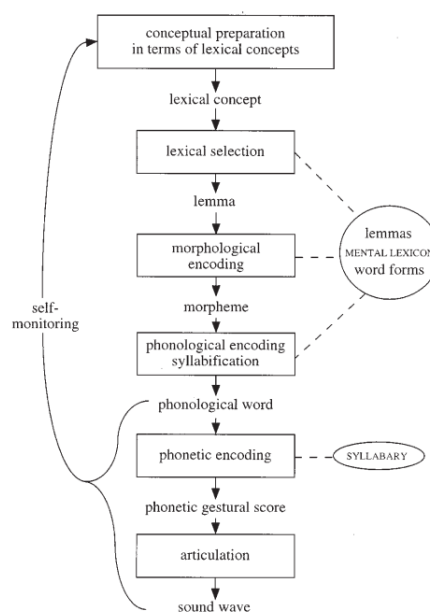
Psycholinguistics is the human mind's and language's relationship (Field, 2003). It has to do with knowing how humans can compose their speech and writing as well as understanding the speech and writing of others, how humans store and use vocabulary, how to get the first language, and how language can disappoint humans. Therefore, in its development, psycholinguistics occupies a significant position in general linguistics, second language teaching, applied linguistics, and communication studies.

Field (2008) categorizes one of the main areas of psycholinguistics as language processing which includes language skills such as reading, writing, speaking, listening, and the part covered by memory in language. Therefore, language processing includes all aspects related to language understanding, use, and production. One of the essential aspects of language processing is speech production. The core operation in speech production is preparing words from a semantic base. The speaker focuses on the target concept and ends with initiating articulation and monitoring (Levelt et al., 1999). Speech production involves processes such as word selection, word

organization in sentences, vocal production and intonation, and speech flow regulation.

Concerning this study, therefore, the researcher uses a psycholinguistic approach to analyze how professional public speakers overcome anxiety. There are several reasons why the researcher employs a psycholinguistic approach in analyzing public speaking anxiety research. Psycholinguistics includes a discussion of oral communication related to language processing and how someone assembles and conveys ideas using language. Therefore, in this study, the researcher tried to analyze in more detail the language processing in the experience of professional public speakers. Levelt et al. (1999) stated that the stages of language processing consist of conceptual preparation, lexical selection, morphophonological encoding and syllabification, phonetic encoding, articulation, and self-perception monitoring. The processing stages are illustrated in the following figure:

Figure 1. Processing Stages



From the figure above, it can be seen that in processing language, a person must go through several stages that must be done well to communicate effectively. Thus, the stages of language processing above can be used as a benchmark to determine how professional public speakers' strategies overcome anxiety, especially when using and processing language.

1) Conceptual Preparation

In daily language use, lexical concepts are often activated as parts of a larger message that captures the speaker's communicative intent (Levelt, 1989). Therefore, the main problem is how the speaker gets ideas or information to become the verbal concept message.

2) Lexical Selection

Lexical selection is the process by which humans access and match words appropriate to the ongoing conversation and is the core process of language production. The speaker will encode a message whose expression can effectively express that intent (Levelt Et al., 1999).

3) Morphological Encoding

After selecting a syntactic word or lexicon, the speaker will move from the conceptual or syntactic domain to the phonological or articulatory domain. The task is to prepare the appropriate articulatory movement for the word in its prosodic

context. According to the theory, accessing a word form means activating three types of information, the morphological arrangement of the word, its metrical form, and its segmental arrangement (Levelt et al., 1999).

4) Phonetic Encoding

Phonetic encoding refers to mapping abstract linguistic codes of speech into motor programs that guide speech articulation. The theoretical goal is to explain how phonological word gestural scores are calculated (Levelt et al., 1999).

5) Articulation

The articulation system finally executes the phonological word cue score. *Articulation* is the term used for all actions of the organs of the vocal tract that affect the modification of the signal produced by a sound source. This modification results in a speech event that originates from transforming a concept into a spoken word (Levelt et al., 1999).

6) Self Perception Monitoring

The person who listens to oneself most often is oneself. The speaker can detect problems in the interlocutor's speech but also find errors, slurring, or other problems in their open speech delivery. The process involves one's perception in response to something. It will drive the speaker's phonological and morphological improvement process (Levelt et al., 1999).

3. Public Speaking Anxiety (PSA)

a. Definition of Public Speaking Anxiety

Public speaking anxiety, often called glossophobia, is when a person feels nervous and afraid to speak in public. According to Jacob (2019), public speaking anxiety or glossophobia is a psychological and emotional blockage when a person is in a depressed position and is presented with a public speech. According to Daly et al.(1997, as cited in Bodie, 2010), Public Speaking Anxiety (PSA) is a communication-based anxiety subtype that causes a person to experience physiological arousal with an increase in heart rate, negative cognition about the inability to deliver a speech, as well as a feeling of trembling. Jacob (2019) also explained that public speaking anxiety (PSA) hurts a person's daily life and can interfere with their activities. Public speaking anxiety will make humans less confident and eventually limit them from interacting with other people.

Regarding public speaking anxiety, there are two types of anxiety: trait anxiety and situational anxiety. According to Hamilton (2012), Trait Anxiety is personal internal feeling about communication-based on someone's disposition. Trait anxiety can also come from genetic traits from parents or someone's experiences. Trait anxiety measures how people generally feel across situations and periods (Witt et al., 2006). It means some people are more uncomfortable than others, regardless of the context, audience, or

situation. Trait anxiety can be observed in daily classroom discussions, presentations, and non-formal activities. While trait anxiety is not similar to shyness, people with high trait anxiety tend to avoid public speaking situations. Thus their nervousness may be exacerbated by a lack of experience or skill (Witt et al., 2006).

People with trait anxiety may dislike public speaking, but with preparation and practice, they can learn to give adequate public speeches when necessary. One of the strategies to overcome trait anxiety in daily activities is creating positive imagery. *Positive imagery* is a technique that involves visualizing public speakers speaking confidently in public and not comparing themselves to others.

In contrast, Hamilton (2012) explains that situational anxiety is when a person feels anxious because of specific situations. Physical, temporal, social-psychological, and cultural dimensions contribute to situational anxiety. These dimensions work together to create a one-of-a-kind communication situation unlike any other communication event. Situational anxiety can be created by a specific audience, at a particular time, and in a specific context. This type of anxiety occurs when a person encounters a situation that increases adrenaline; butterflies appear in the stomach, nervous or anxious to make the heartbeat quick. Several strategies for situational anxiety for professional public speakers are to prepare and practice, warm up before the start, plan a thorough introduction,

focus on the meaning or message conveyed, and use visual aids and positive imagery (Hamilton, 2012).

b. Types of Public Speaking Anxiety

Bodie (2010) explains several types of symptoms of public speaking anxiety (PSA) that appear in PSA:

1) Increased Heart Rate

As a result of the intense anxiety, heart palpitations or increased heart rates may develop. It can increase blood pressure, and the physiological response causes pupils to dilate and sweat.

2) Negative Self-Focused Cognition

According to the National Library of Medicine (2008), when confronted with a social threat, people with social anxiety shift their attention to negative self-focused cognitions, leading to increased panic, nervousness, and subsequent avoidance behavior.

3) Trembling

Since public speaking is one of those situations humans tend to perceive as a threat, it leads to anxiety that causes the body and someone's voice to tremble and shake (Barot, 2021).

Iacob (2019) adds some of the symptoms that arise when someone feels anxious when appearing in public, including:

1) Difficulty in Breathing Normally

According to Dole (2012), the physiological changes that occur

within the body at critical points are intended to aid in efficiently using muscles and expanding available energy. Circulation and breathing speed up, allowing more oxygen to meet the muscles.

2) Tachycardia

Based on Cleveland Clinic (2021), tachycardia generates the heart to beat faster than it normally does for a few seconds to a few hours.

3) Chest Pain

When presenting under extreme pressure, someone can sometimes lose all sense of control. Sometimes the presentations go well, but other times heart pounds so hard it feels like it is going to jump out of the chest, as well as other common public speaking speech anxiety symptoms (Clayton, 2020).

4) Abundant Sweating

Anxiety is one of the causes of abundant sweating in humans. The body produces abundant sweat as a natural response to anxiety to cool down the body, which can begin to overheat for various reasons (Crissman & Carter, 2020).

5) Dizziness

Anxiety is a natural stress response that activates the

sympathetic nervous system, which allows the body to prepare to fight, flee, or freeze. Anxiety or nervousness cause dizziness, lightheaded, or vertigo, which causes unsteadiness because of the illusion of motion (Ditzell & Slowiczek, 2021).

6) Trembling

Since public speaking is one of those situations humans tend to perceive as a threat, it leads to anxiety that causes the body and someone's voice to tremble and shake (Barot, 2021).

7) Nausea

Overly anxious people may notice that their heart and breathing rates increase. It may experience nausea (Safai & Kuehnle, 2022).

8) Stomach Pain

Stomach pain and pain in the abdominal area are common symptoms of various problems. Anxiety and stress may bear responsibility if no other biological cause can be found (Harley & Peters, 2020).

9) Chills

Chills are a condition that occurs due to the body's reaction to being cold. Chills could also be a symptom of anxiety, as they are related to the physiological responses to anxiety, which can cause blood flow to be less efficient (Boland & Legg, 2022).

10) Panic and Anxiety

Public speaking anxiety is a common type of anxiety. It could range from mild anxiety to paralyzing panic and anxiety.

11) Feeling of Self-detachment

A feeling of self-detachment can make someone's surroundings appear distorted, colorless, blurry, artificial, or two-dimensional (Legg & Welch, 2019).

12) Fear, Resistance, Desire to Avoid Discourse

Fear, resistance, and desire to avoid discourse can cause someone to actively avoid situations where they might have to give a public speech (Lawrenz & Boland, 2022).

13) Headache

Migraine or headache is a multifactorial disorder with genetic, hormonal, environmental, and psychological factors all playing a role in each individual, and it is classified as a bio-behavioral disorder (Prieto Peres, 2017).

Clark (1980) also states that one symptom experienced by someone with Public Speaking Anxiety is Stuttering.

c. Factors that Cause Public Speaking Anxiety

Bodie (2010) mentions several causes of someone experiencing glossophobia or public speaking anxiety (PSA), including:

1) Cognitive Traits

Cognitive traits are a condition in which a person tends to feel nervous and anxious to speak in public, commonly known as stage fright. Public speakers lack requisite skills and think negatively through public speaking because they perceive the audience's feedback and communication apprehension.

2) Physiological traits

Situations involving the level of anxiety in public speakers increase along with a person's arousal when they face conditions that cause a heart rate increase called physiological traits.

3) Novelty

The novelty of the type of communication encountered contributes to the fear and anxiety that public speakers have to adapt to a new kind of communication (Wrench et al., 2016).

4) Formality

Some public speakers are great and perfect when speaking in small and informal groups. Still, when dealing with formal groups, they could feel nervous and anxious, which intimidates them and causes them to worry even more (Wrench et al., 2016).

5) Subordinate Status

Once encountering individuals of higher status, a public

speaker may feel anxious. When someone perceives the audience as superior and having the power to criticize, they have subordinate status (Robinson, 1959, as cited in Beatty, 1988).

6) Conspicuousness

Standing in a crowd or in front of people can cause anxiety and nervousness in public speakers. Since all eyes are on a speaker giving a public speech, this represents a prime example of being conspicuous. Anxiety occurs when public speakers believe they stand out in their surroundings (Beatty, 1988).

7) Unfamiliarity

Unfamiliarity pertains to how well the speaker is acquainted with the audience. It has been proposed that most people prefer to talk to people they know rather than strangers (Beatty, 1988).

8) Dissimilarity

Dissimilarity refers to the amount of difference between the speaker and the audience. However, it is also believed that when communicating with similar peers, people are most at ease because they are more genuinely worried about the judgments others make (Beatty, 1988).

9) Degree of Attention

When humans speak in public, the degree of attention refers to

how many people stare at the speaker or completely ignore them (Beatty, 1988).

10) Degree of Evaluation

The degree of evaluation levels is a causative factor of public speaking anxiety. It may be more concerning when someone gives a public speech for a grade than if they were giving a regular speech (Beatty, 1988).

11) Prior History

Prior history refers to an individual's communication experiences. Those who have had negative experiences are more likely to experience public speaking anxiety than those who have had positive experiences. Since the prior history represents the individual's prior experience that they bring to the speaking situation (Beatty, 1988).

12) Audience

The majority of research on situational influences on state PSA (Public Speaking Anxiety) has focused on audience characteristics, which is not surprising given the importance of the audience present in the public speaking environment. Speakers experience increased cognitive, physiological, and behavioral anxiety when exposed to more extensive and knowledgeable audiences.

13) Lack of skills

The primary theoretical explanation for the origin of trait PSA proposes that it was affected by speakers lacking the necessary skills.

Iacob (2019) also adds several reasons why a person experiences public speaking anxiety (PSA), including:

1) Lack of self-confidence

Regarding public speaking, some people enjoy being the center of attention and are very comfortable in that role, whereas others avoid it and would rather die than take center stage. Speaking without confidence and being anxious is usually associated with a fear of being judged or not feeling good enough (Iacob, 2019).

2) Fear

Most people have fears ranging from the trivial to the terrifying, which cause paralysis of these fears and have a more significant impact. A lower level of fear is a survival mechanism that may be necessary for certain situations because it prepares people to deal with the threats involved. Furthermore, when fear forms, a specific stimulus releases what is known as the stress hormone cortisol (Iacob, 2019).

3) Stricter Environment

The physical space in which a public speaker speaks is the environmental context. A stricter environment impacts a

person's message and delivery (Iacob, 2019).

Among the several factors that cause anxiety mentions above, the researcher classifies them into two subcategories, i.e., internal and external factors.

Table 2.1 Factor that Cause Public Speaking Anxiety

Internal factors	External factors
Cognitive traits (CTS)	Formality (FY)
Physiological traits (PT)	Subordinate status (SS)
Novelty (N)	Dissimilarity (D)
Conspicuousness (C)	Degree of attention (DA)
Unfamiliarity (U)	Degree of evaluation (DE)
Prior history (PH)	Audience (A)
Lack of skills (LS)	Stricter environment (SE)
Lack of self-confidence (LSC)	
Fear (F)	

d. Strategies to Overcome Public Speaking Anxiety

Bodie (2010) explains several techniques that a person can do to overcome public speaking anxiety or glossophobia, including:

- 1) Systematic desensitization

The strategy of systematic desensitization aims to change the negative and unconscious association between negative reinforcement and anxiety. The treatment begins with the instruction of relaxation techniques (for example, autogenics, meditation, and progressive muscle relaxation); once relaxed, visualize a progressively wide range of public speaking situations. As a result, as a PSA treatment, SD focuses solely on attempting to limit response through graduated exposure to speaking situations with higher potential stimulation.

2) Cognitive modification

Cognitive modification treatments substitute negative public speaking cognitions with more positive perceptions toward public speaking.

3) COM therapy

COM therapy is a communication-oriented speaker who sees public speaking as more likely referring to "daily conversation."

4) Visualization

The standard visualization (SV) procedure aims to decrease negative thinking by allowing participants to relax using systematic desensitization methods and afterwards visualize their success and achievement during exercise.

5) Skills training

Techniques intended to improve specific speaking behaviors are referred to as skills training (ST). Use a variety of procedures;

skill training programs attempt to teach skills such as organization, vocal and nonverbal presentation, and topic selection, all of which have been shown to cause anxiety in prospective speakers.

6) Performance feedback

The primary function of performance feedback is to alter or reinforce students' demonstrated ability to speak in various ways simultaneously. Even though the influence of performance feedback varies depending on the speaker and situational moderators, previous research shows that negative comments are considered more valuable than positive comments, particularly when these comments emphasize the most necessary areas of improvement for a particular speaker.

Iacob (2019) adds several methods to overcome anxiety in public speaking or public speaking anxiety:

1) Understanding and accepting fear

Individuals with glossophobia or public speaking anxiety are advised to keep their speeches brief whenever possible and on any occasion. To exercise fluidity of speech, the individual can begin by speaking in front of a mirror at home. The individual is enabled to acknowledge by repeating the experience that the situation does not constitute a threat or danger and that with each attempt, public speakers may gain more self-confidence and believe that they can control the situation.

2) Setting up a fear scale

In the case of public speaking anxiety, fear scale steps may include tracking and examining speeches, writing a prepared speech, reading aloud the speech, reciting the speech in front of a mirror, and reciting the speech in front of a group of known people. It is critical to provide progressive and repeated exposure; therefore, the speaker becomes comfortable with the concept of giving a speech.

3) Relaxation techniques

Various relaxation techniques can be attempted at home to help overcome anxiety. The procedure begins with instruction in relaxation techniques (for example, autogenics, meditation, and progressive muscle relaxation); once relaxed, participants are asked to imagine a progressive series of public speaking situations.

4) Breathing exercises

Try several breathing exercises before giving a speech or if someone is anxious about speaking in public. Keep comfortable with a straight back, one hand on the chest and one on the stomach; inhale for four seconds, hold the breath for seven seconds, exhale for eight seconds, tighten the abdominal muscles, and repeat the exercise for several minutes until the anxiety subsides.

5) Progressive relaxation of the muscles

By gradually moving from one muscle group to another, the relaxation technique aids in the elimination of muscle tension. It is best to reduce anxiety before giving a speech.

4. Public Speakers

Verderber et al. (2013) state that public speaking is a formal human-to-human communication from the speaker to the audience. Public speakers convey messages with verbal and non-verbal symbols (Verderber et al., 2013). Public speakers discuss the language used to express ideas that will depend on a person's interests, beliefs, background, and skills for public speaking. Verderber et al. (2013) divide public speakers based on audience into two, including:

1) Casual Public Speakers

A casual public speaker is a form of public speaking used in everyday life, such as a regular talk among students about weekend plans or what they did last night; it is a form of involvement in interpersonal relationships and communication. Casual public speakers can also occur in less challenging situations, such as discussions, presentations in class, or other informal situations.

2) Professional Public Speakers

A professional public speaker works as a speaker with a more formal focus. It can be classified as public speaking, which is used as a job requirement. Among the examples of professional

public speakers is someone required to speak to important people, colleagues, or even an audience who does not give much feedback.

B. Previous Study

In this section, the researcher attempts to explain some previous studies that have relevance to this research. The researcher also outlines the similarities and differences between this study and the previous study. The first previous study is from Hidayoza et al. (2019) entitled "Level of Public Speaking Anxiety and Coping Strategy Used By English Debaters at Unit Kegiatan Bahasa Asing in Dealing With English Debate." Based on the research, 24 English department debaters at a legal English debating community (Unit Kegiatan Bahasa Asing) at Universitas Negeri Padang were used as instruments. The questionnaire, anxiety coping strategy and Personal Report of Public Speaking Anxiety (PRPSA) are instruments. The findings indicate that English department debaters have a moderate level of PSA, and peer seeking is a dominant coping strategy for dealing with anxiety.

The second previous study is from Hidayat (2021), entitled "Contributing Factors To Efl Students' Speaking Anxiety." The study aimed to describe the factors that influence EFL students' speaking anxiety. The main framework for completing the analysis was a qualitative inquiry. Participants in this study were EFL students enrolled in the English department of a private university in Garut. The interviews were used to investigate various factors contributing to EFL Learners' speaking anxiety. The results displayed that there are nine prevalent factors recognized as the

cause of students' speaking anxiety, which is: cognitive and linguistic factors related to classroom procedure, fear of making mistakes, classroom presentation, strict and formal classroom environment, and apprehension about others' evaluation, the role of language instructors, linguistic difficulties, pronunciation, grammar, and vocabulary.

The subsequent study is from Tambunan (2018), discovering the causes of public speaking anxiety and the effect of group exercise on reducing public speaking anxiety in the paper "Students Anxiety of Learning English Public Speaking." The researcher used observation, questionnaires, and interviews with twenty-seven students from class C batch 2014's fifth semester as respondents. The researcher discovers five causes of public speaking anxiety: mastery of the material, self-confidence, nervousness, panic, and fear of making mistakes. The researcher's solution for reducing public speaking anxiety is group practice. The researcher's solution for reducing public speaking anxiety is a group practice. Group practice provides them with more opportunities to practice, receive feedback from classmates, stimulate actual situations, and learn more.

Kenti Sugiyanti and Lilia Indriani conducted another study in 2021 titled "Exploring the Level and Primary Causes of Public Speaking Anxiety Among English Department Students." Sugiyanti and Indriani (2021) elaborate quantitative descriptive methods in which 34 third-semester students from Tidar University's English Department participated. According to the questionnaire results, the most common causes of public speaking anxiety are fear of negative evaluation, communication

apprehension, and test anxiety because only a few students are comfortable speaking English.

The last previous study is from Pratama (2018), entitled “A Student’s Strategies to Overcome Speaking Anxiety in Public Speaking Class.” The researcher obtained data through personal narrative inquiry, semi-structured interviews, and direct observation. The study's result is that the factors that cause a student to feel anxiety when speaking in public are fear of appearing nervous, fear of standing in front of many people, and fear of people judging them. The strategies to overcome anxiety in public speaking class are rehearsal, relaxation, visualization, gestures, and having note cards. The researcher concludes that the dominant factors that cause a person to feel nervous when public speaking is a lack of self-confidence and fear of evaluation from the audience.

Several similarities exist between this study and previous research, including examining public speaking anxiety. Similarly, the goal is to investigate the causes of anxiety and devise strategies for dealing with it. However, this study differs from previous studies in several ways. This study is not only looking for the causes of anxiety when doing public speaking and strategies to overcome anxiety in public speaking, but it is also looking into the different types of anxiety symptoms that public speakers experience. Furthermore, the method employed is distinct. This study employs an interview with three informants, and documentation from two people with professional public speaking experience, and the collected data are examined within the psycholinguistics approach.

CHAPTER III

RESEARCH METHODS

This chapter describes the research method, including a discussion of the study design, data and data sources, research instruments, data collection techniques, data validation techniques, and data analysis techniques.

A. Research Design

The researcher employed qualitative research to answer the research questions. According to Hancock, Windridge, and Ockleford (2007), qualitative research focuses on how people perceive social and psychological reality. They also claim that qualitative research cannot be in the form of numbers but focuses on data and experience of the subject. According to Carrie (2007), qualitative research is a social phenomenon examined from the participants' perspective.

