



# GROUP PRESENTATION IN NON-ENGLISH DEPARTMENT CLASSES: INVESTIGATING STUDENTS' MOTIVATION, ANXIETY, AND EXPERIENCE

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## ABSTRACT

English in vocational higher education is a compulsory subject in semester 1. In dealing with future career needs, presentation is provided in the Semester Learning Plan. In this study, students worked in groups to deliver presentations. This study aims to explore students' perceptions of learning English in presentation material by describing students' motivation, anxiety, and experiences. The researchers used a qualitative descriptive method. The participants of the study were all first-semester students at the Politeknik Negeri Banjarmasin who voluntarily responded to the questionnaire (79 students) and seven students who would represent those to be interviewed. The research instruments are a fifty-item question through Google Form and an interview guide for data triangulation. The results of this study showed that, in general, the students perceived group presentation positively. They have a very positive perception of motivation and a positive perception of presentation experience, although they are also anxious when preparing and delivering the presentation. The use of a project in the group presentation helped students collaborate, enhanced their motivation, and facilitated student-centered learning. Speaking anxiety of students was influenced by internal factors such as nervousness, which can interfere with supporting devices and situations in the classroom. All in all, students perceived positively the implementation of the presentation project to finish the presentation. The result of this research study is expected to be used in teaching and learning in the field of learning English as a foreign language and to encourage students to be more motivated and less anxious so that their speaking performance is better.

**Keywords:** presentation, motivation, anxiety, experience.

## INTRODUCTION

Presentation in English for students who are not native speakers of English is not an easy task. At the presentation, students are required to master concepts and strategies and practice them well, especially because they must practice them in English, whose status is a foreign language in Indonesia. Delivering a presentation in English provides a special challenge for students with a background in English as a foreign language (Purwati et al., 2023; Radosavlevikj, 2023). However, acquiring verbal presentation skills in classroom learning, where students are assigned to present ideas, arguments, opinions, and outcomes in groups or individually, is essential (Tsang, 2020). All activities aimed at improving students' verbal presentation skills will be beneficial when they graduate and start working as professionals (Abdulloh, 2017; Radosavlevikj, 2023; Waluyo & Rofiah, 2021).

Presentation is one of the materials that can facilitate the application of

student-centered, collaborative skills as well as critical thinking. This material is available in English Language 1, a course that is related to the Semester Learning Plan in CPL 5, able to perform oral and written communication well and accept, especially on the dissemination of technical information related in the field of science or its study program. If investigated further, it would be invaluable if in the future the student of State Polytechnic Banjarmasin was able to master the presentation skills in English. This will greatly enhance their ability in future careers (Tsang, 2020). In addition, along with the application of the latest curriculum, MBKM (Merdeka Belajar Kampus Merdeka), learning is more focused on students, where students are required to be more active, creative, and critical, not excluding the learning of English. Therefore, it is of utmost importance to know the perception of the student in conducting English language presentations as the foundation of the strategy and part of the evaluation for instructors for the improvement of teaching in terms of methods and teaching materials.

Several previous investigations have examined student presentation skills, among others: Students' Problem in Giving Presentations: a study at STKIP PGRI of West Sumatra conducted by Melvina & Alicia (2016). Research findings indicated that the three main sources of anxiety are related to presentation content, oral skills, and presentation skills. In addition, significant differences were found in the use of affective social strategies between English-language majors and non-English majors. Additionally, significant negative correlations were found in the use of message abandonment strategies and attempt-to-think-in-English strategies. In the context of the State Polytechnic Environment Banjarmasin, the involvement of strategies in the field of English and non-English is not conceivable, but the contribution of the level of anxiety can be associated with the experience