In this study, the researcher used a narrative study to describe the data results based on qualitative research. According to Hancock, Windridge, and Ockleford (2007), narrative studies concentrate on narration or stories about a person's personality or experiences. According to Gilbert (2008), narrative analysis can refer to various approaches and additional data analysis, including autobiography, life history, oral history, autoethnography, life narrative, and storytelling sociology. Furthermore, this study employed a psycholinguistic approach. According to Soenjono (2008), psycholinguistics is a science that examines the mental functions that humans go through when they speak.

As a result of the explanation above, narrative analysis and the psycholinguistic approach were ideal for this study. This study aimed to investigate information or personal experiences of professional public speakers dealing with anxiety when speaking in front of an audience. Narrative analysis was utilized to investigate and explain professional public speakers' experiences or life histories regarding overcoming public speaking anxiety.

The researcher uses interview and documentation methods to obtain data based on the qualitative research described above. The object of this research is professional public speakers who work as MCs, lecturers, CEOs, and preachers. The researcher interviewed three local professional public speakers, including Albert Agung Yuwono, Fatkhunaimah Rhina, and Shofiyan Fadhil. Moreover, documentation was obtained from Danish Dhamani and Matt Abrahams. Semi-structured interviews were conducted online via telephone and face-to-face by the researcher.

Meanwhile, documentation was obtained from videos available on Youtube. A 3:2 ratio between local and international public speakers could provide a balanced representation of both populations. The more significant number of local public speakers can assist the researcher in understanding the experience of public speakers in a more familiar cultural and linguistic context. In contrast, the smaller number of international public speakers can help the researcher gain a broader and different perspective on the public speaking experience.

B. Data and Data Sources

In this study, the type of data used by the researcher is qualitative. A standard definition of *qualitative data* is any information that can be captured that was not numerical, i.e., data that cannot be measured. One feature shared by qualitative data was that it is either textual, verbal, audio, or visual material that allows for interpretations and descriptions rather than measurement (Eriksson & Kovalainen, 2008).

According to Douglas (2015, as cited in Ajayi, 2019), there were two data-collection methods in research: primary and secondary data. Ajayi (2019) stated that primary data is collected for the first time by the researcher, factual and original, and involves the field process. Secondary data referred to information already collected or produced by others. Secondary data was simply the analysis and interpretation of primary data. The researcher interviewed four local public speakers and collected data from one international public speaker using video interview documentation techniques as primary data.

Furthermore, secondary data was derived from previous studies' literature reviews. The data obtained included; the types of nervousness felt by public speakers, the causes of nervousness, and the strategy used by public speakers to overcome nervousness. The researcher analyzed the data collected and then presents the data in the form of a thesis as the final result of the information obtained.

C. Research Instruments

In identifying research, the researcher used instruments to collect data, making it easier for the researcher to accomplish the research. The main instrument of this research was the researcher herself because this type of research was narrative qualitative. The researcher participated in the entire research process. The researcher also acted as a designer, data collector, analyst, data interpreter, and reporter of research results (Moleong, 2007). An interview guideline containing interview questions and a recorder was supporting instruments used to compile data.

D. Data Collection Technique

Creswell (2013) visualized data collection as an activity that involved gathering relevant information to answer research questions. According to Creswell (2014), the collection procedure in qualitative research involves four basic types, strengths, and weaknesses.

1. Interviews

According to Creswell (2014), interviews were a series of data collecting processes by asking questions that were prepared and delivered to informants in the same way in a predetermined order and allowing for open discussion. In this study, researchers used semi-structured interviews. This type of interview uses an interview guide in a list of questions given to participants. Although the questions have been structured, the researcher could ask additional questions if there were new ideas during the interview (Rachmawati, 2007). With this method, the researcher determines the interview instructions by making a list of questions that will be asked to the

informant. These questions use the research formulation as a reference. Thus the interview data can answer the research questions. After constructing the research interviews, the researcher determined the techniques for conducting the interviews: face-to-face and telephone interviews.

Creswell (2013) categorized interviews as including:

a. Face-to-face interviews

A face-to-face interview brought the researcher and the informant together directly.

b. Telephone Interviews

Telephone interviews were an option when the researcher could not meet the informant in person. Remote interviews were conducted using devices such as phones or computers.

2. Documentation

In qualitative research, documents were an additional source of data. The information gathered can come from informants or public servants (Nugrahani, 2014). According to Guba and Lincoln (1981, as cited in Nugrahani, 2014), documents in qualitative research refer to any written or film material that can be used as research evidence. Documents were used as data sources in research to support and replenish evidence since, according to Yin (2000), documents could provide specific details that support information from other sources (Nugrahani, 2014).

3. Literature Review

This literature review shares with the reader the results of previous studies closely related to the research being conducted and links a study to a more significant and ongoing dialog in the literature by filling gaps and expanding to more extensive research (Creswell, 2014).

Based on the explanation above, the researcher used interviews, documentation, and literature review techniques. The researcher used semi-structured interviews, which allowed the researcher to ask several questions during the discussion and not only focus on the interview questions. In the meantime, the researcher used face-to-face and telephone interviews to interview informants. Then, the stage taken by the researcher in using the documentation method was to determine the type of document chosen, which was the video from YouTube. The literature review integrates what others have done and said and builds bridges between related topics by identifying central issues in public speaking anxiety.

The stages carried out by researchers in collecting data are based on Riessman's (1993) narrative analysis theory. The stages that the researcher undertook were:

1. Attending the experience

The researcher determined the method and the informant who would be the data source. Then the researcher decided to use interviews to be more in-depth data and with video interview documentation from Youtube.

2. Telling about the experience

The researcher's second stage was to explore the informant's experience overcoming public speaking anxiety in more detail. The experience was explored based on the beginning of learning public speaking to become a professional public speaker.

3. Transcribing experience

After the researcher conducted interviews and collected documentation data, the next step was transcribing the interview and documenting the results. Transcribing was done by converting speech data from recorded interviews into writing; thus, it could be analyzed further.

4. Analyzing experience

The next step was to analyze the data by reducing redundant data and sorting out data that could answer the research questions.

5. Reading experience

After analyzing the data, the subsequent step was to read the experience analysis. Thus it could be maximized, and the language used could be easily understood by the reader.

Below are some data examples found by researcher after conducting interviews, documentation, and literature review:

Table 3.1 Data Collection

Albertus Agung Yuwono (Local Professional Public Speaker)			
Interview Transcripts	Fact	Codes	Notes on the Codes
Kalau sebenarnya kita mau maju lomba, itu kan harus dengan intonasi yang baik, artikulasi yang baik gitu kan. Tapi ketika saya melakukannya di depan orang-orang, di depan anak-anak atau temen-temen saya pada waktu itu, mereka ketawa. Nah, yang namanya orang ketawa kita denger lagi ngomong kan jadi jiper kan, akhirnya saya ikutan ketawa, jadi gitu. Terus akhirnya gagal, dimarahin guru gitu kan.	A: The factor that made the informant nervous was the negative response from his audience in the form of laughter when he produced sounds with proper articulation and intonation.	01/FRD/A/CM	01: Datum Number FRD : Fear, Resistance, and Desire to Avoid Discourse A: Audience CM: Cognitive Modification
Danish Dhamani (International Professional Public Speaker)			
How would you feel when a teacher puts you on the spot? In this kind of situation, my mind went blank. My heart started racing. I kept quiet. I started hearing giggles in the classroom. And then tears ran down my cheek.	IHR: The speaker's heart is pounding because he is conspicuousness	02/IHR/C/RT	02 : Datum Number IHR: Increased Heart-rate C: Conspicuousness RT: Relaxation Techniques

E. Data Validation Technique

The next stage for the researcher was to validate the data. Then the next step was to verify the data collection. The strength of qualitative research is validation, based on determining whether a finding is accurate from the researcher's point of view. In the narrative study raised by the

researcher using qualitative methods, the researcher used data validation using the triangulation method to determine the credibility of the data. Flick (1992) stated that triangulation was a data validation strategy or procedure used to avoid biased or subjective results by combining several methods for more valid data. Denzin (1978) suggested triangulation or a combination of methodologies in studying the same phenomenon by examining a problem from as many methodological perspectives as possible. According to Denzin (1978), there were four types of triangulation, including:

1. Data triangulation had three subtypes: time, space, and people. Person analysis, in turn, had three levels: aggregate, interactive, and collectivity.
2. Investigator triangulation used multiple observers instead of the same single observer.
3. Theoretical triangulation utilizes several theories and perspectives concerning the same object instead of just one theory.
4. Methodological triangulation could be triangulation within methods and between methods. Moreover, by combining methods, the analyst was able to get the best of each method while overcoming the shortcomings of each method.

Based on the four triangulation types mentioned, methodological triangulation was the appropriate type for this research. In order to ensure internal validity, triangulated data will be collected through multiple

sources, including interviews, document analysis, and literature review (Creswell, 2014). Furthermore, the researcher combined the interviews, documentation, and literature review methods to discover the same problem: how professional public speakers overcome their nervousness. Typically, the triangulation process involves flexibly corroborating evidence from multiple sources to meet various interests and needs and explain a theme or perspective (Creswell, 2007). Moreover, using this triangulation technique, the researcher may see experiences from various perspectives.

F. Data Analysis Technique

After collecting data, the researcher conducted data analysis. According to Creswell (2013), data analysis in qualitative research consists of preparing and organizing data such as text data in transcripts or images, reducing data through coding and code compression, and then presenting data numbers, tables, or discourse forms. Creswell (2013) categorized approaches in data analysis into five approaches, including: narrative research, phenomenological Analysis, grounded theory, ethnographic analysis and, case study.

The researcher selected narrative research analysis and representation from the five approaches to data analysis listed above. According to Riessman (1993), narrative analysis is an analysis that uses stories as objects of investigation or research. The story here was someone's life story or personal experience as an informant. In this study, the researcher investigated the personal experiences of professional public

speakers regarding the nervousness they feel when speaking in public.

Riessman (1993) explained that the researcher must employ two strategies in narrative data analysis: data reduction and interpretation. Data reduction is cutting or reducing obtained data to make it more concise. The researcher transcribed the interviews and then reduced the data by interpreting and analyzing it, retrieving essential data, and discarding less essential data related to the research question. Creswell (2013) categorized the steps of data analysis into six stages, including:

1) Data Managing

The first stage in analyzing narrative study data is creating and organizing files for data. The data collected in this narrative study needs to be analyzed to determine the story, the chronology of events, and the turning points or epiphanies. Three crucial elements to look for are based interaction (personal and social), continuity (past, present, and future), and situation (physical place or place of the storyteller).

2) Reading, Memoing

The next step is to read the text, make notes, and form initial codes. After collecting informants' personal experience stories through field texts such as interviews or documentation, the next step is transcribing the data and reducing unnecessary data. The researcher can also provide brief notes and codes on the data found.

3) Describing

The researcher should describe the story or objective experiences and

place them in a chronology. The next step is to retell the informants' stories based on narrative elements, rewriting the stories chronologically and including the setting or place of the informant's experience.

4) Classifying

Identify stories, locate epiphanies, and then identify contextual materials. In this phase, the researcher identifies and classifies the data referring to the research questions. It aims to map data through types of nervousness, factors that cause nervousness, and strategies to overcome nervousness.

5) Interpreting

The researcher had to interpret the more significant meaning of the story. Subsequently, the researcher interpreted the data using coding. The researcher also illustrated using textual and structural descriptions and formulated accessible findings.

6) Representation, visualizing

The last step was to present narration focusing on processes, theories, and unique and general life features. The researcher visualizes and represents the data with narrative arguments alongside tables or discussions that are interesting and comprehensible.

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher analyzes the research findings and discussion in this chapter using the theoretical background established in Chapter II. This chapter aims to deliver an answer to the problem statement. The researcher presents the findings of the research after identifying and classifying the data that has been analyzed based on psycholinguistic theories such as "A Racing Heart, Rattling Knees, and Ruminative Thoughts: Defining, Explaining, and Treating Public Speaking Anxiety" proposed by Bodie (2010), "Preparing a Recital: Memory, Anxiety, and Stage Fright" presented by Iacob (2019), and "Psychology and Language: An Introduction to Psycholinguistics" proposed by Clark (1977).

A. Findings

In this sub-chapter, the researcher described the types of public speaking anxiety, the factors that cause public speaking anxiety, and strategies to overcome public speaking anxiety from professional public speakers. The data collected results from five professional public speakers' personal experiences of public speaking anxiety, as discovered by semi-structured interviews, documentation and literature review. Each finding was described and supported by data. The following section presented the study's detailed findings, including:

1. Types of Public Speaking Anxiety

The following is a table of accumulated data found from professional public speakers. The table contains the types of anxiety and the number

of anxiety felt by professional public speakers. Each public speaker has different numbers and results and has their characteristics.

Table 4.1 Types of public speaking anxiety

Informants	IHR	NSF	S	TG	AS	DZ	CH	PA	FS	FRD	Total
Albert	-	-	13	2	1	2	1	35	-	36	90
Fatkhunaimah	-	6	5	2	-	-	-	36	11	19	79
Shofiyan	-	-	3	1	4	-	-	83	2	14	107
Danish	3	6	6	1	1	-	-	34	5	17	73
Matt	2	5	-	2	2	-	1	50	2	-	64
Total	411										

In this section, the researcher strives to present the findings from the experience of professional public speakers, including:

a. Increased Heart-rate

In this section, the researcher attempted to mention and explain the experiences of professional public speakers concerning the type of public speaking anxiety that is increased heart rate.

“On my first day of school, after my family locomoted from Pakistan to Tanzania, I was busy sketching my dream cars in my notebook. And suddenly, I heard a voice from my teacher, and she said, Danish, would you please stand and introduce yourself? She'd placed me on the spot. I was in a foreign country with 30 pairs of eyes staring at me. How do you feel if your teacher puts you on the spot? My mind went blank in this kind of situation. My heart began to race. I remained silent.” (TEDX Talks, 2017).

When the teacher asked Danish to stand and introduce himself, the sudden pressure and focus on him activated his sympathetic nervous system, causing his heart rate to increase. The fight-or-flight response is a natural physiological response to stress that causes an increase in heart rate. The situation is perceived as a threat by the individual's brain. This response can affect an individual's ability to communicate effectively regarding language processing, especially in articulation which refers to how someone produces sounds. The increased heart rate can make the informant anxious, making it difficult to retrieve and organize language in their mind. As seen in the case of the informant who remained silent, this can result in hesitations, pauses, or even complete blocks in their speech.

“And I still remember the days when I used to feel my heart, throbbing to my throat, whenever I would go in front of public.” (8 Billion Acts of Innovation, 2017).

The public speaker's experience in this scenario can be analyzed in the context of psycholinguistics' self-perception monitoring, which is observing and evaluating someone's behavior, thoughts, and feelings in a given situation. When the speaker stands in front of a large group of people, their physiological response to stress, such as an increased heart rate, can cause negative thoughts and feelings about their ability to communicate effectively.

In this context, an elevated heart rate can be interpreted as a sign that the individual is anxious or nervous. This cue can cause

negative self-perceptions, such as inadequacy or fear of failure, which can aggravate the physiological stress response. Negative self-perception can have a significant impact on language processing. Cognitive distortions may occur in the speaker, such as exaggerating the significance of minor errors or catastrophizing the potential consequences of mistakes. It can result in increased anxiety, difficulty retrieving and organizing language in their minds, and hesitations, pauses, or even complete blocks in their speech.

“Many of us begin to feel whatever it is that happens to you maybe your stomach gets a little gurgle or maybe your legs begin to shake maybe you begin to perspire and increased heart-rate.” (Abrahams, 2014).

The informant explains the physical sensations that people may have when they are nervous about public speaking. The utilization of the word "us" implies that the author includes themselves in this group of people who are afraid of public speaking. The phrase "whatever happens to you" suggests that the author recognizes that different people experience anxiety differently. This is followed by a list of specific physical sensations that people may have, such as a gurgling stomach, shaking legs, perspiration, or an increased heart rate. From a psycholinguistic standpoint, the informant uses self-perception monitoring, in which the speaker defines physical sensations that could be interpreted as symptoms of anxiety, influencing the speaker's perception of their own anxiety. Individuals may be better equipped to manage their anxiety and

prevent it from escalating if they become aware of these physical symptoms and recognize them as typical signs of anxiety.

“When you ask about me, yes he's out of breath and yes he's sweaty when he takes the stage.” (Abrahams, 2012).

According to psycholinguistics, this statement implies that the speaker is enduring physical symptoms of anxiety related to public speaking, such as increased heart rate and abundant sweating. These physical symptoms are frequently caused by the body's fight or flight response to the perception of a threat or danger. The phrase "you ask about me" implies that the speaker is aware that others may notice these physical symptoms and is concerned about how their audience perceives them. Furthermore, the concept of self-perception monitoring is highlighted in this sentence, which refers to monitoring one's own behavior and internal states to manage impressions and conform to social norms.

“When we start communicating in high-stakes situations we feel our heart pound maybe we get a little shaky maybe we perspire or blush.”(Abrahams, 2012).

According to the argument, high-stakes situations, such as speaking in public, can result in physical responses such as increased heart rate, trembling, abundant sweating, and blushing. According to psycholinguistics, these physical responses can manifest the speaker's inner cognitive abilities, such as self-perception monitoring and conceptual preparation. The increased heart rate, for instance, could be due to the speaker's increased arousal in response

to the situation. This is related to the informant's self-perception monitoring, as they may be monitoring their performance and behavior, causing anxiety and nervousness.

b. Negative Self-Focused Cognition

“Aku pribadi ya nervousnya aku. Rasa ketidak pedean, rasa ke-enggakmampuan, dan rasa-rasa yang lain yang mungkin bisa menjadi penghalang untuk akhirnya bisa tampil maksimal gitu ke-depan, untuk event apapun ya ini ya.” (F. Rhina, Personal Communications, January 21, 2022).

The speaker describes feelings of insecurity and inadequacy, which can impair her ability to perform well in public. *Negative self-focused cognition* is a cognitive distortion in which a person has negative thoughts and beliefs about herself, their abilities, or their worth. These negative thoughts can be triggered by stressful situations, leading to other negative emotions and physiological responses. Negative self-focused cognition may significantly impact the speaker's capacity for effective communication regarding language processing. Negative beliefs and thoughts can obstruct the retrieval and organization of language in the mind, resulting in misgivings, stutters, or even total speech buffers. This type of anxiety is included in self-monitoring, where the informant tends to judge herself negatively and pay excessive attention to her mistakes. This can increase anxiety when speaking in public.

“Jadi kita punya kaya tanggung jawab untuk membawa nama yang baik gitu. Jadi ya jangan sampai salah nih, jangan sampai lupa nih gitu. Karena orang ngelihatnya ini sebagai perwakilan institusi, bukan hanya sebagai

Nuna perorangan, gitu. Jadi ya kalau aku gugup, gagal, pasti konsekuensinya jauh lebih besar gitu.” (F. Rhina, Personal Communications, January 21, 2022).

The speaker emphasizes a deep concern for properly representing her institution and implies that any errors or missteps on her part could have serious consequences. A sense of responsibility can put the informant under pressure and increase the chances of having negative self-focused cognitions like self-doubt and anxiety. Concerning language processing, negative self-focused cognition could impair the speaker's ability to communicate effectively. Furthermore, the speaker's feeling of accountability can contribute to greater self-awareness and self-monitoring, which can obstruct language processing.

“Now. Why are you nervous? Some of the reasons why people are nervous going in front of others is either fear of failure, either fear of not impressing people to the mark or the standard that you might have set to yourself.” (Mindset, 2021).

The speaker's emphasis on negative self-focused cognition highlights how thoughts and beliefs can affect a person's anxiousness experience. From the statement, it can be seen that the speaker mentions the standards that have been made, which are included in the conceptual framework and visualization techniques in psycholinguistics. If the visualization and standards are not met, the speaker will be more nervous because what he planned did not go accordingly. Focusing on the speaker's fear of failure or not meeting expectations may reinforce negative beliefs about their

abilities and create a self-fulfilling prophecy of anxiety and poor performance.

“Which by the way, we are our biggest critique and we score ourselves very harshly. So if what we think might have been a C may have been an A for your audience.”
(Mindset, 2021)

The public speaker acknowledges the phenomenon of negative self-focused cognition in public speaking, precisely the tendency to be overly critical of his performance. The speaker notes that speakers are their own fiercest critics and that their impression of their performance may differ from how the audience perceives it. The sentence belongs to self-monitoring, implying that the speaker watches and evaluates himself critically. It shows self-awareness and sensitivity to audience responses and feedback, an aspect of self-monitoring. The speaker's focus on negative self-talk and self-criticism can direct to a vicious revolution of anxiety and self-doubt, undermining their confidence and performance. This can be seen as lingering doubts, self-corrections, and other speech errors that negatively impact their message and make them less effective communicators.

“I'm afraid I'm going to forget I'm gonna blank out.”
(TEDxPaloAlto, 2018).

The speaker states a negative self-focused cognition referring to his worry of forgetting or blanking out when giving a public speech. This kind of negative self-talk is a classic condition of public speaking anxiety, and it can substantially impact a person's

confidence and performance. The theory of self-perception monitoring can be used to analyze negative self-focused cognition related to public speaking anxiety from the standpoint of psycholinguistics. This negative self-talk may become a self-fulfilling prophecy, increasing anxiety and causing avoidance of speaking in public.

c. Stuttering

“Ada keringat dingin, tangan basah, mau ngomong itu kaya orang gagap, jadi stuttering kaya gitu. Aduh parah banget, pada waktu itu aku juga bikin kesalahan lagi, ngomongnya salah, harusnya misalnya menyebut A malah menyebut B. Malu banget.” (A, Yuwono, Personal Communications, November 15, 2021).

This statement emphasizes the experience of stuttering while speaking in public. Stuttering disrupts the normal flow of speech in which the speaker experiences a block or hesitation in producing sounds or words. Stuttering can be viewed as a breakdown in the fluency of speech production from the standpoint of language processing. Fluent speech production involves several complex processes, such as phonological encoding, motor planning, and articulation, which must work in unison for speech to flow smoothly.

“Dan aku tu ngelatih terutama karena aku ngomongnya cepet, itu salah satu *challenge* yang aku secara personal masih harus berusaha untuk mengendalikan karena aku ngomong tu asli cepet banget. Jadi mungkin orang bakal susah nangkep gitu karena artikulasi kurang jelas dan bahkan kadang kaya terbata-bata gitu.” (F. Rhina, Personal Communications, January 21, 2022).

This sentence emphasizes the importance of monitoring one's speech production from a psycholinguistic standpoint. The speaker is concerned about her tendency to speak too fast and the adverse outcomes, such as stuttering and unclear articulations. In the sentence, the likely rationale for the speaker's articulation difficulty and sometimes stuttering when speaking is because of a nuisance in the phonetic encoding process. In this process, the speaker has to decide how to pronounce words correctly, including choosing the proper vowels, consonants, and pitches to produce the appropriate sounds. If there are problems in phonetic encoding, it will interfere with the articulation process. At this stage, phonetically represented sounds are converted into motor movements to produce sounds in spoken language. This can lead to difficulty in articulation and sometimes stuttering when speaking.

d. Trembling

“Tapi itu sebenarnya *accidentally*. Gini, jadi MC aslinya, itu tiba-tiba *cancel* sebenarnya. Nah, misalnya MC aslinya adalah si A, nah mendekati beberapa jam sebelum naik panggung itu dia *cancel* dengan alasan sakit. Nah panitia kan bingung nyari gantinya, terus mereka tau. Loh si Albert itu kan penyiar. Kan beda ya pengalaman penyiar dan pengalaman MC. Penyiar ngga pernah liat *audience*-nya dimana, akhirnya begitu aku naik panggung ngeliat banyak orang pusing aku. Aduh duh duh, langsung nderodog awake, gitu.” (A, Yuwono, Personal Communications, November 15, 2021).

In the above context, the speaker was not previously planned to be the MC but was asked to fill in on short notice. This abrupt change could have left the speaker feeling unready and anxious. Furthermore, when the speaker took the stage, he noticed a large audience, which increased his anxiety and caused him to tremble. According to psycholinguistics, anxiety and trembling to manifest the speaker's negative self-focused cognition and the cognitive load caused by the demand to speak in public. Even though both are types of public speaking, the experience of being an MC and a broadcaster is distinct. The structure of the expectations, how the language is processed, and how the informants seize the audience's attention will differ. As a result, the informant was anxious when asked to be the MC for a significant event.

“Itu berarti memang gugup, walaupun mungkin memang orang lain ngga akan kentara karena secara personal aku bukan orang yang bisa dilihat secara visual, tapi dari gemetarnya suara Ketika bicara dalam kondisi cemas kaya gitu.” (F. Rhina, Personal Communications, January 21, 2022).

The speaker expresses that while she may not appear visibly nervous, her trembling voice indicates her anxiety about speaking in public. In psycholinguistics, the speaker's physical and physiological responses to anxiety, such as trembling, are most likely linked to cognitive and emotional processing of their internal state. When people speak, their brain is responsible for processing language and coordinating the physical movements required for

speech. The sentence is likely related to the articulation stage, where a person's speech muscles move to produce sounds and form words. When a person is nervous or anxious, the muscles can become stiff and produce trembling or stammering sounds.

“Ketika pertama kali saya disuruh khutbah jumat itu saya inget di Aliyah itu kan di pondok ada masa wiyata bakti satu tahun, itu dikasih Amanah untuk menyampaikan khutbah jumat. Saking grogi dan gemeternya itu sampai saya menyapa audience itu yang notabenehnya santri kemudian seluruh jamaahnya laki-laki, saya nyapa mereka dengan bapak-bapak ibu-ibu sekalian. Saking groginya saya sampai nyebut ibu-ibu padahal itu jelas jamaahnya laki-laki. Ya artinya grogi itu pasti ada.” (S. Fadhil, Personal Communications, February 22, 2022).

As seen by psycholinguistics, this sentence indicates that the public speaker was anxious during his first public speaking engagement. Because of their anxiousness, the speaker addressed the all-male audience as "ladies and gentlemen," indicating a lapse in their comprehension of the audience and context. At the lexical-selection stage, the speaker chooses the right words to address the audience. However, later in the phonetic encoding and articulation stage, when he utters the words, he may feel trembling or anxious, causing imperfections and errors in pronunciation. This suggests that anxiety has a negative impact on language processing and cognitive functions. Anxiety can impair language processing by interfering with attention, memory, and processing speed, resulting in errors in speech, such as mispronunciations or grammatical errors.

“I can feel it slipping, right? And I can even feel my legs trembling and that's what a good feeling.” (8 Billion Acts of Innovation, 2017).

The speaker is describing the sensation of his legs trembling while speaking in public. This can be interpreted as the speaker's anxiety manifesting physically. According to psycholinguistics, this trembling is caused by the speaker's fight or flight response being triggered by public speaking tension. When stressed or anxious, people produce stress hormones like cortisol and adrenaline, which can cause physical symptoms such as trembling. The trembling is described as a "good feeling" by the speaker, which may appear paradoxical. This could, however, be inferred as the speaker acknowledging and accepting his anxiety as a normal part of the public speaking experience.

“When we start communicating in high-stakes situations we feel our heart pound maybe we get a little shaky maybe we perspire or blush.” (TEDxPaloAlto, 2018).

Based on a psycholinguistics perspective, the statement implies that the informant has physical anxiety symptoms while talking in high-stakes scenarios. Regarding language processing, physical anxiety symptoms can also impair one's ability to communicate effectively. Trembling or shaky hands, for illustration, can make it challenging to hold notes or gesture properly while speaking, which can detract from the intended message. Furthermore, the sensation of trembling can impact the production

and perception of speech. Trembling can cause a person's voice to quiver or shake, making it difficult for the spectators to comprehend or observe the message.

e. Abundant Sweating

“Cuma yang aku rasain itu kalau udah grogi itu keringetan, abis itu intonasinya kadang ngga stabil, habis itu juga pasti kadang-kadang sampe bingung apa yang mau disampaikan gitu, karena *blank* udah ngga fokus sama saking groginya gitu kak.” (S. Fadhil, Personal Communications, February 22, 2022).

In response to the perceived threat of speaking in front of an audience, the body's sympathetic nervous system is activated, increasing by sweating to regulate body temperature. Regarding phonetic encoding, the sentence shows several signs of instability in voice articulation due to anxiety. One such sign is intonation instability. Intonation is the tone or pattern of sound used in speech to give meaning or describe feelings. When a person is anxious or nervous, intonation can become unstable and demanding to maintain, leading to changes in tone and sound patterns in speech. This can affect the ability to process and organize thoughts clearly and logically. As a result, word choice and language use may become less accurate or even uncontrollable, and voice articulation may also become unstable.

“Ketika kita udah gugup duluan udah keringetan duluan, yang ada itu pikirannya ke mana mana jadi yang mau kita sampaikan kadang malah enggak kena malah kita ngomongnya ngelantur ke mana mana simpelnya kayak gitu.” (S. Fadhil, Personal Communications, February 22, 2022).

The theory of language processing in psycholinguistics can explain the experience of abundant sweating in public speaking anxiety. Because of the conditions, the informant's cognitive load increases when experiencing public speaking anxiety. In the sentence, when the informant is anxious before speaking, he is likely to experience physical tension, affecting phonetic encoding and articulation. For example, when he sweats, his lips may become wetter, affecting how his sounds are produced when speaking. He may also have difficulty controlling his tongue and lip movements to form sounds correctly. This can affect his phonetic encoding and articulation as he may end up saying unrelated words or rambling all over the place, making it challenging to produce sounds correctly.

“My palms would be sweaty when I'm holding the mic.” (Mindset, 2021).

Sweating is a common physical symptom of public speaking anxiety that many people experience. The speaker mentions explicitly abundant sweating in their palms while holding the microphone in this sentence. From the standpoint of psycholinguistics, the sentence is more related to conceptual preparation because, in the sentence, the speaker conveys that he feels that his palms will sweat when holding the mic, which shows that he already has a conceptual picture of the situation and its possible effects. In addition, the sentence also shows that the speaker

has done some planning, which means thinking about the situation he will face and the physical reactions that might occur.

“When you ask about me, yes he's out of breath and he's sweaty when he takes the stage.” (Abrahams, 2012).

According to psycholinguistics, this statement implies that the speaker is enduring physical symptoms of anxiety related to public speaking, such as increased heart rate and abundant sweating. These physical symptoms are frequently caused by the body's fight or flight response to the perception of a threat or danger. The phrase "you ask about me" implies that the speaker is aware that others may notice these physical symptoms and is concerned about how their audience perceives them. Furthermore, the concept of self-perception monitoring is highlighted in this sentence, which refers to monitoring one's own behavior and internal states to manage impressions and conform to social norms.

f. Dizziness

“Kan beda ya pengalaman penyiar dan pengalaman MC. Penyiar ngga pernah liat audiencenya dimana, akhirnya begitu aku naik panggung ngeliat banyak orang pusing aku.” (A, Yuwono, Personal Communications, November 15, 2021).

In accordance with the theory of language processing in psycholinguistics, anxiety could even impact the cognitive and emotional processes associated with speech production. Dizziness is one of the physiological responses that can result from anxiety. It is

associated with feeling overwhelmed and disoriented when confronted with a large and unfamiliar audience. In the sentence, the informant explains that he felt dizzy for the first time he saw a large audience. This implies that his anxiety interferes with his cognitive processes, making it hard for him to concentrate and maintain spatial orientation. As his nervous system responds to stressful circumstances, the shaking of his body may also be related to this feeling of disorientation.

g. Chills

“Ada keringat dingin, tangan basah, mau ngomong itu kaya orang gagap, jadi stuttering kaya gitu. Aduh parah banget, pada waktu itu aku juga bikin kesalahan lagi, ngomongnya salah, harusnya misalnya menyebut A malah menyebut B. Malu banget.” (A, Yuwono, Personal Communications, November 15, 2021).

According to language processing theory, anxiety can influence cognitive processing, and chills are one of the physiological signs. The speaker explains a cold sweat and wet hands in the above sentence, all common indications of anxiety. When the informant experiences cold sweats, and stuttering can affect his articulation. Cold sweat can wet a person's hands and sometimes cause uncontrollable movements, such as trembling. This can affect a person's ability to control their tongue, lips, and mouth movements, thus affecting articulation. The combination of cold sweats and stuttering can hinder one's ability to speak fluently and

clearly. This can affect the quality of articulation and clarity of one's speech.

h. Panic and Anxiety

“Jadi kalau misalkan persiapannya buruk, itu bikin saya *badmood*, gugup dan biasanya setelah saya ngajar itu saya pulang karena dongkol.” (A, Yuwono, Personal Communications, November 15, 2021).

Conceptual preparation, as defined by psycholinguistics, is the process of organizing and planning the content of a speech or presentation. When this process is inadequate or incomplete, it can result in panic and anxiety when speaking in public. The speaker mentions in the given sentence that poor preparation puts them in a bad mood and makes them anxious. They may have difficulty organizing and structuring their thoughts or identifying key points, leading to a lack of confidence and a fear of failure. Uncertainty and doubt in someone's competence in conveying a coherent and compelling message can result from inadequate conceptual preparation. To feel more confident, speakers should take the time to plan and prepare their content carefully.

“Kalau sebenarnya kita mau maju lomba, itu kan harus dengan intonasi yang baik, artikulasi yang baik gitu kan. Tapi ketika saya melakukannya di depan orang-orang, di depan anak-anak atau temen-temen saya pada waktu itu, mereka ketawa. Nah, yang namanya orang ketawa kita denger lagi ngomong kan jadi jiper kan, gugup, akhirnya saya ikutan ketawa.” (A, Yuwono, Personal Communications, November 15, 2021).

According to the Self Perception Monitoring theory in language processing, the informant monitors his behaviors and uses

that information to infer his attitudes and feelings. Whenever the speaker hears people laughing while he speaks, he feels panicked and anxious. Self Perception Monitoring can explain this experience, as the speaker could interpret the laughter as a harsh reaction to their speech and thus conclude that they are performing poorly. This can result in elevated anxiety and self-doubt, further impairing their performance. Furthermore, the speaker's assessment of the surroundings as "decisive" implies that they are mindful of the effect of external factors on their thoughts and feelings.

“Jadi ee secara professional itu lebih seperti MC, moderator yang awal-awal ya. Ee berkenaan sama pertanyaan ke-7 tadi, rasa gugup dan cemas itu karena ini bukan mewakili diri aku sendiri tapi mewakili institusi, itu lebih membuat cemas karena seolah-olah karena presentasi institusi lho kaya gitu.” (F. Rhina, Personal Communications, January 21, 2022).

Panic and anxiety when giving a public speech in the theory of self-perception monitoring in Psycholinguistics can be used to examine and clarify the anxiety in this sentence. During public speaking, the informant engages in a process of self-observation and self-evaluation. She was adjusting her behavior to meet the expectations of the institution she was representing. She was concerned about how the audience perceived her and was under pressure to meet the institution's standards. This pressure and self-evaluation can cause panic and anxiety.

“Cuma karena *eye contact* kita ngga ada, *body language* kita juga panik, bingung, *clumsy*, clumsy itu kaya canggung, gimana ya tangan naruh bingung,

tangan gimana, pundak gimana, mata kemana atau segala macem, jadi turun akhirnya, nilainya turun di mata orang., dan tambah bikin gugup.” (F. Rhina, Personal Communications, January 21, 2022).

The experience of panic and anxiety in public speaking is described in this sentence using the theory of self-perception monitoring. In this case, the speaker is aware of her body language and uses it to infer how others perceive her. She expresses panic, confusion, and clumsiness, implying that they are watching her behavior and are aware of her physical reactions to public speaking. The speaker's fear of receiving negative feedback from the audience is also linked to self-perception monitoring. She mentions that their value may decrease in the eyes of others, indicating that they are paying attention to how others perceive them and are concerned about the impact of their performance on their reputation.

“Karena saya tidak memiliki latar belakang public speaking sebelumnya ataupun kecenderungan untuk ngomong di depan umum, pemalu, tentunya awal ketika aku ngomong di depan itu ya sangat terasa grogi, cemas, sulit, dan segala macam lah.” (S. Fadhil, Personal Communications, February 22, 2022).

The speaker is portraying his experience of panic and anxiety in public speaking due to their lack of background or propensity to speak in public. The theory of self-perception monitoring in psycholinguistics can be used to explore and clarify this experience. According to this theory, the informant infers his attitudes and emotions from observing their behavior and the context in which it occurs. In this case, the speaker's inexperience

and shyness most likely led to a perceived inadequacy or inferiority in public speaking situations. When they are required to speak in public, this self-perception can lead to panic and anxiety.

“I personally think speaking one on one is easier than getting in front of a stage. In front of a stage, you have many people. So that fear of failure is multiplied by number of people there is.” (Mindset, 2021).

The informant claims that speaking one-on-one is relatively easier than speaking in front of a crowd because the fear of failure is amplified by the number of people in the room. This can be understood using the Self Perception Monitoring Theory in Psycholinguistics. The speaker in the preceding sentence is mindful of the presence of several people when giving a speech in front of a stage, which raises their fear of failure. They are genuinely worried about how the audience will perceive them, which puts them under intense pressure to perform well. This is an example of self-perception monitoring, in which the individual is aware of their behavior and adjusts it based on how others perceive them.

“If there was more than 30 people in the audience, I would be nervous, anxious, and my heart beats fast.” (8 Billion Acts of Innovation, 2017).

The individual interprets their internal states and behaviors by observing and evaluating their behavior and the context in which it occurs, according to the theory of self-perception monitoring in the psycholinguistics approach. The speaker perceives their nervousness and anxiety in public speaking as a negative evaluation

of their performance in this sentence. The speaker's heartbeat is interpreted as a sign of nervousness and anxiety, reinforcing their negative self-evaluation of performance. Furthermore, self-perception monitoring can explain the speaker's perception of the audience size as a trigger for anxiety. The larger the audience, the greater the pressure on the speaker to perform well and avoid negative feedback.

“I get nervous and anxious and every year I go to a conference where I get up in front of my peers and I have to give a speech.” (Abrahams, 2012).

The speaker describes their past stories of feeling nervous and anxious when delivering a speech in front of their peers at a conference in the given sentence. This statement can be examined through self-perception monitoring, which is observing and evaluating one's behavior and performance from the standpoint of language processing. The speaker's use of the phrase "I get nervous and anxious" implies that they are mindful of their psychological state and are monitoring it. Self-awareness is an essential aspect of self-perception monitoring. The speaker's mention of speaking in front of their peers also suggests that they are concerned about how others perceive them. Another aspect of self-perception monitoring is surveilling one's behavior and performance to manage the impressions one makes on others.

“I felt tremendous anxiety in the first 10 seconds of my 10-minute presentation. The communicator’s anxiety makes audiences feel nervous and therefore we're

distracted and we can't pay attention to the message”
(Abrahams, 2012).

This statement sums up the experience of an anxious speaker during the first 10 seconds of their 10-minute presentation. According to psycholinguistics, this anxiety might be associated with the speaker's self-perception monitoring, which involves monitoring himself during speech production. Speakers may become more self-aware during public speaking, focusing on their performance and potential errors. The sentence relates more to the articulation and phonetic encoding stages. This can be seen from the statement, which indicates the struggle to convey messages clearly and effectively. The articulation and phonetic encoding stage involves coordination between speech muscles to produce clear and regular sounds and the proper intonation to convey the message. When a person is anxious, this can affect their ability to control their speech muscles and cause problems in articulation and pronunciation of words.

i. Feeling of Self-Detachment

“Gejala yang dirasakan ketika gugup itu muncul, *blank*. Sempet *blank*, jadi memang ngga lama sih, cuman kaya ada sempet beberapa *seconds* yang hilang gitu.” (F. Rhina, Personal Communications, January 21, 2022).

The statement shows a type of public speaking anxiety which is the feeling of self-detachment. The speaker has a blank, in which their mind appears to go missing, and she cannot think or

IndividualsThe informant relies on her performance to infer their internal states or feelings, according to the theory of self-perception monitoring. The feeling of self-detachment or blankness throughout public speaking can be interpreted as a coping or defense mechanism designed to protect the informant from overwhelming anxiety. The mind may temporarily cease functioning, leaving the informant feeling disconnected from herself and her surrounding to prevent the perceived threat.

“Pernah abis itu *blank* jadi apa yang sudah disiapkan itu kadang sampai lupa gitu. Sampai pada titik bingung mau ngomong apa, tersekat gitu mau ngomong. Pernah sampai kaya gitu.” (S. Fadhil, Personal Communications, February 22, 2022).

This statement indicates a widely known symptom of public speaking anxiety: memory blanking or forgetting what is prepared. The informant explains experiencing stuck and confusion over what to say, which further causes their speech to be incoherent. At the lexical selection stage, the brain chooses the most appropriate words to convey the message it wants to deliver. If there are obstacles in this stage, there can be difficulties in expressing ideas with the right words, resulting in a deadlock when speaking or "stuck," as expressed in the statement. The stuckness and difficulty in getting the words out can be included in the articulation stage, which involves the production of sounds and physical movements of the organs in the vocal system to produce the right words according to

the planned concept. When a person experiences nervousness, it affects the production of words and the articulation stage.

“You don't wanna be underprepared, you don't wanna come on stage and all of a sudden your mind goes blank. You need to have that thing at the back of your mind.” (Mindset, 2021).

According to psycholinguistics, the feeling of self-detachment and blanking out throughout public speaking can impair the speaker's ability to recall details. The speaker's worry about being unprepared and the fear of taking the stage and forgetting what to say can cause emotions of panic and anxiety. This anxiety could also prompt over-preparation, and that may be detrimental. Moreover, the sentence relates more to conceptual preparation, the initial stage in language processing for generating concepts or ideas. This statement shows the importance of preparation before performing in public and how having it in the back of the mind is a strategy to avoid blank thoughts or confusion while speaking.\.

“How to handle blanking out first don't acknowledge it. Oh man i just forgot instead leverage two techniques. I'd like to suggest first, repeat what you just said and see if that gets you back on track when you lose your keys. How do you find them you retrace your steps do the same in your presentations.” (TEDxPaloAlto, 2018).

In the statement above, the informant mentioned experiencing a blanking-out moment during a public speaking situation. It can be interpreted as a disruption in their language processing. Mental processing capacity may have been reached,

causing the speaker to forget what they wanted to say, or anxiety may have disrupted recalling the information they had prepared. Anxiety, stress, a lack of preparation, and low self-confidence can all contribute to self-detachment during public speaking. Therefore, the informant suggested conceptual preparation related to forming concepts and ideas that will be conveyed in the presentation. In the context of the sentence, this stage concerns preparing for the presentation and planning to deal with blanking-out situations.

j. Fear, Resistance, and Desire to Avoid Discourse

“Tapi mulai SMP, SMA kemudian kuliah itu kita mulai paham dan itu menjadi penghambat. Karena orang mulai mikir, aduh kalau aku nanti kebanyakan tunjuk tangan, dibilang menjilat dosen misalkan, atau bisa dibilang apasih supaya nilainya bagus kaya gitu kan. Nah, kekhawatiran-kekhawatiran ini sebenarnya yang membuat seseorang itu jadi enggan untuk ngomong, untuk percaya diri.” (A, Yuwono, Personal Communications, November 15, 2021).

From the point of view of psycholinguistics, the above statement emphasizes the cognitive and emotional processes that could ultimately lead to public speaking anxiety. The speaker appears to be discussing the fear of being judged negatively by others, particularly friends or classmates. This fear could cause a reluctance to speak and a lack of confidence. The self-perception monitoring theory suggests that the speaker is monitoring their behavior (e.g., speaking up in class) and identifying the responses of others as a perception of their own capabilities and likability. If they encounter negative responses or believe they are not satisfying

others, they may become anxious and avoid speaking in the coming years.

“Ya akhirnya jadi ada perasaan dari dalam diri saya. Aduh kalau mau *public speaking* jangan di depan temen-temen dong bu guru, saya malu.” (A, Yuwono, Personal Communications, November 15, 2021).

According to psycholinguistics, the statement implies that the speaker has formed a negative connection between public speaking and embarrassing personal experience. This negative relationship could have developed due to distractions or bad experiences while striving for public speaking as a teenager. In this sentence, the self-monitoring stage fits the statement. In that context, the informant is worried and anxious about how others will react to their public speaking, which could hinder their confidence. Self-monitoring involves internal monitoring of one's thoughts, feelings, and behaviors. In this example, the individual monitors themselves and worries about how others will perceive their performance.

“Jadi memang merasa lebih ada challenge ketika sudah mulai beranjak remaja. Karena tadi, kita sudah mulai mengenal lingkungan, mulai mengenal lawan jenis, mulai kenal persaingan secara lebih luas gitu kan. Kalau SD kan hanya lingkungan tetangga ya, mulai SMP tu sudah mulai heterogen. jadi itu sudah mulai kerasa pressure-nya untuk berbicara di depan orang-orang itu sudah mulai ada rasa takut.”(F. Rhina, Personal Communications, January 21, 2022).

According to psycholinguistics, this statement implies that her cognitive growth and social environment could affect the

speaker's fear of public speaking. The speaker is exposed to a broader range of social circumstances during youth and becomes more conscious of social norms and expectations. This enhanced social awareness could even cause anxiety regarding public speaking, especially when the speaker is pressured to comply or perform. The statement also implies that the speaker is enduring social comparison, in which she compares herself to others and feels overwhelmed to measure up. It might result in emotions of inadequacy and an aversion to public speaking. Thus, that sentence reflects the self-monitoring stage, where the informant thinks about how others perceive her performance.

“Kita sebisa mungkin memperbaiki ya walaupun tadi aku udah bilang kalau ada juga kok orang yang sampai kemudian ketika dia dapat kritikan atau masukan, bahkan ada yang sampai penolakan pun ada gitu dan dan imbasnya beda beda tergantung bagaimana orang tersebut menyikapinya.” (S. Fadhil, Personal Communications, February 22, 2022).

According to psycholinguistics, the statement implies that the prospect of negative critique or feedback may exacerbate public speaking anxiety. This apprehension can cause resistance as well as avoidance of public speaking. Public speaking anxiety might originate from a fear of unfavorable judgment or assessment by others. According to the self-perception monitoring in language processing, people frequently rely on their own behavior to figure out their feelings and mindsets toward a particular assignment. If a speaker has had negative experiences with public speaking or

encountered critique in the past, they might assume they are unfavorable or incapable of achieving success. This self-perception may reinforce his avoidance and maintain the anxiety-avoidance cycle.

“And the reason I'm sharing my story with you guys today is not to tell you guys go out and build apps or be entrepreneurs. I'm saying, Go out and face your fears. Don't bury them deep inside. If you have a problem, look for a solution.” (8 Billion Acts of Innovation, 2017).

According to psycholinguistics, language processing linked to public speaking anxiety might involve self-monitoring and self-evaluation. The desire to avoid discourse is additionally apparent throughout that sentence, as the speaker recognizes that public speaking might be an intimidating experience and that people could be hesitant to confront their fears. This fear and resistance to giving speeches could be caused by several variables, such as social anxiety, low self-worth, and a lack of confidence in one's speaking skills. On the other hand, the speaker promotes a growth mindset and encourages people to overcome their anxiety to enhance their public speaking skills by empowering the audience to confront their fears.

“Most nervous people make themselves small and tight, and they hold it in. And shake if you perspire a blush hold something cold in the palm of your hand. It'll cool you down much like putting a cold compress on your forehead or the back of your neck.” (TEDxPaloAlto, 2018).

In public speaking anxiety, "small and tight" refers to the physical manifestation of anxiety in which people shrink themselves, hold their bodies tight, and tense up. This response exemplifies the relationship between language and the body, in which language may significantly impact the physical state. This response could be explained psycholinguistically using the theory of embodied cognition. According to this theory, language is more than just an abstract system of symbols; it is also inextricably linked to bodily experiences. Once the informant is anxious and nervous, his bodies are likely to tense up, impairing his language processing abilities. In this case, the informant's capacity to communicate clearly and confidently in front of an audience could be hampered by the sensation of being "small and tight."

2. The Factors that Cause Public Speaking Anxiety

When someone feels anxious while speaking in public, some factors cause public speaking anxiety. Depending on the findings of interviews and documentation of five professional public speakers, both local and international, there were various causes of public speaking anxiety. The following is a tabulation of data from interviews and documentation regarding the factors that cause anxiety in public speakers.

Table 4.2 Factors causes of PSA

Informants	LSC	A	DA	CTS	N	LS	SS	D	C	FY	F	DE	U	PH	PT	Total
Albert	10	33	4	6	2	4	6	3	1	4	5	7	4	1	-	90
Fatkhunaimah	9	17	-	5	1	28	1	2	1	1	-	1	-	-	-	66
Shofiyan	25	8	4	20	8	26	2	3	-	2	-	-	5	1	2	107

Danish	6	6	8	4	-	35	-	1	1	-	11	2	-	2	-	76
Matt	1	10	1	14	1	14	-	1	2	8	6	4	1	-	1	64
Total	411															

In this section, the researcher tries to explain the findings above:

a. Lack of Self-Confidence

“Itu gugup-gugup beneran, karena mulai dari awal udah kaya ada perasaan minder ya. Jadi kebelakang itu ya jadi amburadul hancur semuanya. Wih, itu acara segede itu lo, sampai akhirnya acara abis turun panggung acara selesai, nangis aku. Bener-bener aku nangis dan malu gitu lho. Malunya itu karena ini acara gede kok aku nge-MCnya kaya gitu lho, dan memang aku belum siap waktu itu.” (A, Yuwono, Personal Communications, November 15, 2021).

According to psycholinguistics, the statement emphasizes self-perception monitoring in language processing. The speaker's lack of confidence is reflected in the selection of words such as "minder," "amburadul," and "malu." Furthermore, the speaker's account of crying and being ashamed following the event indicates a feeling of self-detachment, considered a usual sign of public speaking anxiety. The statement relates more to the conceptual preparation and self-monitoring stages of language processing. The conceptualization stage is shown by the informant having difficulty organizing and planning the message to be delivered when becoming an MC at the event. While in the self-monitoring stage, the person realized that he was not prepared to be the MC at the event and felt very embarrassed after the event ended, making him cry.

“Ini fatal, karena kalau kurangnya percaya diri, *even* kita materi bikin sendiri, rapi, bagus, konsepnya oke, percaya dirinya nol, di depan ngga akan bisa ngomong dengan baik. Artikulasi baik, menguasai audiences, itu udah ngga akan mungkin, jadi udah *drop* duluan itu ngga akan mungkin sampai kejadian.”(F. Rhina, Personal Communications, January 21, 2022).

The statement emphasizes the importance of self-confidence in giving speeches, specifically in connections to the speaker's ability to deliver their message to their audience effectively. This could be examined in the framework of psycholinguistics through the lenses of conceptual preparation and self-perception monitoring. Conceptual preparation is how a speaker plans and organizes their message ahead of delivery. This includes deciding on and arranging the message's content and considering the audience's expertise and expectations. The speaker acknowledges in the sentence that even if she has prepared her material well, she cannot convey it effectively if she lacks self-confidence. Lack of self-confidence appears as an impediment to successful self-perception monitoring in the sentence.

“Karena aku tidak memiliki latar belakang sebelumnya ataupun kecenderungan untuk ngomong di depan umum karena pemalu dan sebagainya, tentunya awal ketika aku ngomong di depan itu ya sangat terasa grogi, sulit, dan segala macam lah.” (S. Fadhil, Personal Communications, February 22, 2022).

The above statement suggests, in the setting of conceptual preparation, that the speaker's lack of prior history or expertise with public speaking contributed to the speaker feeling anxious and

overwhelmed when faced with speaking in public. He may lack the abilities or expertise required to organize their thoughts and concepts, which leads to a lack of confidence. The above statement shows that the speaker is aware of their lack of confidence and tendency to feel anxious in social settings, including public speaking. This self-awareness could give rise to a negative self-evaluation, as he believes he cannot present an effective speech. This negative self-evaluation might aggravate the anxiety and fear of public speaking.

“So confidence is something I've spent a lot of my career focused on. It's research I did all the way back in undergrad and grad school. It is critical to focus on confidence. Confidence is the biggest barrier to people sharing their opinions and voices and I firmly believe we need to hear from as many people as possible, in our dialogue to understand and be better at what we do.” (Stanford Graduate School of Business, 2021).

The speaker demonstrates the necessity of confidence in public speaking and how it can affect people's ability to express their ideas and voices. As a result, the speaker's lack of confidence would affect his performance. The sentence emphasizes the importance of conceptual preparation in developing confidence, which implies the cognitive processes ahead of speech production. According to the speaker's confidence investigation, self-perception monitoring is crucial to developing confidence in public speaking. Self-perception monitoring is observing an individual's speech and comparing it to one's standards. The speaker suggests that by concentrating on

developing confidence, people can overcome their public speaking anxiety and become inclined to share their viewpoints and voices.

b. Audience

“Kalo dari audience ya paling, wuuuuuu gitu kan, itu yang bikin down kan. Tapi ya aku cuek aja, karena ya cuek dalam arti cuek mau nangis gitu lho. Tapi aku selesaikan sampai acara selesai.” (A, Yuwono, Personal Communications, November 15, 2021).

The speaker acknowledges in the following phrase that negative criticism or feedback from the audience may affect their self-perception or confidence in giving speeches. He expresses that such criticism can depress and make him cry, implying that a person is internalizing the critique. The above phrase illustrates the speaker's awareness of their responses and sentiments in reacting to audience feedback, as seen through self-perception monitoring in psycholinguistics. He recognizes that criticism affects their self-esteem and self-confidence, but they also show mental toughness to push through and wrap up the event regardless of their feelings. It indicates that self-perception monitoring might assist individuals in recognizing their emotional reactions to external feedback and developing coping and overcoming strategies for public speaking anxiety.

“Waktu SMP, iya. Mungkin waktu itu sudah mulai merasa, oo ngerasa dilihat oleh lawan jenis, gitu-gitu. Mungkin itu lebih ada *pressure* di situ kan, lebih kenal dalam tanda kutip bullyan.” (F. Rhina, Personal Communications, January 21, 2022).

In the following line, the speaker demonstrates that her lack of self-confidence when communicating in public might have stemmed from middle school memories. She mentions explicitly feeling watched by the opposite gender and threatened by bullies. This implies that the speaker possibly had negative assumptions about themselves, which were solidified by these experiences, leading to anxiety and self-doubt when communicating in public. The self-perception monitoring element of psycholinguistics pertains to play where the speaker might excessively focus on how she believes others judge them, which can cause a lack of confidence in their abilities to speak in public.

“Kadang kita udah mempersiapkan sedemikian bagus, tapi faktor eksternalnya kita kadang kaget. Kaget di sini maksudnya kaya yang sering aku alami mungkin ekspektasi kita jamaahnya sekian, ternyata banyak banget tuh atau di depan kita tu ada orang orang besar mungkin ustadz kita atau guru kita atau kepala sekolah atau siapapun yang membuat diri kita merasa oh kok kita kaya pantas ngomong di situ.” (S. Fadhil, Personal Communications, February 22, 2022).

The factor causing public speaking anxiety throughout this sentence is connected to the audience, mainly when the audience comprises people who are considered critical or have more authority, like teachers. This can cause emotions of inadequacy and self-doubt, leading to anxiety and trouble speaking effectively. The speaker's examination of his expectations and perceptions of the audience demonstrates the self-perception monitoring aspect of this sentence. He mentions experiencing disbelief when external factors,

such as audience size or status, contradict his expectations. This implies that the speaker is keeping an eye on his expectations and their assessments of the circumstances, and if these expectations are not fulfilled, it can cause feelings of self-doubt and anxiety.

“There is some emotional connection here as well with the audience. So you really have to read who are the judges, what are the kind of solutions would they resonate with?” (Foundersuite, 2019).

In this sentence, the speaker emphasizes the significance of understanding the audience's emotional responses and preferences to connect effectively with them. This is related to self-perception monitoring, which entails being aware of one's behavior and how others perceive it. Furthermore, the lexical selection is related to the statement, which refers to carefully selecting words and phrases to convey meaning effectively. A speaker can establish an emotional connection and make the audience feel more engaged and interested in what they are saying by using the right words that resonate with them. As a result, if the speaker can construct the best words, the speaker will not be concerned about the audience's judgment.

“The second source of anxiety is the audience. Who is it i'm speaking in front of. They vary in their knowledge of your topic. Their power over you their relationship to others in the room that can make you very nervous.” (Abrahams, 2012).

In particular, the audience's knowledge, power, and relationship with others in the room are causing public speaking anxiety in this sentence. In language processing, the following

phrase can be examined through the perspective of self-perception monitoring and lexical selection. The speaker is monitoring his own emotions of anxiety in reaction to the audience and might modify their behavior and language use correspondingly. The speaker employs lexical items, including "power over you" and "relationships with others," in this phrase to express the audience's possible effect on their anxiety. These linguistic decisions reflect the speaker's conception of the situation and show how language shapes their perceptions and experiences.

c. Degree of Attention

“Diketawain lah, diketawain 5000 orang lho. Jadi *that’s why* aku malu banget.” (A, Yuwono, Personal Communications, November 15, 2021).

The above phrase accentuates the power of degree of attention, particularly negative attention, in causing public speaking anxiety. The speaker recalls a previous experience in which he was laughed at by an audience of thousands, making him feel embarrassed and anxious. It is a kind of self-perception monitoring in language processing in which the speaker reflects on their emotional reaction to the audience's criticism. According to psycholinguistics research, negative emotional experiences associated with public speaking can elicit a cognitive and physiological reaction in the speaker, influencing their language processing within the speech. This emphasizes the significance of using psycholinguistic approaches to address and overcome public

speaking anxiety, such as cognitive behavioral treatment, affirmative self-talk, and relaxation techniques.

“I was in this foreign land, 30 pairs of eyes staring at me. That was the first time I felt the fear of speaking in front of others.” (8 Billion Acts of Innovation, 2017).

This clause emphasizes the effect of attention factors in constructing public speaking anxiety. The speaker outlines a setting in which he was in a foreign country and possessed 30 pairs of eyes glancing at him, making him afraid to speak in front of people. This indicates that the speaker was self-conscious and mindful of the audience's attention. Concerning self-perception monitoring in language processing, the speaker's employing the phrase "the fear of speaking in front of others" indicates that he has anxiety and sees it as a personal issue. This could imply that the speaker engages in self-judgment or self-criticism, which can aggravate anxiety.

“I personally think speaking one on one is easier than getting in front of a stage. In front of a stage, you have many people. So that fear of failure is multiplied by number of people there is.” (Mindset, 2021).

In the above phrase, the speaker believes that speaking in front of a large group is more complicated than communicating with one person. This demonstrates that the speaker is conscious of his self-perception and how it influences his anxiety level when speaking in public. This sentence emphasizes the significance of attention in public speaking anxiety regarding psycholinguistics. This concentration can cause self-consciousness, making it harder to

focus on the obligation at hand, effectively speaking to the audience. Furthermore, the speaker's selection of words, including "fear" and "failure," discloses negative feelings and self-talk, which may worsen his anxiety. The speaker can pinpoint his anxiety triggers along with the impact on his performance by using self-perception monitoring.

d. Cognitive Traits

“Ya jelek banget dong. Jadi efeknya itu membuat penampilan saya tidak maksimal, jelas. Apalagi kalau kamu *public speaker* kamu gugup, ya otomatis pesan yang kamu sampaikan kan jadi tidak tersampaikan dengan baik. Pasti efeknya ya sangat kentara, sangat jelas dan itu membuat penampilan saya secara keseluruhan itu jadi jelek. Saya menilai penampilan saya itu buruk sendiri.” (A, Yuwono, Personal Communications, November 15, 2021).

This sentence demonstrates the way the cognitive trait may worsen public speaking anxiety. The informant believes his anxiety influences his overall performance as a public speaker. That negative self-perception leads to a self-fulfilled prophecy in which anxiety affirms the belief that performance becomes poor, resulting in a drop in confidence and an additional decrease in efficiency. The informant monitors his appearance regarding language processing, a frequent cognitive trait connected to public speaking anxiety. In addition, the informant's use of critical phrases like "tidak maksimal," "buruk," and "jadi jelek" indicates the informant's negative self-perception. This language raises the speaker's negative assumptions and opinions about his performance.

“Mm, iya. Normal ya maksudnya sebagai manusia yang normal kita diminta untuk berbicara di depan umum, itu seolah tanda kutip kita yang dipilih gitu lho. Jadi ada beban ia jadi merasa bahwa kita harus berusaha tampil yang terbaik gitu. Jadi mungkin itu yang menyebabkan kaya kita punya rasa *nervous* gitu. Lebih ke rasa tanggung jawab bahwa ini harus bagus gitu, ini harus jelas, harus bagus, harus menarik, kaya gitu si yang bikin ngerasa mm sedikit gugup atau cemas gitu.” (F. Rhina, Personal Communications, January 21, 2022).

The following phrase emphasizes a cognitive trait that fosters public speaking anxiety: the belief in responsibility and obligation to perform well. In the sense of self-perception monitoring, the speaker recognizes anxiety and attributes it to her sense of responsibility. She acknowledges that the pressure of performing well makes her anxious, and she keeps track of her inner being and thoughts to determine the source of their anxiety. The speaker also experiences catastrophic thinking and self-doubt in which people visualize the worst-case scenario of their speech, like getting laughed at, mocked, or failing. Furthermore, perfectionism entails setting exceptionally high standards for herself and becoming anxious if those criteria are unmet.

“Mindset sama kepercayaan diri perlu dibangun. Adanya percaya diri bahwa dalam public speaking, itu kan apa yang kita rasakan seperti ketakutan, kegugupan, kemudian persepsi orang bagaimana nanti itu merupakan sebuah konsekuensi yang harus kita hadapi. Maka apa pun nanti, sepahit apa pun nanti konsekuensinya kita dapat itu malah bagian dari sebuah proses.” (S. Fadhil, Personal Communications, February 22, 2022).

By admitting the anxiety and nervousness linked to public speaking, the informant appears to be involved in self-perception monitoring. The informant comprehends that the audience's perception is an outcome that must be dealt with. This can be an effective strategy for dealing with public speaking anxiety because it facilitates the speaker to spot and cope with negative feelings and thoughts that may interfere with performance. In compliance with psycholinguistics, this sentence emphasizes the role of cognitive traits, particularly self-confidence, and mindset, in public speaking anxiety. It also shows the utilization of self-perception monitoring in language processing as the informant passes on their feelings and thoughts about public speaking.

“Which by the way, we are our biggest critique and we score ourselves very harshly. So if what we think might have been a C may have been an A for your audience. So we need to change those thresholds that we have inside of ourselves. Yeah, you shouldn't be your biggest bully.” (Mindset, 2021).

The speaker addresses the cognitive traits of self-judgment in the phrase, which is typical of public speaking anxiety. It is associated with self-perception monitoring within language processing, which refers to the procedure by which individuals evaluate and track their behavior and mental states. Individuals with a high degree of self-perception monitoring could be inclined to participate in self-criticism and badly evaluate how they perform in public speeches. The speaker realizes that people tend to score

themselves harshly and set high expectations for themselves, leading to anxiety and apprehension when speaking in public. Because of the detrimental self-perception, the speaker may underestimate their skills and the positive effect they may leave on their audience.

“You have around anxiety now what about the cognitive symptoms. The thing that makes people really nervous cognitively is their own anxiety.” (TEDxPaloAlto, 2018).

The preceding phrase emphasizes the cognitive signs of public speaking anxiety and the effect of self-monitoring and assessment on anxiety. When encountering the challenge of public speaking, the speaker experience anxious emotions, concerns, and self-doubts, which are cognitive manifestations of anxiety. In this instance, the speaker admits that his anxiety contributes significantly to his cognitive signs. Self-monitoring and assessment are essential cognitive processes linked to public speaking anxiety as part of language processing. Self-monitoring and assessment can be highly personal and influenced by several factors, including prior encounters, societal comparisons, and social standards.

e. Novelty

“Kalau saya sudah akrab dengan acaranya, itu saya ngga akan gugup. Tapi yang bikin gugup itu adalah acara yang tergolong baru.” (A, Yuwono, Personal Communications, November 15, 2021).

One of the factors that may trigger public speaking anxiety is novelty or newness. In the given phrase, the speaker expresses concern about an unforeseen occurrence, which can elicit emotional

and cognitive reactions in the speaker, resulting in anxiety and nervousness. The speaker's outlook on the event as entirely novel may give rise to uncertainty and poor self-evaluation concerning language processing and self-perception monitoring. The speaker might perceive the event as an imminent threat or obstacle, resulting in increased anxiety and cognitive issues such as insecurity, self-criticism, and intrusive thoughts.

“Itu aku inget banget, karena itu di tahun 2012, kalau Isna tahu *Solo International Performing Arts* disingkat SIPA, ya itukan pertunjukkan internasional ya. Dari dalam dan luar negeri dan ada Bahasa Inggrisnya, Bahasanya *mix* gitu kan. Itu kali pertama, saya jadi MC di SIPA itu di tahun 2012, and *you know what*, itu bener-bener panggung yang gede banget, penontonnya banyak banget, itu waktu itu di Mangkunegaran ya, hampir 5000 orang ada, terus gugup dong, aku paling biasanya MC acara-acara apasi ya acara gathering, acara apa yang masih belum sebesar itu lho.” (A, Yuwono, Personal Communications, November 15, 2021).

The informant describes in this sentence how the novelty of the Solo International Performing Arts (SIPA) event made them uneasy when they made their first MC debut. The informant explains that the event, an international mixed-language performance on a large stage with nearly 5000 spectators, was novel and unique. Research has demonstrated that novel or unfamiliar situations can raise anxiety levels concerning the correlation between novelty and public speaking anxiety. This might be because these circumstances lack predictability and control, which makes people feel vulnerable

and uncertain. Additionally, self-perception monitoring can help escalate anxiety in novel situations because people may judge their performance more harshly when unfamiliar with the environment.

“Kalau menurutku apapun yang namanya baru mencoba pasti berpengaruh. Dan jarang banget ada orang yang ketika baru pertama kali nyoba bisa langsung *perfect* gitu jarang bahkan hampir ngga ada ya.” (S. Fadhil, Personal Communications, February 22, 2022).

The statement above emphasizes how novelty or newness can make public speaking uncomfortable. It is normal to experience anxiety and nervousness when trying something new. As people may not have prior experience speaking in front of an audience, novelty may play a significant role in causing anxiety about their ability to perform well. Self-doubt, negative self-talk, and worry about making mistakes are cognitive symptoms resulting from unfamiliarity and lack of experience. This sentence reflects the speaker's perception of language processing and self-perception monitoring in psycholinguistics. The speaker contends that anxiety when trying something new is normal and that it is crucial to understand that perfection is unlikely on the first try.

f. Lack of Skills

“Kalau kita ngga percaya memang memiliki kemampuan untuk mengekspresikan diri lewat verbal ataupun non-verbal otomatis kita akan jadi orang yang introvert. Introvert berarti orang yang ngga suka terlalu berinteraksi dengan orang kan, gitu. Maka punya atau engganya kemampuan public speaking juga akan jadi

faktor pendukung kalau menurutku.” (A, Yuwono, Personal Communications, November 15, 2021).

The statement implies that a lack of confidence in someone's capacity to express himself nonverbally and verbally may result in being introverted and getting less along with others. Additionally, the sentence suggests that whether or not one has public speaking skills might contribute to anxiety. According to psycholinguistics, using language in a phrase discloses a cognitive trait of self-confidence or belief in someone's capacity to accomplish a specific task or action. Anxiety is correlated with a lack of self-efficacy in public speaking, which could result in avoidance actions. Furthermore, the sentence conveys that being afraid of negative evaluation by others could be an issue in public speaking anxiety.

“Dan aku tu ngelatih terutama karena aku ngomongnya cepet, itu salah satu challenge yang aku secara personal masih harus berusaha untuk mengendalikan karena aku ngomong tu asli cepet banget. Jadi mungkin orang bakal susah nangkep gitu. Padahal public speaking itu kita mesti ngomongnya jelas kan, vokalnya jelas, pronunciation-nya jelas, artikulasinya jelas, jadi itu justru aku yang secara teknis masih harus terus melatih supaya tidak makin cepet gitu.” (F. Rhina, Personal Communications, January 21, 2022).

Based on the details provided, the speaker recognizes a lack of skill in speech rate control that may cause difficulties in public speaking. The speaker acknowledges the necessity of clear vocals, sound pronunciation, and articulation in delivering speeches in public but admits she still must hone her skills in these areas. In

language processing, the informant uses her self-perception monitoring abilities to monitor her speech rate and accept the need for improvement. This highlights the importance of metacognitive mechanisms for public speaking anxiety, as the informant might get anxious when she believes that her performance lacks quality. The speaker's awareness of the significance of clear articulation indicates that phonological processing is involved in public speaking anxiety, as the speaker gets anxious if she struggles with articulation or pronunciation.

“Cuman menurutku juga di awal tadi memang berpengaruh dalam arti, ada kok kasus dimana orang udah latihan pun dia sama sekali ngga bisa ngomong di depan umum. Artinya ya memang dia kesulitan dalam hal itu kak.” (S. Fadhil, Personal Communications, February 22, 2022).

The speaker in the preceding phrase acknowledges that, despite practice, some people still experience public speaking anxiety. This emphasizes that anxiety is a multifaceted and complex issue that cannot be attributed entirely to a lack of skills or preparation. According to language processing in psycholinguistics, the individual struggling with public speaking anxiety might suffer from negative self-talk or inner monologue, leading to a lack of self-confidence and increased anxiety. This negative self-talk can take the form of thoughts like "I don't have enough talent," "I'm going to mess up," or "People will criticize me." These thoughts may evolve

automatically and habitually, creating a negative emotional and anxiety cycle.

“I was a mechanical engineering student here at Drexel University in Philadelphia. Wanted to work for Elon Musk, either in SpaceX or Tesla. That was my career trajectory. But one, an advisor pulled me aside and said, Danish, you know, you can be the smartest engineer, but if you cannot communicate and articulate your ideas, you're stuck.” (Foundersuite, 2019).

According to the statement, lacking articulation and oral communication skills can stymie career advancement and achievement in fields requiring effective communication. The sentence is more likely to point to the self-monitoring stage, which deals with noticing and evaluating our language production when speaking. The advisor provides feedback on the importance of communicating and articulating ideas effectively as an essential factor in a career, which can hinder one's progress if not paid attention to. In this instance, the individual's advisor highlighted that even if the informant were proficient in his field, he would be unable to advance in his career if he lacked the skills to convey his ideas.

“You have a glass ceiling on you. You can never become the CTO. You can be the smartest accounting person, but you can never become the controller in a company. And I'm like, I need to improve on my communication skills.” (Foundersuite, 2019).

It understands from this phrase that a lack of communication skills may pose a barrier to advancement in the workplace. The individual is advised that, despite being intelligent and skilled in the

field, he will be unable to advance due to his inability to communicate effectively and articulate his ideas. This may trigger feelings of constraint and frustration, ultimately aggravating public speaking anxiety once the individual appears under pressure to enhance his communication skills. This statement emphasizes the vital role of communication skills for accomplishing career goals, along with how a lack of skills could result in a glass ceiling effect. It also implies that language processing is vital for professional achievement and personal confidence, and boosting communication skills can help overcome public speaking anxiety.

g. Subordinate Status

“Nah itu saya pernah pada waktu itu ada acara di rumah dinas walikota Surakarta. Pada waktu itu tamunya adalah wakil Presiden China. Nah... otomatis pengamanannya kan ketat banget dong ya. Harus cek tasnya isinya apa, detektor logam dan lain sebagainya. Dan nge-MCnya itu, ngebawain acaranya itu di pandu sama paspampres. Jadi ada paspampres di sebelah saya, itu bikin nervous dong, gugup dong.” (A, Yuwono, Personal Communications, November 15, 2021).

According to the data, there is a link between subordinate status aspects and public speaking anxiety. The existence of the guest, the president of China, and Paspampres, an officer of the security team with more excellent status or legitimacy, may have caused the informant to feel anxious and nervous. This is due to a fear of being judged or assessed by a person in a higher position, which leads to feelings of inferiority or inadequacy. This can also

affect the MC's language processing because anxiety and fright can cause cognitive and psychological reactions that interfere with memory, concentration, and language production.

“Itu kadang membuat kita jadi gugup juga sih. Karena kita ngerasa beliau lebih segalanya dari yang kita punya gitu. Kita ngomong di depan beliau kaya kadang ngerasa jadi gugup sendiri gitu kak.” (S. Fadhil, Personal Communications, February 22, 2022).

According to self-perception monitoring in psycholinguistics, the informant might become anxious due to a perceived disparity across his skills or competencies compared to those of the person he speaks to. The statement "more everything than we have" implies that the other individual is perceived to have more outstanding position, authority, insights, or other qualities valued in the conversation context. This may give rise to self-doubt and self-assertion, causing him to feel more self-conscious and evaluate their performance more intently during the interaction. In this case, the informant may believe that the person they are conversing with has more status or expertise, which can lead to feelings of inferiority and heightened self-awareness during the conversation.

“I think we need to spend a few moments understanding where this anxiety comes from i believe it's hardwired in us it's based on evolution we are wired to be very concerned about our relative status to others.” (Stanford Graduate School of Business, 2021).

The informant in the above sentence indicates his anxiety about their perceived subordination might possess an evolutionary

basis. According to psycholinguistics, an individual naturally tends to monitor his behaviors and speech whenever in the presence of people he perceives as of higher social standing. This monitoring may raise anxiety and nervousness when presenting in front of such people. The informant could be suffering from self-perception monitoring, whereby he constantly evaluates his behavior while contrasting it to the person he perceives as being of higher status. This can result in increased self-awareness, which can be stressful.

h. Dissimilarity

“Jadi percaya diri yang dari TK, SD itu semuanya hilang. Kenapa? Karena *culture*-nya itu beda kalau menurut saya, gitu lho. Ketika masih TK, kalian masih cuek istilahnya, kalian ngga paham apa itu diomongin temen, apa itu dibilang ih sok banget sih dia. Tapi mulai SMP, SMA kemudian kuliah itu kalian mulai paham dan itu menjadi penghambat.” (A, Yuwono, Personal Communications, November 15, 2021).

The informant is implying in the statement, as mentioned above, that societal and cultural shift as one moves up along different stages of higher education. He mentioned that back in kindergarten, he was unfamiliar with some conditions and could not comprehend what others spoke. Nevertheless, as he got older, he began comprehending more and more. This could be understood through the concept of dissimilarity in psycholinguistics. Individuals might encounter anxiety and self-doubt since they become increasingly mindful of their distinctions from others regarding communication and language abilities. This is particularly relevant

in a culture that values communication skills and places people in competitive environments where their language abilities are constantly monitored and compared to others.

“Cuma Ketika ada suatu hal yang *event* besar, tajuk besar kemudian orang-orangnya baru dan acara yang *prestigious* dan aku belum pernah di sini kemudian aku dikasih kesempatan ngomong, itu pasti berpengaruh menurutku kak.” (S. Fadhil, Personal Communications, February 22, 2022).

The informant conveys in the above phrase that speaking at a significant event with unfamiliar people in a prestigious setting is significant and causes them anxiety. This may correspond to the Dissimilarity element of public speaking anxiety, in which speaking in unfamiliar and new settings can cause anxiety and nervousness. According to psycholinguistics, the informant's anxiety could have been caused by self-perception monitoring. The informant might experience pressure to speak well and leave a good impression, which may result in insecurity and anxiety. Furthermore, the informant could be concerned with how others view them, leading to increased self-awareness and anxiety.

“As at the beginning we mentioned speaking happens everywhere. It doesn't just have to be on a stage. It could be one on one. And I work with people and I've heard people who are completely confident speaking in front of a thousand people put on a stage. But when it comes to one on one or team meeting, they get nervous and they get scared again.” (Mindset, 2021).

In the above statement, the informant discusses people who are comfortable speaking and standing in front of many but become

anxious in one-on-one or group situations. This might have been associated with the psycholinguistic theory of dissimilarity. When speaking directly in front of a vast crowd, the speaker might see themselves appear distant from the audience, allowing them to separate themselves and speak confidently. On the other hand, in one-on-one or group meetings, the speaker might view themselves as more comparable to the audience, generating an atmosphere of closeness and raising self-perception monitoring. This self-awareness can augment anxiety because the speaker is more plausible to concentrate on their performance and how the audience views them.

i. Conspicuousness

“Normal ya maksudnya sebagai manusia yang normal kita diminta untuk berbicara di depan umum, itu seolah tanda kutip kita yang dipilih gitu lho. Jadi ada beban ia jadi merasa bahwa itu beban bahwa kita harus berusaha tampil yang terbaik gitu.”(F. Rhina, Personal Communications, January 21, 2022).

The informant emphasizes that being requested to speak in a public setting is a burden, implying an element of responsibilities and pressures associated with public speaking. This pressure is connected with the conspicuousness factors, which correspond to how visible and observable the informant's performance is to others. The informant could feel anxious in these circumstances, considering she believes others will ultimately judge her performance. According to psycholinguistics, this sense of

responsibility and pressure can cause self-perception monitoring, in which the informant attempts to manage her self-representation while also conveying her message.

“I was busy sketching my dream cars in my notebook. And all of a sudden I hear a voice in my direction. The teacher, Danish. can you please rise up and introduce yourself? She had put me on the spot.” (8 Billion Acts of Innovation, 2017).

In the following phrase, the informant stated that his teacher immediately puts the informant on the spot, creating a feeling of conspicuousness. Because the informant might be self-conscious and anxious about being judged or assessed by their peers, this unexpected and sudden spotlight may trigger public speaking anxiety. According to self-perception monitoring, the informant could be anxious about being spotted as confident, articulate, and captivating in front of his peers, which may elevate his anxiety. Language processing may be contributing to the informant's anxiety. The teacher's unexpected demand may have interrupted the informant's thought preparation and bumped their cognitive load, making it harder for them to sort out their thoughts and articulate coherently.

j. Formality

“Tingkat keformalan apakah mempengaruhi tingkat kegugupan aku bilang iya. Idealnya, semakin formal semakin gugup.” (A, Yuwono, Personal Communications, November 15, 2021).

The informant in the preceding phrase confirms that the formality of a speech can influence a person's level of anxiety. The concept of the linguistic register is linked to the degree of formality in the language or speaking situation in psycholinguistics. A *register* is a language employed for a particular reason or in a specific social setting. There are distinct registers for informal conversation, formal speeches, academic writing, and many more. Individuals may experience increased anxiety or nervousness when speaking in a more formal register due to perceiving higher stakes of circumstances. They might feel pressured to speak perfectly and leave an outstanding impression, contributing to self-monitoring and self-criticism.

“Tapi kalau acara formal dan menghadirkan tokoh masyarakat yang dikenal banyak orang, itu yang bikin saya gugup. Kenapa? Karena takut salah, takut bikin kesalahan gitu lho.” (A, Yuwono, Personal Communications, November 15, 2021).

In the following statement, the informant declares that the more formal the occasion, the more nervous he is. The informant additionally mentions that showing a public figure who is well-known to many people causes him to be anxious. These elements are associated with the notion of self-presentation. Self-presentation can be viewed as self-perception monitoring in which speakers constantly evaluate themselves and how they perform related to their audience. This can cause anxiety, especially if the speaker believes he is being judged or criticized. The informant's anxiety about

making mistakes is an example of self-perception monitoring, in which the speaker is more concerned with preserving a positive image and avoiding criticism.

k. Fear

“But I outgrew these fears, I overcame them as I grew older, but public speaking. No way. I was still afraid of it.” (8 Billion Acts of Innovation, 2017).

The informant states their fear in the above passage, which is a prevalent factor driving an increase in public speaking anxiety. Fear is a physiological response to an alleged threat or danger, which in the context of public speaking, may involve the fear of being criticized or disregarded by the audience. According to self-perception monitoring, the informant might have unfavorable self-evaluations or assumptions about their capability to execute well in public speaking circumstances. This negative self-perception may contribute to elevated anxiety and fear, hampered performance, and reinforced negative beliefs.

“The things that make our anxiety worse, the sources the number one is fear. I hear from people is i'm afraid i'm going to forget, i'm gonna blank out.” (TEDxPaloAlto, 2018).

The informant defines *fear* as the primary source of public speaking anxiety in the above phrase. They were afraid of forgetting or blanking out while speaking or presenting, in particular. Anxiety can be analyzed in psycholinguistics as an aspect of self-perception monitoring. This means that people frequently track their emotions,

thoughts, and actions to see how others judge them. Individuals suffering from public speaking anxiety might be excessively concerned about their presentation, and their fear of forgetting or blanking out is an outcome of this self-perception monitoring.

1. Degree of Evaluation

“Kan kebanyakan kita menjadi *public pleaser*. *Public pleaser* adalah orang yang ingin semua temannya itu merasa senang dengan kehadiran dia. Jadi kalau temennya ngga senang kamu maju, atau kamu aktif di kelas, terus kamu jadi aku ngga aktif aja lah di kelas, kenapa? Biar si A ngga cemberut.” (A, Yuwono, Personal Communications, November 15, 2021).

The statement implies that the informant is a "public pleaser," who strives to make everyone else happy by being present. The informant's concern about getting assessed by others could be interpreted as a case of self-perception monitoring referring to language processing in psycholinguistics. Self-perception monitoring is a mechanism of observing one's behavior and adapting it to meet people's expectations or maintain a specific self-image. In this instance, the informant is observing and adjusting his behavior in the classroom to prevent negative opinions from his peers. This process can cause anxiety because the individual may feel pressured to behave well and satisfy other people's expectations.

“Now. Why are you nervous? Some of the reasons why people are nervous going in front of others is either fear of failure, either fear of not impressing people to the mark or the standard that you might have set to yourself.” (Mindset, 2021).

This data emphasizes the degree of evaluation that leads to an increase in public speaking anxiety. According to the speaker, people might feel anxious because they are afraid of failure or failing to meet the expectations he has set for themselves. These anxieties are frequently associated with self-perception monitoring, a principal psycholinguistics component. The technique of continually monitoring and assessing actions and speech to make sure that he conforms to specific standards or expectations is known as self-perception monitoring. Individuals may experience anxiety and nervousness when speaking in public because they are concerned about being assessed or judged by others. Fear of evaluation may originate from an impulse to be perceived as knowledgeable, competent, or impressive by others.

m. Unfamiliarity

“Itu kali pertama, saya jadi MC di SIPA itu di tahun 2012, and you know what, itu bener-bener panggung yang gede banget, penontonnya banyak banget, itu waktu itu di Mangkunegaran ya, hampir 5000 orang ada, terus gugup dong, aku paling biasanya MC acara-acara apasi ya acara *gathering*, acara apa yang masih belum sebesar itu lho.” (A, Yuwono, Personal Communications, November 15, 2021).

In the above phrase, the informant expresses concern about unfamiliarity. The large size of the audience, as well as the unfamiliar venue and event, added to their anxiety. According to psycholinguistics, the informant's anxiety may have been caused by their perception of their abilities to perform in an unfamiliar situation. Individuals may experience cognitive overload when

confronted with an unfamiliar situation or environment, leading to increased anxiety. This can be due to insufficient familiarity with the surroundings and uncertainty about the audience's expectations. The self-perception monitoring aspect of psycholinguistics may also be at work, as the informant may be evaluating and comparing their performance in real-time to their internalized standard.

“Jadi misalnya kita udah pernah ngomong di tempat a yang jumlah audiensnya banyak. Maka ketika ke tempat yang baru dan hal itu sama juga banyak, yang paling harus digarisbawahi adalah jam terbang dan latihannya memang harus banyak supaya ngga gugup. Ya harus ada prosesnya untuk menjadi public speaker yang baik termasuk aku juga masih belajar gitu.” (S. Fadhil, Personal Communications, February 22, 2022).

In the preceding phrase, the speaker emphasises the necessity of experience and practice in overcoming anxiety associated with unfamiliar circumstances, such as communicating in front of many people in a new location. When confronted with a new or demanding task, the brain might encounter elevated cognitive load, causing anxiety and trouble performing the task. The task becomes more familiar and needs less cognitive load due to repetition and practice, reducing anxiety and enhancing performance. The speaker also mentions that he is still learning, implying a growth mindset and a willingness to continue to improve. It involves an element of self-monitoring, where the speaker realizes that he still needs to learn and hone his public speaking skills, thus realizing his shortcomings and the need to improve continuously.

n. Prior History

“Ada emang orang itu yang ngga suka ngomong di depan sama sekali, ada juga. Artinya memang berpengaruh latar belakang orang dan kepribadian dan pengalaman itu beda-beda sih kak.” (S. Fadhil, Personal Communications, February 22, 2022).

The statement implies that the informant's background, personality traits, and prior experiences can affect his level of reassurance with public speaking. This is consistent with the notion that prior history may play a significant role in the emergence of public speaking anxiety. Individuals who have previously had bad experiences in public speaking are more likely to acquire anxiety about public speaking. Regarding psycholinguistics, the informant could self-monitor his feelings, thoughts, and actions concerning his public speaking anxiety. He could be reflected on his own and others' histories to understand better the various factors that might trigger public speaking anxiety.

“We see anxiety in communication across culture and typically across age range. So this is something that is ubiquitous and a part of the human condition. That leads us to think there's there's something biological in our evolutionary history and i happen to affiliate with the camp that says really what's at stake whenever you communicate in a high-stakes situation.” (The Science Of Success, 2018).

The informant emphasizes the commonality of communication anxiety in the above paragraph, regardless of customs or age range. According to the informant, this suggests that there is probably a biological basis for this occurrence, which is

potentially grounded in our evolutionary history. According to the informant's statement, prior experiences could have played a role in developing public speaking anxiety. If a person has had unpleasant experiences with public speaking or other high-stakes communication cases in the past, it could contribute to anxiety in identical circumstances in the future. This is consistent with the notion of prior history playing a role in communication anxiety.

o. Physiological Traits

“Panik. Ya kalau sampai kita ngga bisa nguasain diri sendiri, kalau dampaknya ke aku si kaya yang aku sebutin tadi ya. Ya langsung keringetan sampe intinya cara ngomongnya udah kadang kadang sampe cara ngomongnya udah ngga teratur intonasinya, nadanya, intinya udah buyar sih.” (S. Fadhil, Personal Communications, February 22, 2022).

In the above quote, the informant states the physiological traits of public speaking anxiety, including sweating and shifts in speech styles, such as inconsistent intonation and tone. These symptoms correspond to the physiological characteristics related to public speaking anxiety. According to psycholinguistics, the speaker's self-perception monitoring most likely leads to their anxiety. This monitoring may grow hyper-concentrated in high-stress situations, such as public speaking, leading to raised self-awareness and anxiety. The sentence also refers to phonetic encoding and articulation, which focuses on producing sounds and gestures to express words and phrases correctly and clearly. The statement illustrates how panic can affect one's speaking ability,

including losing control over intonation and tone, critical aspects of phonetic encoding, and articulation.

“We experience the physiological and cognitive symptoms and there's the actual sources of anxiety that make it worse.” (The Science Of Success, 2018).

The informant emphasizes the link between physiological traits of anxiety and cognitive causes of anxiety, implying that the two factors connect and exacerbate each other. Individuals might grow more self-aware concerning their physiological traits when delivering a speech, which may worsen their anxiety, according to the viewpoint of self-perception monitoring in language processing. This self-monitoring may also impact their cognitive processing, resulting in self-doubt and cognitive distortions like catastrophizing or exaggerating the situation. As a result, pairing physiological traits and cognitive anxiety factors can result in an endless cycle that exacerbates the feeling of public speaking anxiety.

3. The Strategies for Overcoming Nervousness

In this paragraph, the researcher seeks to elicit professional public speakers' experiences overcoming public speaking anxiety. Based on the findings of interviews and documentation gathered by the researcher, each public speaker has their tendencies and characteristics for overcoming anxiety. The following is a data tabulation of the findings related to the strategies carried out by professional public speakers in overcoming anxiety.

Table 4.3 Strategies to overcome Public Speaking Anxiety

Informants	CM	V	ST	PF	UA	SU	RT	BE	Total
Albert	11	1	4	5	57	6	-	6	90
Fatkhunaimah	16	2	11	1	26	13	5	5	79
Shofiyan	15	-	11	12	52	5	11	-	106
Danish	8	3	19	9	19	9	2	4	73
Matt	13	7	15	2	13	9	6	4	64
Total	411								

As attached above, in the following paragraphs, the researcher strives to explain the data in detail:

a. Cognitive Modification

“Ketika kita sudah bertekad untuk bisa maupun nanti gimana hadangannya kita akan terus belajar bagaimana sih untuk menjadi public speaker yang benar gitu. Itu yang pertama, mindset yang harus kita tanamkan dengan benar bahwasanya ini keharusan yang harus saya punya gitu.” (S. Fadhil, Personal Communications, February 22, 2022).

The sentence implies that developing a positive mindset and ambition to succeed is the step to dealing with public speaking anxiety. This cognitive modification strategy is whereby the speaker attempts to reframe negative thoughts regarding public speaking onto more positive ones. In the framework of psycholinguistics, this is a technique of internal dialogue or self-perception monitoring in which the informant monitors and modifies his self-talk to be more positive and encouraging. Furthermore, the statement emphasizes the significance of ongoing learning and practice to become an

excellent public speaker. This is also a cognitive modification strategy in which the speaker concentrates on improving their abilities and expertise rather than their anxieties and fears.

“Terus juga mensugesti diri sendiri juga penting. Setiap kali mau tampil atau diminta untuk mengisi acara, *you got this* gitu. Jadi memang mensugesti diri sendiri kalau ini bisa, ini bukan hal yang besar kok, kamu pasti bisa itu penting banget.” (F. Rhina, Personal Communications, January 21, 2022).

Positive Self-talk, a cognitive modification method commonly employed for dealing with public speaking anxiety, is emphasized in this sentence. The goal is to substitute negative thoughts with constructive ones to boost self-confidence and reduce anxiety. The statement "you got this" most likely means self-suggestion or self-affirmation, which is the practice of reiterating positive affirmations to someone else to boost confidence and modify negative thought patterns. This technique is connected with cognitive restructuring, which implies that changing thoughts can result in shifting behaviour and emotions. This is a cognitive modification strategy that involves modifying one's perspective on an issue in order to reduce anxiety and enhance self-confidence.

“When I realized that I had it wrong all this time. I thought you're either born a public speaker, or you're not. I was wrong. I realized that public speaking is actually a teachable skill. That means that if any one of you here wants to speak powerfully, like any of your famous public speakers, yes, you can.” (8 Billion Acts of Innovation, 2017).

This statement emphasizes an important cognitive modification method for overcoming public speaking anxiety: the viewpoint that public speaking is an ability that can be learned. The speaker's previous trust that public speaking skill was innate possibly led to his public speaking anxiety, as he might have believed he was not destined in this area. The speaker's mindset changed after recognizing that public speaking is a skill which could be learned and developed. The speaker may impose embracing a growth mindset by seeing public speaking as an ability that could be evolved with practice and learning. The statement's spoken language illustrates the significance of self-perception monitoring and self-talk in cognitive modification.

“We need to see the speaking opportunity we are a part of as an opportunity rather than a challenge and a threat.” (Stanford Graduate School of Business, 2014).

In this sentence, the speaker suggests a cognitive modification strategy, which involves modifying how to see a speaking opportunity. The speaker suggests changing the situation's perception from "challenge and threat" into "opportunity." This technique, according to psycholinguistics, means monitoring the speaker's self-talk and inner conversations when the speaking opportunity. Individuals may recognize negative ways of thinking and beliefs that contribute to anxiety by concentrating on the attention, the message, and the voice of the thoughts. Individuals can attempt to challenge and reframe those negative

thoughts in positive, adaptable manners once they've identified them. This process entails utilizing language to restructure the thoughts and beliefs, in which the link to psycholinguistics comes into play.

b. Visualization

“So the biggest suggestion I would give for these one-on-one scenarios is just prepare yourself. The way I do it is in the morning have a very good and clear understanding on what's on your calendar, what are your one-on-ones, and just visualize them for 30 seconds each. And you can visualize what 30 seconds each, how that meeting would go.” (Mindset, 2021).

In the above sentence, conceptual preparation is the stage in language processing that most likely fits. In this stage, the speaker builds a concept or idea he wants to convey, which is then realized in particular sentences. He explains in detail how to make these preparations by visualizing one-on-one in the calendar and how the meeting will take place. This shows that the speaker has a clear concept and idea of what he wants to convey and has planned how to convey it clearly and effectively. It allows them to create an in-depth awareness of what will occur in every session and mentally prepares them for what will come. Visualizing handles a situation and trains the brain to react positively to the event, making a person more confident and under control. Besides that, this technique is reminiscent of psycholinguistic self-perception monitoring in that the speaker uses mental imagery to track and modify his thoughts and feelings positively.

“And you have in your mind what the outcome is about the meeting. And maybe to remember, meetings are about outcome. It's not about just about spending time together. What is that outcome I want to have in that meeting? If you can visualize it before your day starts, you're doing yourself a blessing because you're not gonna get time in the day, you're gonna be rushing back to back to back.” (Mindset, 2021).

The statement above focuses on mentally preparing the speaker and making them feel less anxious and more at ease by visualizing the outcome. This visualization technique entails conceptualizing the result that the speaker wishes to obtain from the gathering or presentation, for instance, convincing the audience, transmitting a specific message, or simply getting valuable feedback. Language processing is also essential in this technique because the phrases and words used to describe the current scenario and desired outcome may determine how he perceives and responds to it. For example, structuring a meeting as a chance to achieve some result rather than simply a social gathering can assist the speaker in approaching the event with a goal-oriented mindset.

“You can find out the layout of the room, find out what people looked like, go to facebook go to linkedin. You can see who your audience is. You can do a lot to learn who they are and I challenge you to do that so visualization works by simply seeing the situation and seeing it go positively.” (Abrahams, 2012).

The above declaration emphasizes the significance of visualization in conquering public speaking anxiety. The sentence focuses more on conceptual preparation and lexical selection. In the sentence, there is a suggestion to do some concrete steps in

preparation for a situation, such as knowing the room's layout and looking at audience profiles on social media. This requires careful conceptual preparation to know the concrete steps to take. In addition, there is also an appropriate word choice (lexical selection) to convey information about these preparation steps. In this case, the speaker recommends that a single strategy to visualize a good result is to conduct preliminary studies on the audience. This allows the speaker to become acquainted with the audience and reduces the anxiety and uncertainty related to the public speaking event.

c. Skills Training

“Nah kebetulan, pada saat itu saya diikutkan di cabang baca puisi. Dicabang baca puisi itu kan salah satu cabang *public speaking*, meskipun satu arah ya. Tetapi kamu diminta untuk bisa memproduksi suara yang bagus, dengan intonasi yang tepat, artikulasi yang baik, dan harus membacakan puisi itu di depan banyak orang. Jadi ya memang penting buat latihan *skill* itu biar percaya diri dan ngga gugup.” (A, Yuwono, Personal Communications, November 15, 2021).

This sentence emphasizes the importance of training in overcoming public speaking anxiety. The sentence focuses on skill training in public speaking and how such training can help one to produce a good voice with proper intonation and good articulation. Therefore, the phonetic encoding and articulation stages are the most suitable in this sentence. This stage concerns producing the right sounds and mouth movements to pronounce words clearly and easily understood by the listener. In this context, regular practice in reciting

poetry can help one to improve their phonetic and articulation skills, thus can help them become more confident in public speaking.

“*Next*, intonasi, Jadi intonasi letika di berbicara depan umum atau di panggung misalnya itu memegang peranan yang sangat penting. Apakah tinggi rendahnya, kemudian apakah kita berapi-api, semangat atau gimanalah untuk menarik *audiences*. Kita harus latihan skill dapat produksi suara itu.” (F. Rhina, Personal Communications, January 21, 2022).

The sentences emphasize the crucial role of intonation in giving speeches and how it may affect the audience's impression of the speaker's energy and enthusiasm. The sentence relates to the process of phonetic encoding and articulation. In the sentence, the speaker discusses the importance of intonation in public speaking and how intonation can affect the audience. This shows that in phonetic encoding and articulation, we must pay attention to factors such as intonation, speed, volume, and articulation to produce an excellent and effective sound in public speaking. The prosody, which corresponds to the rhythm, stress, and tone of speech, is an essential component of language processing. The sentences imply that practicing intonation might strengthen public speaking skills and decrease anxiety.

“Let's say let's look at a speech coach. If I, if there was a speech coach listening to you, they'll tell you, you used too many ums, or us there were too many words. That's really hampering your credibility. You're not sounding like a leader. So that's one thing where I picks out on how fast or slow you speak your energy intonation. You don't wanna sound flat, boring, monotone. You wanna vary like a rollercoaster and

your use of pauses, your vocal clarity, and then your facial expressions as well. Are you smiling or are you frowning?” (Foundersuite, 2019).

The preceding sentence focuses on phonetic encoding and articulation in the language processing stage. The statement explains the importance of mastering intonation, energy, and vocal clarity in public speaking. This shows that in the phonetic encoding and articulation stage, it is essential to pay attention to proper intonation, speaking speed, and facial expressions that can affect how the listener receives the message. Although it can also be related to the lexical-selection stage in choosing the right words to carry the message, the main focus of the sentence is on how to get the message out effectively in terms of pronunciation and facial expressions. Furthermore, the coach may emphasize the significance of ranging one's pace and intonation to keep the audience interested and engaged and avoid a monotonous, flat delivery, which may appear dull and uninspiring.

“I've seen other effective speakers do is interject humor in their talk. How are the risks and rewards of trying to do that. Well first thank you and i appreciate all of you laughing those are that's the sum total of all my jokes. You've heard them. I am not funny beyond those jokes. So humor is wonderfully connecting.” (Stanford Graduate School of Business, 2014).

The above sentence relates to conceptual preparation, which is planning the content and topic to be conveyed by considering humorous elements to increase the effectiveness of the talk. Then, the lexical-selection stage is also involved when choosing the right

words to convey the message effectively. In addition, the phonetic encoding and articulation processes ensure the pronunciation of words with proper intonation and correct emphasis to maximize the humorous effect. Lastly, the self-monitoring process is also involved in evaluating and correcting the use of humor. Thus, it is effective and does not interfere with the message. As a result, the speaker must learn how to give a good presentation and use language correctly.

d. Performance Feedback

“Kemudian diberi masukan ketika mungkin “oh kamu kurangnya disini” “oh kamu tadi terlalu cepet ngomongnya atau segala macam.” Jadi menurut saya dua hal itu yang motivasi terbesar saya untuk semakin mendalami atau semakin belajar bagaimana public speaking yang lebih baik.” (S. Fadhil, Personal Communications, February 22, 2022).

The statement emphasizes the significance of receiving feedback to enhance public speaking skills. The statement relates more to the self-monitoring stage, which is the stage where the speaker evaluates his speaking performance and receives feedback from others to improve his public speaking skills. In this case, the speaker receives feedback on his speaking speed and other shortcomings, which motivates him to continue learning and improving his public speaking skills. The psycholinguistics approach emphasizes the significance of input in language learning and performance enhancement. Furthermore, feedback can assist

learners in identifying and correcting errors, reinforcing correct usage, and motivating them to continue learning.

“Katakanlah misalnya jelek, kurang apa dan awalnya dengan kritikan tersebut kita pada akhirnya sadar dan memaksakan diri dan belajar lagi. Kita membenahi kesalahan-kesalahan dan kembali bangkit dari trauma itu suatu hal yang tepat.” (S. Fadhil, Personal Communications, February 22, 2022).

In the context of the sentence, the stages that might be most relevant are conceptualization planning and self-monitoring. At the conceptualization stage, speakers believe that criticism can be a motivation to correct mistakes in public speaking. At the self-monitoring stage, speakers monitor and evaluate their language production, including fixing mistakes in public speaking. The preceding statement emphasizes the significance of embracing and learning from feedback and errors and using them to improve performance. Thus, overcoming the fear and anxiety of public speaking necessitates resilience and the ability to recover from setbacks.

“Okay, so I had a few filler words like you know, and um, my pace, okay, 107 words per minute, not too bad, good energy, and then some feedback or is giving almost perfect. I think I need to practice a little bit more.” (TEDxTalks, 2017).

The sentence is most likely related to phonetic encoding and articulation. At this stage, information in the form of concepts or thoughts is converted into a form of language that can be spoken. In the sentence, the speaker refers to his speech rate (107 words per

minute) and is most likely talking about efforts to improve his speech technique regarding using filler words (um) and the feedback given to him. In addition, the speaker also refers to his energy, which could be referring to the intonation and speaking style used. Finally, the speaker realized he needed to practice more, which suggests that they monitored and evaluated their speaking performance through self-monitoring. The speaker demonstrates comprehension of how his tone and expression may influence the efficacy of his speech by evaluating his prosody and lookup feedback on it.

“I encourage my consulting clients at the end of their meetings till i dedicate two minutes to just say how did the communication in this meeting go and what can we do better and differently next time. So that reflection piece is critical and then finally find a trusted other a mentor a colleague a loved one who can give you honest feedback. We are not the best judges of our own communication because our communication isn't intended for us it's intended for others. So we need to have others let us know if we're hitting the mark or not. So the homework is really around repetition reflection and feedback and take the opportunity to build your skills. And like any other skill you can get much better at your communication and for listeners.” (The Science Of Success, 2018).

The speaker emphasizes the importance of feedback techniques in improving language processing and comprehension through reflection, repetition, and feedback. The repetition part is crucial because it supports and stimulates the neural pathways involving language production and comprehension. Reflection, or thinking about the individual's perceptions, enables metacognition and may contribute to insights and enhancements in communication

skills. The sentence contains an element of self-monitoring, which is the ability to monitor and evaluate one's communication. Self-monitoring is the last stage in the language processing process, which involves self-monitoring and evaluation after communicating. This shows self-awareness and recognition of the importance of self-evaluation to improve communication skills.

e. Understanding and Accepting Fear

“Nah, jadi waktu itu supaya aku bisa bertahan. Aku ya menerima intinya, jadi pada waktu itu aku harus melakukan pengakuan diri dulu. Aku melakukan kesalahan dan pengen memperbaiki, kaya *self-encouraging*. Ya al kamu salah, nggapapa. *It's okay, you make mistake, everybody makes mistake, and now time must go on.*” (A, Yuwono, Personal Communications, November 15, 2021).

The speaker outlines a technique for understanding and accepting fear in the above sentence. This process, according to psycholinguistics, includes both cognitive and emotional variables. Cognitively, the informant recognizes and accepts that he made a mistake. This is a critical step since it allows him to accept responsibility for his actions and move forward. He is also engaging in self-talk, utilizing phrases such as "it's okay" and "everyone makes mistakes" to reframe the circumstances and mitigate the negative consequences of their error. Emotionally, the speaker handles his emotions by admitting their mistake without succumbing to shame or guilt. He can keep a positive attitude and keep moving forward.

“Cuman kalau *practice* masih, kaya ini kebiasaan lama yang aku lakuin sampai sekarang nih kaya aku sering banget ngomong sendiri asli. *I love to speak to myself in front of the mirror and listen on my pronunciation* karena kita seringnya Bahasa Inggris ya, Bahasa Indonesia juga iya.” (F. Rhina, Personal Communications, January 21, 2022).

In the given statement, the informant discusses the necessity of practicing public speaking as it may develop a habit if done regularly. From the standpoint of psycholinguistics, this is connected with the concept of automaticity, referring to the ability to complete a task without conscious thought. Furthermore, the speaker emphasizes the need to listen to her pronunciation as she speaks to herself in the mirror. This is associated with the concept of self-monitoring, as being a capability to consider her speech and language use. Self-monitoring is essential in public speaking since it allows the speaker to stay aware of errors or improvement areas and then make adjustments accordingly.

“Ketika kita mau menjadi seorang yang bagus dalam *public speaking* adalah kita juga perlu untuk menikmati proses latihan ya artinya kan *practice makes perfect*. Enggak mungkin orang itu sekali dua kali maju langsung bisa bagus. Artinya perlu banyak latihan, perlu banyak jam terbang untuk menjadi seorang yang memiliki kemampuan *public speaking* yang bagus dan engga mudah gugup.” (S. Fadhil, Personal Communications, February 22, 2022).

From the standpoint of psycholinguistics, that sentence emphasizes the significance of the affinity between language and the mind in dealing with anxiety and enhancing public speaking skills. The speaker recognizes the importance of practice for developing

his public speaking ability and enjoying the practice process. In the conceptual preparation stage, the speaker plans the content and message. This can be seen from the sentence, which shows that the speaker is planning the topic of conversation on how to become a public speaking expert. While at the morphological encoding stage, the speaker uses language and grammar skills to express messages and ideas. This can be seen from using sentences that show the right choice of words and sentence structure to convey that consistent practice and lots of flying hours are significant to become a good public speaking expert.

“This fear is not easy, it requires time, it requires education. Take myself for example, it took me ten whole years to conquer this fear and I tried everything out there and I just laid it out everything for you. In the tedx talk, I read books on public speaking. I watched online courses, I attended public speaking clubs like Toastmasters. I want practicing in front of a mirror again, and again, Every single day.” (Mindset, 2021).

Self-monitoring becomes essential as the speaker reflects on his learning process and figures out how to improve his skills by participating in various training and exercises. The speaker engages in cognitive processing to acquire knowledge and skills about public speaking by devouring literature on public speaking, watching online courses, and dropping off public speaking clubs. In addition, the statement emphasizes the significance of repetition and practice to overcome anxiety. Daily practice in front of a mirror may strengthen the neural pathways in speech production, allowing for

more powerful automaticity and fluency in speaking. The speaker is forming and boosting procedural memory by reiterating the practice.

“When we get nervous we tense up and our vocal cords are muscles and they tense up too. So if my normal vocal range is here and I get nervous it becomes here. So when I practice I purposely practice in an exaggerated way knowing that when I get nervous it will come back to my normal range. Be mindful of your voice and the variation.” (Stanford Graduate School of Business, 2018).

The sentence is more indicative of the phonetic encoding and articulation stages. The speaker describes how anxiety may influence the vocal cords and cause tension, resulting in shifts in the standard vocal range. In the sentence, the speaker talks about how when someone is anxious, their vocal cords muscle and become tense, causing changes in the standard vocal range. The speaker then says that he over-practices to know his voice variations and normal vocal range. Thus, he can return to his usual range when he gets nervous. This shows that the speaker deliberately pays attention to how he produces sound and practices controlling his sound variation and vocal range.

f. Setting Up a Fear Scale

“Kalau gitu berarti dengan cara persiapan yang lebih matang, karena saya selalu bilang ke temen-temen saya atau misalkan Ketika memberikan *training* gitu ya. Jadi dipersiapan atau perencanaan itu menurut saya 90%. Jadi 90% itu kamu harus siapkan dengan sempurna, terus yang 10% nya itu berarti kan *delivery* atau penyampaian. Kenapa persiapannya itu harus dibikin sangat matang, supaya kita itu meminimalisasi kesalahan yang bakal muncul Ketika membawakan acara.” (A, Yuwono, Personal Communications, November 15, 2021).

The sentence is more related to the conceptualization stage of planning, where one plan and prepares the material to be delivered before it is performed. The speaker points out the essence of thorough preparation and planning to overcome public speaking anxiety in the statement. This can be seen from the statement that 90% of the preparation and planning must be perfectly prepared to minimize errors in the event presentation. The speaker's application of percentages (90% preparation, 10% delivery) can be interpreted as quantitative reasoning in which he divides the process of public speaking into measurable portions. This may make the task feel attainable and less overwhelming, a crucial aspect of setting up fear scale techniques.

“Ketika kita mau menyampaikan sesuatu itu menurutku materi yang kita mau sampaikan itu ditulis dulu. Kenapa demikian karena sepenting itu menulis adalah ketika kita menulis itu kan membuat materi menjadi terstruktur.” (S. Fadhil, Personal Communications, February 22, 2022).

The sentence relates to the planning process in language processing, namely conceptual preparation. Conceptual preparation is the first stage in language processing, where thoughts and ideas are structured and planned on how to convey them. In the sentence, the speaker explains that writing the material first helps to build a structure and plan to convey the message better. Writing down the material is regarded as establishing a fear scale. This procedure can be viewed as a type of "mental scripting" or pre-planning that may

be beneficial in decreasing cognitive strain and leaving up mental resources for efficient delivery.

“Now some of these solutions worked for me, there's not so much like hiring a speech coach that was outside of my student budget. But online courses. That's where I learned how to vary my tone up and down how to talk really, really fast so that I could get someone excited, or to slow right down to get someone's attention. And I practiced, I practiced in front of the mirror.” (TEDxTalks, 2017).

The sentence reflects the stages in language processing, which are the phonetic encoding and articulation stages. This is because, in the sentence, the speaker explains how he learned to vary the pitch of his voice and how he spoke at different speeds to achieve the desired effect in the speech. Furthermore, the speaker discusses strategies learned through the courses, like varying tone and the rate to engage an audience. The process involves encoding words into sounds and articulating those sounds appropriately. Therefore, the message conveyed can be well understood by the listener. The speaker also highlights practice's value, stating that he practiced facing a mirror. This lends credence to the notion that persistent exposure to public speaking situations could reduce anxiety and enhance performance.

“A great way to manage this is to have a map. You can't get lost if you have a map. A map is nothing more in communication than a plan a structure a design.” (Stanford Graduate School of Business, 2018).

The sentence mainly deals with the conceptualization of planning, where the speaker presents the idea that having a map is

the best way to manage things and avoid getting lost. This statement shows that the speaker thinks of a concept or idea of managing a specific situation and then plans a way to do so effectively. In this case, the concept or idea in question is the importance of having a map, while planning involves ensuring that the map is available and usable. When establishing a fear scale technique, having an exact structure and plan may assist in reducing anxiety by giving him a sense of control and direction. The speaker may appear more prepared and comfortable by breaking down the speech into manageable parts and determining what comes next.

g. Relaxation Techniques

“Tidak terlalu terburu-buru untuk menyampaikan apa yang mau kita sampaikan begitu. jadi rileks dulu di tenangkan dulu pikirannya. Karena kan kita sudah rileks, jadi fokus untuk menyampaikan apa yang kita mau omongin gitu.” (S. Fadhil, Personal Communications, February 22, 2022).

From a psycholinguistic standpoint, speaking entails complex cognitive processes that necessitate memory, concentration, and control over speech production. The sentence is more likely to refer to self-monitoring, a stage in language processing where the speaker monitors and revises their language production in real time. In the context of the sentence, self-monitoring relates to the speaker's self-awareness to relax before delivering the message. This can help the speaker to monitor and revise their language production; hence the message can be delivered more effectively and clearly. Furthermore, it can assist the

speaker in effectively conveying his message and producing more accurate, fluent, and coherent language.

“That's another thing we do. Having a bottle of water sometimes helps when you're about to mess up, your train of pod goes away, then you're like, pick up your water and relax our body for a while.” (Mindset, 2021).

The speaker could associate drinking water with taking a break, which may decrease tension and anxiety. This might occur because there is a cognitive connection between drinking water and pausing to gather ideas and refocus attention. In addition, drinking water may have a physiological impact on the body, as remaining hydrated may assist in controlling bodily functions such as heart rate and respiration, which could be disrupted during stress. The action is connected with self-perception monitoring, which can include relaxing the body, sipping water, or modifying the individual's speaking pace to deal with anxiety while remaining calm and proficient.

h. Breathing Exercises

“Tarik nafas kan kalau nge-MC gitu kan ngga selalu di atas panggung. Jadi ketika kita membawakan, “Oke penampil berikutnya dari mana gitu” setelah itu kan kita turun panggung, nah turun panggung itu aku manfaatin untuk minum, *self-encouraging* itu tadi, ke toilet, pokoknya intinya membangun percaya diri lagi gitu.” (A, Yuwono, Personal Communications, November 15, 2021).

The sentence implies that taking a deep breath while walking off the stage may assist with public speaking anxiety. From the standpoint of language processing, this could be interpreted as a

method to handle the speaker's physiological reaction to stress, which influences his speech production. The speaker can control his emotional state and decrease physical tension by taking a break and participating in self-encouragement, which could enhance his vocal delivery. In terms of breathing exercises, taking a breath is a type of diaphragmatic breathing, a strategy used for controlling stress and anxiety by managing the autonomous nervous system of the human organism.

“It could be from an upcoming accident, whatever it is, or public speaking, your body gets into flight or fight mode. And all you need to do, literally all you need to do is take deep breaths and we're gonna do it right now. So I do the four second deep breath through.”
(Mindset, 2021).

When a person's body is in a condition of heightened arousal, it can affect cognitive processing, involving language comprehension and processing. This can complicate public speaking because the speaker might struggle to discover the correct terms, articulate his ideas clearly, or preserve his composure. In the previous sentence, the speaker demonstrates a simple breathing exercise involving four deep breaths. This technique may assist in slowing down the pace of breathing, which may decrease anxiety and increase relaxation. As the speaker consciously controls his physiological reaction to the alleged threat, this breathing exercise could be considered a form of self-regulation.

“I've been telling people take a deep, inhale a deep breath. It's not the inhale that helps you relax, it's actually the exhale. So, the rule of thumb, or shall I say

the rule of lung is this, to use deep breath to calm yourself down” (Stanford Graduate School of Business, 2021).

How breathing affects the capability to communicate effectively demonstrates the link between breathing exercises and language processing. When anxious, the breathing process turns shallow and rapid, impairing the capacity for speaking clearly and coherently. The speaker may control his breathing and reduce anxiety by executing deep breathing exercises to elevate his speaking ability. When calming himself down, this sentence emphasizes the significance of exhaling rather than inhaling. Exhaling stimulates the parasympathetic nervous system, leading to relaxation and reducing anxiety. In language processing, being relaxed and calm may enhance a person's capacity to process and produce language effectively.

B. Discussion

The discussion is based on the data analysis preceding this chapter. This discussion intends to answer the research questions. Thus, the data analysis discusses the types of public speaking anxiety, factors that cause public speaking anxiety, and strategies to overcome public speaking anxiety. In addition, this discussion will compare the findings with the theory to answer the research questions. The researcher found several things obtained from the analysis of interviews and documentation by professional public speakers, including:

1. The Types of Public Speaking Anxiety

From the accumulated data analysis by professional public speakers totaling 411, panic and anxiety are the most common types of anxiety felt by professional public speakers, which is 238. From the data previously presented, it can be understood that the panic and anxiety felt by Shofiyan made his body tremble, his intonation and articulation began to fall apart, and his breathing was irregular. Therefore, from a language processing perspective, this can affect phonetic encoding and articulation. When someone experiences panic or anxiety, they tend to take deeper and faster breaths, affecting their speech rhythm and voice quality. In addition, anxiety can also affect motor control, including lip, tongue, and mouth movements, which are needed to produce clear and precise sounds. As a result, someone who experiences anxiety while speaking can have difficulties in phonetic encoding and articulation, which can affect the quality of their communication.

The dominant results were also found in Astuti's (2020) research, where panic and anxiety were the most dominant things that happened to students when they had to speak a foreign language in front of the class without preparation. Most of these symptoms are caused by the increased adrenaline produced by their bodies due to experiencing a flight-or-fight reaction. This is in line with Iacob's (2019) theory which states that anxiety can begin with a tense state of anxiety and culminate in a panic attack. Therefore, panic and anxiety can also affect a person's ability to self-monitor effectively. When someone feels anxious or panicky when speaking in

public, they may focus too much on their feelings and lose the ability to pay objective attention to their language performance. This can impair one's ability to communicate clearly and effectively and affect their confidence in public speaking.

Fear, resistance, and a desire to avoid speaking, totaling 86 records, were the second dominant results of the following types of anxiety. The nervousness felt when speaking in public can cause public speakers to reject and try to avoid situations that require them to speak in front of a group. Although Albert and Danish feel the same type of anxiety, the symptoms and causes are different. Albert resisted speaking in front of his classmates because he did not think they would improve his public speaking. Because when Albert tries to produce sounds well, his friends will laugh at him, indirectly affecting the phonetic encoding and articulation process.

In contrast, Danish is more afraid and refuses to speak in public because he receives negative responses from his friends. It will affect his performance's self-monitoring process, causing self-doubt and a lack of confidence. Therefore, Katz (2000) also reported that students who are highly anxious about public speaking may avoid social events they would like to attend. Iacob's (2019) theory states that fear and anxiety are about identifying threats and avoiding them through fear, resistance, and the desire to avoid discourse. It can be extrapolated that this type of anxiety can affect the language processing stage; thus, one cannot communicate well and effectively.

In addition, a type of anxious stuttering with 27 data is also prevalent in professional public speakers. Stuttering occurs during public speaking when a person tries to get the words out faster than their mouth can handle. In addition, it causes the adrenaline-overloaded mouth to stiffen. The stuttering symptoms shown by Albert made him speak stutteringly and made the articulation of each spoken word unclear. Priadji (2020) also found that nervous-type stuttering is a common reaction in FL students. Itard (1977) explains that stuttering is a disorder condition is a general term for all types of speech disorders arising from any cause.

Hence, it can be seen that stuttering can affect various aspects of language processing, including at the phonetic encoding and articulation stages. At the phonetic encoding stage, someone who experiences stuttering may have difficulty producing their sounds precisely and accurately. In addition, stuttering can also affect the speed and rhythm of speech, which can interfere with a person's ability to process and produce their sounds precisely. At the articulation stage, a person who experiences stuttering may also have difficulty in producing the movements associated with sound production. As a result, a person who experiences stuttering may have difficulty producing their sounds clearly and regularly, thus affecting their ability to communicate with others.

Besides the most dominant type of anxiety, professional public speakers feel a marginal type of anxiety, namely dizziness. Only two data were found and only felt by one informant, Albert. Wrench et al. (2016) state that a person can feel dizzy or lightheaded because communicating can

be confusing because one feels powerless to control one's body. When a person feels anxious or stressed, this can trigger the fight or flight response in the body, leading to increased heart rate, blood pressure, and blood flow to the muscles to help the body be ready to act. This can disrupt the balance and circulation of blood to the brain, leading to dizziness or vertigo.

The findings show differences between the types of anxiety felt by local and international professional public speakers, where international speakers tend to feel anxiety, such as increased heart rate and negative self-focused cognition. While local speakers are only slightly found, even almost none on increased heart rate. This shows that differences in culture and experience can affect the speaker's anxiety. International speakers may face tremendous pressure to deliver a successful presentation in front of an audience different from their background. In contrast, local speakers may be more accustomed to familiar environments and audiences.

2. The Factors that Cause Nervousness in Public Speaking

The results show that the most common factor causing professional public speakers to feel nervous is a lack of skills, which is 106 data out of 411 data. This is supported by Bodie's (2010) statement that public speaking is a performance that requires special skills. Shofiyan stated that he had no background in public speaking before, and Matt stated that this public speaking ability is not as simple as a light switch. Thus, it must be continuously honed and learned. Similar results were found by Januariza & Hendriani (2016), where students experienced anxiety due to their lack of public speaking skills. This ability refers to the extent to which the speaker's

nonverbal behavior follows his emotional state because a person must be able to convey material well and captivate the audience (Buck, 1984).

This is important when viewed from a psycholinguistic point of view, especially language processing. Where when someone lacks skills, it will affect the stages of language processing. In conceptual preparation, without adequate skills, one may have difficulty planning ideas and organizing the presentation effectively. On lexical selection, when a person does not have adequate public speaking skills, they might struggle to choose appropriate and relevant words in their presentation. On phonetic encoding and articulation, a lack of public speaking skills can also affect one's ability to pronounce words clearly and precisely. Self-monitoring and a lack of public speaking skills can make the speaker unaware of the flaws in his presentation, such as inaccuracy in pronunciation or inappropriate body language. Hence, if the speaker does not have good public speaking skills, it will affect the message, the way it is delivered, and even how he assesses his performance.

With 74 data points, the audience factor was the second most significant factor that made the informants anxious. This external factor sometimes unexpectedly appears even though they have prepared themselves internally. Januariza & Hendriani (2016) found similar results where respondents feared being laughed at or ridiculed by the audience. The factor listed in Schlenker & Leary (1982, as cited in Bodie, 2010) is that PSA is a type of social anxiety characterized by the threat of unsatisfactory evaluation from the audience. This can be proven by Albert and

Fatkhunaimah, where the audience plays a vital role in anxiety, and both are afraid of getting negative evaluations and impressions from their performances. In addition, it can put pressure and intimidation on the audience's gaze and evaluation.

When viewed from a psycholinguistic perspective, this factor can affect how public speakers organize the stages of language processing. In the morphological encoding stage, anxiety can interfere with the speaker's ability to process grammatical structures and correctly use words in sentences. The anxiety can disrupt the speaker's ability to pronounce words clearly and precisely at the phonetic and articulatory encoding stage. The speaker may have difficulty pronouncing and intonating, making the message difficult to understand. Therefore, it is widespread for speakers to stammer and stutter when speaking in front of audiences. Therefore, public speakers need to be able to control the audience. Hence the audience does not control them in the sense of making them anxious.

In the meantime, lack of self-confidence, with 51 data, is the third most prominent factor that makes informants feel anxious. As written in Iacob's (2019) theory, a common reason for people with glossophobia (public speaking anxiety) is a lack of self-confidence. This is in line with Raja (2017) that the analysis shows that lack of confidence is an essential variable for more than 50% of respondents. As we understand, one must have high self-confidence to be brave and relaxed in conveying ideas to the public. Furthermore, confidence will benefit professional public speakers,

one of which is future success. This situation leads to higher performance levels and strengthens confidence and future success (Esposito, 2007).

A lack of self-confidence can affect how they process language. For example, in the lexical selection, someone lacking confidence may use more straightforward and less varied words more often. Thus their presentation may seem less exciting and less fulfilling the expected communication goals. In addition, in phonetic encoding and articulation, anxiety can affect a person's ability to pronounce words clearly and regularly. A person who lacks confidence may tend to pronounce words quickly and less clearly, making it difficult for the audience to understand. Similarly, in self-perception monitoring, a person who lacks confidence may focus too much on their discomfort and anxiety, which makes it harder to monitor their presentation effectively. They will tend to have self-doubt and poor self-perception. As a result, a lack of confidence will cause someone to be more anxious and ineffective in presenting.

In addition to the dominant type of anxiety, there is a type of anxiety that professional public speakers do not significantly feel. Based on the data found, only two out of five professional public speakers experienced physiological traits, and the data found amounted to 3. This type is a physiological trait where a person's physiological and psychological conditions affect anxiety. It was also found by Finn et al. (2009) that when combined with trait anxiety, physiological reactivity accounted for 73.3% of anxious arousal. Most informants did not feel the physiological trait because they could control their arousal and instead perceived it as euphoria.

Similar results were also found by Gallego et al. (2020) that increased tolerance to stress and decreased avoidance resulted in decreased physiological reactivity in anxiety-provoking situations. This factor impacts the conceptualization stage of planning, where public speakers may focus more on their physiological symptoms than on the content of their speech. This can interfere with the public speaker's plan for a clear and compelling message. Therefore, public speakers must overcome this factor to gain effectiveness in public speaking.

From some of the factors that cause anxiety above, it can be explored that there is quite a contrast between local and international public speakers. Local public speakers tend to think of subordinate status and consider people with higher positions as pressure and obstacles for them to speak in front freely. It often makes them feel pressured and eventually nervous. In contrast, not international public speakers consider that subordinate status is a good way for them to be more attentive and enthusiastic in keeping up with them. It is not an issue as long as they can choose the appropriate words and tone or intonation. International public speakers see it as an opportunity to reach higher.

3. The Strategies to Overcome Nervousness in Public Speaking

The most dominant overall number shown by informants in overcoming anxiety is understanding and accepting fear, with 167 data. This technique is the most widely used technique by the informants. When they feel anxious, the most significant thing to do is to understand and accept that they are anxious when dealing with many people. However, this does not

make the informants feel worse and more afraid but encourages them to continue learning. Nikitina (2011) found that understanding and accepting fears can help take positive steps to overcome anxiety. Informants can study daily in front of the mirror to observe and assess their performance. Thus they can build self-confidence and self-assurance. In addition, informants should also increase their experience and keep trying to speak in public until a habit is formed and anxiety can be overcome. This is in line with Jacob's (2019) theory that by repeating the experience, the person can realize that the situation is not a threat or danger, and with each try, will be more confident, feeling able to control the situation.

From the explanation above, this stage influences the stages of language processing, such as conceptual preparation and self-monitoring. In the planning conceptualization stage, a speaker will plan the content of their presentation and choose the right words to convey the message. By rehearsing in a facade of a mirror or with a trusted person, a speaker can improve the verbal and non-verbal skills needed to present the message more effectively. Meanwhile, in the self-monitoring stage, a speaker will monitor and evaluate their speaking performance. This can assist in reducing anxiety and increase confidence when speaking in public.

Therefore, the informants also modified the cognitive with 63 data to change their mindset. Cognitive modification procedures seek to replace hostile public speaking cognitions with more positive views about public speaking. Public speakers attempt to show how each belief is irrational and induce statements that can reinforce the belief, such as self-motivating

coping (e.g., "I can handle this"). Similar results were found by Li (2020), who pointed out that cognitive restructuring is a method that focuses on changing one's cognition that aims to eliminate the effects of a negative self-image and use a positive self-image to produce positive outcomes. Informants must straighten out their mindsets and prejudices about public speaking.

Cognitive modification techniques can affect the language processing stage by changing negative mindsets into positive ones. When someone experiences anxiety in public speaking, their mindset is often negative, such as thinking that they will fail or not be able to give a good presentation. This can affect the conceptual preparation and lexical-selection stages, whereas negative thoughts can affect the selection of words and concepts. Using cognitive modification techniques, one can change negative thought patterns into positive ones, such as thinking they can give a good presentation and are confident. In addition, cognitive modification techniques can also help someone in the self-monitoring stage. By having a positive mindset, one can more easily monitor and assess their performance during a presentation.

In addition, the informants complemented their efforts by using skills training with 60 data. Similar results were found by Westwick (2014), who found that skills training techniques can significantly improve students' competence and reduce speaking anxiety. This is done by continuing to train any skills. Hence, they can perform public speaking optimally because we know that achieving good public speaking requires the right skills. Among

them are vocal techniques, articulation, intonation, ice-breaking, and how to captivate the audience's attention. The most commonly used techniques are cognitive modification and skills training adapted from psychotherapy to overcome highly anxious speakers (Duff, Levine, Beatty, Woolbright, & Park, 2007, as cited in Bodie, 2010).

Skills training techniques in public speaking involve various activities and exercises to improve public speaking skills. Such activities may include improving posture, adjusting breathing, improving intonation and voice volume, and developing good eye contact with the audience. In the language processing stage, skills training techniques can affect several stages. At the planning-conceptualization stage, skills training can help speakers to clarify the message or purpose they want to convey to the audience. At the lexical-selection stage, skills training can help speakers choose more appropriate words and follow the message to be conveyed. At the morphological and phonetic encoding stage, skills training can help speakers to pronounce words clearly and correctly.

In addition, skills training techniques can also affect the self-monitoring stage. In public speaking, speakers can record their presentations and look back at how they spoke, thus improving certain aspects of their presentations. By doing these exercises regularly, speakers can develop the ability to monitor and evaluate themselves during presentations, thus improving their overall public speaking skills.

Along with the dominant strategies to overcome anxiety, there is also a strategy to overcome anxiety that informants rarely use. That strategy is visualization. Local public speakers do not use this strategy widely, but international public speakers use it. Bodie (2010) says that visualization is a technique used to foster positive thinking about success. One of the informants, Matt, also said that visualization helped him see pressure as an opportunity. Moreover, when it comes to language processing, visualization can help in planning conceptualization and lexical selection. By imagining oneself speaking well, one can clearly understand what one wants and how to say it well. This can help boost confidence and reduce anxiety when speaking in public.

Other than that, when looking at the findings on strategies for overcoming public speaking anxiety between local and international public speakers, feedback from performance is needed by a person. This feedback can be in the form of suggestions, criticism, or praise, depending on the needs and goals of the desired public speaking training. Performance feedback techniques can help public speakers self-monitor and self-evaluate in the language processing stage. By receiving regular feedback, public speakers can improve their skills in managing nervousness and improve the quality of their presentations over time.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

In this section, the researcher tries to formulate the results of conclusions, implications, and suggestions. Where the conclusion seeks to summarize the research findings, the implications strive to explain the impact of the research results on the topic discussed, and the suggestion attempts to provide suggestions for readers for possible research unavailable in this study. These three points relate to how professional public speakers overcome nervousness in public speaking.

A. CONCLUSIONS

Based on the research and discussion results above, it could be summarized that even professional public speakers naturally feel anxious. Anxiety was a regular occurrence when people faced a fight or flight response. Public speakers thought public speaking was the biggest fear compared to other fears. The interviews, documentation, and literature review with the professional public speakers showed that although the symptoms do not appear simultaneously, the anxiety symptoms made informants feel challenged and afraid. Most results found that panic and anxiety with 238 data from 411 data made professional public speakers nervous. These results were supported by fear, resistance, and the desire to avoid discourse with 86 data and stuttering with 27 data. Moreover, the significant minor type of nervousness is dizziness with 2 data.

The results showed that each type of anxiety has several causes. Among the causes of public speaking anxiety could be internal and external

factors. Based on the findings of the analysis described in the previous chapter, the type of anxiety felt by public speakers is determined by how they start as public speakers because it is usual that past beginnings and experiences will affect the future. The outcomes showed that when public speakers are not used to and lack public speaking skills from an early age, it will interfere with the fluidity of their public speaking. Thus, public speakers had to learn public speaking skills as early as possible because skill occupied an essential position for one's success in avoiding anxiety. It happened because the lack of skills is the dominant factor, with 106 data causing anxiety, followed by the audience factor with 74 data, and lack of self-confidence with 51 data from 411 data. Furthermore, the least dominant data is a psychological trait with 3 data.

To speak well and effectively, public speakers had to overcome anxiety. Moreover, the strategies used can be adjusted to the informants' needs and the type of anxiety they feel. Therefore, from the 411 data in total, professional public speakers have agreed that understanding and accepting fear plays a significant role with 167 data to overcome anxiety. The method was complemented by cognitive modification with 63 data and skills training with 60 data. It was understandable because public speakers must be able to accept the condition of anxiety as a natural thing. They need to change their destructive public speaking mindset and proceed with training in public speaking. People need to get used to practicing and learning public speaking skills. Hence they understood the proper methods and techniques that fit the audience. These techniques effectively overcome anxiety; thus,

professional public speakers could better convey their ideas. Besides that, public speakers' least dominant strategy is visualization with only 13 data.

B. IMPLICATIONS

The research indicates that public speaking is integral to a person's development. The ability to public speak will provide benefits for a person who will support empowerment and employment. However, public speaking skills cannot be obtained instantly. Thus someone needs to learn it as early as possible and continuously until it forms a habit. Therefore, parents play an impactful role in enhancing children's public speaking skills. Parents should support and encourage their children to have the courage and confidence to speak in public. Among the possible efforts that parents can implement in encouraging their children's public speaking skills are:

1. Parents give their children the understanding that public speaking is not something difficult. Public speaking is just like any other type of communication that can be learned gradually.
2. Parents are willing to guide and give direction to their children to be dauntless to speaking in public.
3. Parents cooperate with teachers at school to encourage them to guide their children and give them more opportunities to explore public speaking.
4. Parents can engage their children in activities and courses that can support and teach public speaking skills.

The implication that can be obtained further is that feedback on the performance of public speakers will likely affect the emergence of

confidence or anxiety. Therefore, public speakers must straighten their mindset and do a cognitive modification. Public speakers must also be confident in audience evaluation since evaluation aims to motivate and encourage public speakers to be more optimal. Hence, any negative feedback received will not be used as an obstacle to public speaking well. Instead, constructive negative feedback can be used as a lesson to improve and learn to be better.

Based on the stages of language processing in psycholinguistics, it can be concluded that anxiety can affect various aspects of a person's language skills. When public speaker experiences anxiety, they may have difficulty planning and selecting the right words to convey and difficulty in morphological and phonetic encoding. Anxiety can also affect articulation and self-monitoring. Thus it can reduce the public speaker's ability to deliver a message clearly and effectively. However, by applying techniques that can help overcome anxiety, such as understanding and accepting fear, cognitive modification, skills training, visualization, and performance feedback, public speakers can improve their ability in each stage of language processing. This can improve the quality of their presentations and help them achieve their communication goals more effectively. Therefore, public speakers must understand and overcome anxiety to become better communicators.

C. SUGESSTIONS

From the results of the study, the researcher tried to give suggestions to readers, including:

1. Suggestions for English Literature Study Programs

The researcher expected English Literature study programs, especially mainstream linguistics, to empower students further to deepen their learning of public communication skills. One of the applications of linguistics is how to use language properly to communicate effectively—increasing the application of courses that support public speaking, such as phonology, to strengthen articulation and intonation and learning about language aesthetics, such as choosing the appropriate diction. In addition, more practice in intercultural communication courses to develop interpersonal communication skills, both verbal and non-verbal. The researcher believe that armed with this knowledge, students become more capable and qualified to face the world of work that requires good public speaking skills.

2. Suggestions for future researchers

The researcher realizes that this study is far from perfection as a scientific work; many things could be improved. However, the results of this study are expected to be used as reference material for further research with the same problem and emphasize not only the types, causes, and strategies to overcome nervousness but can be focused the application of public speaking in life. Moreover, researchers can use other variables with different methods and approaches to obtain broader research results.

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APPENDIX 1: INTERVIEW QUESTIONS

1. How long have you been a public speaker?
2. What was your journey until you decided to become a public speaker? Did your parents teach you about public speaking since childhood?
3. Do you think it's important to be familiarized with public speaking from a young age?
4. When you were a teenager, did you find public speaking difficult?
5. When you got older, how did you convince yourself to eventually work as a public speaker?
6. When you first started out as a professional public speaker, did you feel nervous or anxious when speaking in front of a public audience?
7. What caused you to feel nervous when speaking in public?
8. What symptoms do you feel when the nervousness sets in?
9. Does your nervousness affect the quality of your public speaking performance?
10. How do you control yourself and overcome the nervousness?
11. After years of being a public speaker, do you still feel nervous when speaking in public?
12. Are there any ways or methods that you use to keep the nerves at bay despite being a professional public speaker?
13. Are there any tips and tricks to becoming a good public speaker?

APPENDIX 2: TRANSCRIPT OF THE INTERVIEW

Day/Date : Monday, November 15th, 2021

Time : 10.00 WIB – 13.00 WIB

Method : Interview via zoom

Informant : Albert Agung Yuwono

Interviewer : Isna Shofiyani Fathoni

Interviewer : Hello, selamat pagi, Mr. Albert.

Interviewee : Hello, selamat pagi , Isna. How are you feeling today?

Interviewer : Alhamdulillah, good, Sir. Kalau Mr. Albert bagaimana?

Interviewee : Oh good, ya walaupun lagi batuk ya hari ini, hehe.

Interviewer : Wah semoga lekas diberikan kesembuhan ya, Sir.

Interviewee : Aamiin ya. Okay, Isna. Mungkin bisa dijelaskan lagi tujuan wawancara ini?

Interviewer : Oh ya, Sir. Terimakasih sebelumnya sudah meluangkan waktunya untuk wawancara hari ini. Jadi tujuan dari wawancara ini adalah untuk tugas metopen dan mungkin juga untuk pembelajaran bagi saya biar lebih percaya diri lagi, lebih berani lagi untuk menjadi seorang public speaker, gitu.

Interviewee : Baik, harus dong ya.

Interviewer : siap, sir. Jadi ini langsung ke pertanyaan saja gimana, sir?

Interviewee : boleh, boleh. Silahkan.

Interviewer : oke, jadi sudah berapa lama ya Mr. Albert terjun sebagai seorang public speaker?

Interviewee : oke, kalau ditanya berapa lama hubungannya dengan matematika ya, dan saya jelek banget kalau soal matematika. Saya pertama kali terjun sebagai public speaker dari tahun 2012, jadi berapa tahun tu? 2021 dikurangi 2012, Sembilan ya?

Interviewer : iya kurang lebih Sembilan.

Interviewee : iya kurang lebih 9 tahun. Jadi, awalnya saya waktu itu menjadi penyiar radio, dulu saya siaran radio di di Ria FM namanya. Ria itu ada di kompleks pertokoan Gramedia, di jalan Slamet Riyadi, Solo. Nah, awalnya benar-benar saya mulai dari nol, saya tidak tahu apa itu dunia penyiaran atau bahkan dunia public speaking, berbicara di depan umum itu seperti apa, bener-bener dari nol. Dan pada waktu itu saya memutuskan pengen mencoba dunia baru, dengan jadi penyiar dulu. Kenapa? Ketika kamu menjadi seorang penyiar itu nanti kita akan dibekali dengan

cara memproduksi suara yang baik. Karena seperti yang kita tahu bahwa penyiar radio itu tidak punya channel visual. Jadi audience itu cuma bisa mendengarkan suara kamu. Nah gimana cara menarik antusias dari pendengar, itu dengan cara memproduksi suara yang menarik untuk didengarkan oleh mereka. Nah, pada waktu itu saya di Ria FM hamper sekitar 1 tahun ya, di sana saya belajar. Kemudian setelah itu saya memutuskan untuk resign dari radio, dan kemudian saya ingin mencoba untuk solo karir sebagai seorang MC atau Mater of Ceremony. Begitu, awalnya seperti itu. Jadi dari penyiar radio dulu, kan hanya denger suaranya saja, mulai ada penggemar kan ya. Kalau semisal kamu jadi penyiar radio kan, dulu banget sebelum ada What's Apps kan kirim-kirim salam pakai kartu, kaya gitu. Saya ngga tahu kamu dulu sudah mulai apa belum, dulu waktu jaman say aitu pakai blackberry, belum ada What's Apps, jadi pakai blackberry kita punya baca pesan, kaya gitu. Itu awalnya.

Interviewer : jadi udah cukup lama juga ya, sir, 9 tahun.

Interviewee : hmm, iya cukup lama 9 tahun. Tapi 9 tahun itu kan, naik turun ya isna ya. Jadi ngga ketika 2012 itu saya memulai jadi MC terus wow jobnya dating begitu banyak, engga. Semuanya butuh proses, terutama dalam tanda kutip untuk membesarkan nama. Jadi memang harus ada proses promosi, babat alas kalo orang Jawa bilang ya. Awal-awal itu ya bener-bener harus dari nol, bahkan saya pernah nge-MC tanpa bayaran. Jadi bener-bener free service, free of charge gitu. Karena apa, ya untuk cari channel itu aja, supaya kita dapat networking itu dulu, karena memang yang paling penting itu jaman sekarang. Dulu belum ada Instagram juga, 2012 kan belum nge-boom ya Instagram, jadi mau posting portofolio, itu sulit banget, makanya pada waktu itu caranya ya dengan membangun relasi atau networking dengan orang yang lebih luas, gitu.

Interviewer : kalo dari jawanya itu cari jeneng dulu baru cari jenang ya, sir ya.

Interviewee : iya bener-bener. Itu kamu tahu..

Interviewer : kalau perjalanannya Mr. Albert sendiri hingga akhirnya memutuskan untuk menjadi seorang public speaker itu gimana, sir? Apakah dari orangtuanya itu ada yang seorang public speaker, ataupun Mr. Albert dari kecil sudah diajarkan tentang public speaker?

Interviewee : oh begini, jadi kalua masalah itu begini. Menjadi public speaker dalam artian orang tuanya ya? Orangtua saya kebetulan memang public speaker, jadi public speaker itu kan ngga serta merta harus jadi seorang MC gitu ya. Bapak dan ibu say itu seorang guru kebetulan. Nah, yang Namanya guru itu kan berarti harus bisa berbicara, menyampaikan materi di depan siswa, dan juga berkomunikasi dengan teman-teman sejawat atau teman-teman sekantor, gitu. Tetapi, pada waktu itu, pada waktu kecil saya cuek dengan hal kaya gitu, ngga pernah terpikirkan dari saya. Nah, awalnya jadi ini lucu banget Isna. Jadi pada waktu itu ada yang Namanya PORSENI, jadi kamu pasti belum mengenal ap aitu PORSENI. PORSENI itu adalah pekan olahraga dan seni gitu, itu jaman SD. Jadi pada wkatu itu SD-SD berkompetisi dalam pekan olahraga dan seni. Ada yang olahraga lempar lembing lah, olahraga lari dan seni, seninya itu ada yang menggambar. Nah kebetulan, pada

saat itu saya diikutkan di cabang baca puisi, gitu. Dicabang baca puisi itu kan, ya menurut saya salah satu cabang public speaking, meskipun satu arah ya, kita ngga dua arah. Tetapi kamu diminta untuk bisa memproduksi suara yang bagus, dengan intonasi yang tepat, artikulasi yang baik, dan harus membacakan puisi itu di depan banyak orang. Nah, saya ngga suka awalnya, ngambek awalnya. Kenapa sih harus aku ditunjuk untuk baca puisi. Dan yang nunjuk itu ibu saya sendiri, karena waktu itu saya SD kebetulan sekolah di sekolah yang ibu saya ngajar di situ, jadi elon istilahnya orang Jawa ya. Jadi ibu saya mengajar di SD itu, daripada repot mengawasi mungkin ya, jadi saya ditaruh di SD itu juga disuruh sama ibu saya sendiri dan guru saya juga kan otomatis. Oke kamu ikut, nah jadi dari situ dilatih sebenarnya dari kecil, dari jaman SD. Jadi dilihat supaya bisa berani ngomong di depan umum dan juga memproduksi suara yang baik, meskipun pada waktu Isn, aku belum sadar kalau membaca puisi itu adalah salah satu bentuk public speaking. Itu sejarahnya awal, nah kalau ditanya bagaimana perjalanannya ya seiring berjalannya waktu, ternyata kemampuan public speaking itu dibutuhkan diberbagai posisi dan juga acara. Saya juga kebetulan sebelum ngajar di kampus, ngajarnya di les-les. Ada diberbagai les-les Inggris gitu kan ya, nah di situ kan kamu ditemukan dengan banyak orang, ada audience dan siswa sebagai audience kamu dan kamu ngajar. Mengajar itu kan salah satu bentuk dari public speaking, gitu kan. Yaudah mau ngga mau, itu menjadi suatu hal yang bikin saya awalnya, oke jadi public speaking itu dibutuhkan diberbagai area dan diberbagai occasion atau acara, ya akhirnya saya memperdalam teorinya seperti apa, gitu. Panjang ya ceritanya. Saya suka cerita soalnya.

Interviewer : oh iya bener, sir. Soalnya kalau berbicara public speaking, kadang orang mikirnya hanya seputar MC atau pidato, pada kita ngobrol dengan orang aja juga public speaking ya, sir ya?

Interviewee : betul, karena public speaking itu kan public orang banyak ya, speaking berbicara. Berbicara di depan banyak orang. Nah, memang orang pikirannya, wah public speaking MC pasti, belum tentu. Bahkan seorang pimpinan, yang sedang memberikan briefing kepada bawahannya, itu kan mereka melakukan public speaking sebetulnya, gitu. Dosen waktu ngajar kamu, itu juga public speaking, tapi memang levelnya berbeda, tujuannya kan berbeda, gitu. Kalau dosenkan biasanya menyampaikan informasi, menyampaikan mata kuliah, gitu kan. Tapi kalau MC kan menyampaikan informasi iya, entertaining iya, kadang-kadang mengajak orang untuk membeli suatu produk iya. Jadi tergantung tujuannya, tapi itu semua termasuk jenis public speaking, gitu.

APPENDIX 3: DOCUMENTATION TRANSCRIPTS

Hi, I'm Danish your CEO and co-founder for right now. A lot of people after watching my tedx talk, reach out to me, either on Facebook Messenger or Instagram, telling me how they are thankful for me. Sharing my story, it resonated with them. This idea that I was born and I grew up in Pakistan, grew up in Tanzania moved to the US and had this fear of public speaking. Like, for real could not speak in front of an audience. Gambling. And a lot of people actually resonate with that and they reach out to me and asked, danish how do I overcome my fear of public speaking. So here's a message for you first. Thank you, thank you for taking about 10, minutes of your time watching, the tedx talk, and going Beyond and sharing your thoughts, your feedback, your suggestions and your appreciation for that. Thank you now. Second thing is getting over, this fear is not easy, it requires time, it requires education, take, take myself, for example, it took me ten whole years to conquer this fear and I tried everything out there and I just laid it out everything for you. In the tedx talk, I read books on public speaking. I watched online courses, I attended public speaking clubs like Toastmasters. I was practicing in front of a mirror again, and again, Every single day. But what really helped me was getting my friend, who was a speech coach, I feel like I made massive improvements because of that. Now you have all of these options, all you have to do is decide, are you going to put in the effort? Are you going to take the time? It takes to improve the skill and speak like someone you look up to is that Obama? Is that Elon Musk? Is that Steve Jobs? Who is it that you really look up to and who you want to speak? Like because you can you can even give a TED Talk. You must be like that ish, I am here reaching out to you to see how I can overcome my fear and you're telling me to give a TED Talk. Yes you can give a TED talk as well. In fact there was the number one thing that kept me going. I knew I had this fear but I wanted to be a tedx speaker. There was one of my biggest dreams and that's what I was going. So figure out what is that carrot at the end of the stick for you? What is that thing that's going to motivate you? So when you actually improve on the skill, when you actually overcome this fear of public speaking, what is that goal that you want to achieve? Is it getting a job? Is it getting a promotion? Is it impressing people in your day-to-day life, or in your relationships? What is it that's going to keep you

going? Because this killed requires time. It requires practice. It's not something that you can just decide and wake up one day and believe, I want to improve my public speaking skills. It doesn't happen like that it requires time and dedication, just like going to the gym and it requires some guidance. And that is why there's so many ways of improving including using, or I and add that we created to help you improve your public speaking skills. Or I will give you all the recommended exercises to help. Focus on your weaknesses and it will give you the detailed feedback on your speeches and on your presentations. Now it does come with a 7-Day free trial if you don't like it, don't pay for it. If you think it's worth it, then continue that subscription because that's what's going to help you improve other ways. If you don't have access to a smartphone, you cannot download or I definitely. There are many other ways like books on public speaking. Find it at your local bookstore. You can practice in front of the mirror. Also does the job or join your local public speaking club like Toastmasters that also works, but you have to put in the effort, not just for one day, not for two days, but for weeks and four months, that's the only way that you will improve your confidence that you will be able to speak up. Anytime anywhere, wherever you are asked to speak and stand in front of an audience, you will be able to shine. You'll be able to take your ideas from your mind and clearly articulate them with confidence. You can this is a learnable skill. People are not just born with this amazing speaking ability, it can be developed and if you do develop it, please let me know in the comments. What helped you was it the app? Was it Toastmasters? Was it a book? What helped you improve the skill and if there's anything more you would like to learn, please message. Message me, leave it in the comment whatever you'd like. Thank you and hope to see you soon.

APPENDIX 4: MATRIX DATA

Informants	Occupation	Origin Category	Types of PSA	Factors Causing PSA	Strategies to Overcome PSA
Albertus Agung Yuwono	MC and Lecturer	Local Professional Public Speaker	Stuttering (S) Abundant sweating (AS) Dizziness (DZ) Trembling (TG) Chills (CH) Panic and anxiety (PA) Fear, resistance, desire to avoid discourse. (FRD)	Cognitive traits (CTS) Novelty (N) Formality (FY) Subordinate status (SS) Conspicuousness (C) Unfamiliarity (U) Dissimilarity (D) Degree of attention (DA) Degree of evaluation (DE) Prior history (PH) Lack of skills (LS) Lack of self-confidence (LSC) Fear (F) Audience (A)	Cognitive modification [CM] Visualization (V) Skills training [ST] Performance feedback (PF) Understanding and accepting fear (UA) Setting up a fear scale (SU) Breathing exercises (BE) Progressive relaxation of the muscles (PRM)
Fatkhunaimah Rhina	Lecturer	Local Professional Public Speaker	Negative self-focused cognitions (NSF) Stuttering (S) Trembling (TG)	Cognitive traits (CTS) Novelty (N) Formality (FY) Subordinate status (SS) Conspicuousness (C) Dissimilarity (D)	Cognitive modification [CM] Visualization (V) Skills training [ST] Performance feedback (PF)

			Panic and anxiety (PA) Feeling of self-detachment (FS) Fear, resistance, desire to avoid discourse. (FRD)	Degree of evaluation (DE) Lack of skills (LS) Lack of self-confidence (LSC) Audience (A)	Understanding and accepting fear (UA) Setting up a fear scale (SU) Relaxation techniques (RT) Breathing exercises (BE)
Shofiyan Fadhil	Preacher	Local Professional Public Speaker	Stuttering (S) Abundant sweating (AS) Trembling (TG) Panic and anxiety (PA) Feeling of self-detachment (FS) Fear, resistance, desire to avoid discourse. (FRD)	Cognitive traits (CTS) Psychological Traits (PT) Novelty (N) Formality (FY) Subordinate status (SS) Unfamiliarity (U) Dissimilarity (D) Lack of skills (LS) Lack of self-confidence (LSC) Audience (A)	Cognitive modification [CM] Skills training [ST] Performance feedback (PF) Understanding and accepting fear (UA) Setting up a fear scale (SU) Relaxation techniques (RT)
Danish Dhamani	CEO and Global Keynote Speaker	International Professional Public Speaker	Increased heart rate (IHR) Negative self-	Cognitive traits (CTS) Dissimilarity (D) Degree of evaluation (DE)	Cognitive modification [CM] Visualization (V)

			<p>focused cognitions (NSF)</p> <p>Stuttering (S)</p> <p>Abundant sweating (AS)</p> <p>Trembling (TG)</p> <p>Panic and anxiety (PA)</p> <p>Feeling of self-detachment (FS)</p> <p>Fear, resistance, desire to avoid discourse. (FRD)</p>	<p>Lack of skills (LS)</p> <p>Lack of self-confidence (LSC)</p> <p>Audience (A)</p> <p>Conspicuousness (C)</p>	<p>Skills training [ST]</p> <p>Performance feedback (PF)</p> <p>Understanding and accepting fears (UA)</p> <p>Setting up a fear scale (SU)</p> <p>Relaxation techniques (RT)</p> <p>Breathing exercises (BE)</p>
Matt Abrahams	Lecturer Coach	International Professional Public Speaker	<p>Increased heart rate (IHR)</p> <p>Negative self-focused cognitions (NSF)</p> <p>Abundant sweating (AS)</p> <p>Trembling (TG)</p> <p>Chills (CH)</p>	<p>Cognitive traits (CTS)</p> <p>Psychological Traits (PT)</p> <p>Novelty (N)</p> <p>Formality (FY)</p> <p>Conspicuousness (C)</p> <p>Unfamiliarity (U)</p> <p>Dissimilarity (D)</p> <p>Degree of attention (DA)</p> <p>Degree of evaluation (DE)</p>	<p>Cognitive modification [CM]</p> <p>Visualization (V)</p> <p>Skills training [ST]</p> <p>Performance feedback (PF)</p> <p>Understanding and accepting fears (UA)</p> <p>Setting up a fear scale (SU)</p>

			Panic and anxiety (PA) Feeling of self- detachment (FS)	Lack of skills (LS) Lack of self- confidence (LSC) Fear (F) Audience (A)	Relaxation techniques (RT) Breathing exercises (BE)
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APPENDIX 5: LIST OF GLOSSARIES

No.	Terms	Definition
1.	Artikulasi	the ability to make sounds clearly and precisely.
2.	Baru	something that is new or unfamiliar.
3.	Bingung	A state that is unclear or difficult to understand.
4.	Canggung	A state of discomfort or lack of fluency in speaking or acting.
5.	Cemas	a feeling of worry or uneasiness.
6.	Efek	the impact or influence of an event or occurrence.
7.	Fatal	Extremely important and affecting the final outcome in a major way.
8.	Gagap	difficulty or obstruction in pronouncing words or sentences.
9.	Gemetar	Chills or tremors in the body due to anxiety or fear.
10.	Groggi	feeling tense or nervous in certain situations.
11.	Intonasi	The tone or rise and fall of the voice when speaking to give emphasis or flavor.
12.	Jamaah	a group of people gathered for a specific purpose.
13.	Jam terbang	time spent doing a certain activity.
14.	Kepribadian	personal characteristics or traits that distinguish one individual from another.
15.	Ketidakpedean	A state of not being confident or feeling inadequate.
16.	Khawatir	Feeling anxious or afraid of what might happen.

17.	Kritikan	a negative judgment or opinion about something or an action.
18.	Latar belakang	previous experience or information that influences one's understanding of something.
19.	Latihan	the process of learning or practicing a skill or ability.
20.	Materi	content that is presented or discussed.
21.	Malu	feeling uncomfortable or uneasy in a certain situation.
22.	Minder	a state of feeling inferior or inadequate.
23.	Motivasi	The urge or desire to perform an action or achieve a goal.
24.	Nangis	To cry or release one's emotions with tears.
25.	Nderodog	A state of stuttering or difficulty in speaking or pronouncing words.
26.	Ngomong	the activity of speaking or talking.
27.	Panik	a state of excessive fear that disturbs one's emotional balance.
28.	Panggung	an area or space where one makes a presentation or performs in public.
29.	Pemalu	a tendency to feel nervous or insecure in social or public situations.
30.	Penghalang	An obstacle or hindrance that prevents a person from achieving a goal.
31.	Persiapan	Preparations or preparations before a certain action or activity.
32.	Persepsi	The way a person perceives or understands something.
33.	Presentasi	the activity of conveying information, ideas, or reports verbally or visually to an audience.

34.	Puisi	a type of literature written in a distinctive language and arranged in stanzas.
35.	Pusing	a condition in which a person feels physically or emotionally uncomfortable or unstable.
36.	Sugesti	an influence or suggestion conveyed to one's mind to influence one's behavior or thoughts.
37.	Struktur	the arrangement or skeleton of a thing or concept.
38.	Tarik nafas	the process of taking a breath or breathing air into the lungs.
39.	Takut	A negative emotion generated by threat or danger.
40.	Tangan basah	a condition in which one's hands sweat or become excessively wet.
41.	Terbata-bata	a condition in which a person cannot speak fluently or with a disjointed voice.
42.	Tersekat	a condition in which a person is trapped or stopped from performing actions or expressing thoughts
43.	Tenang	a state in which a person feels peaceful, relaxed, or free from anxiety or stress.
44.	Trauma	a condition that results from a painful or distressing experience in the past and affects one's mental health.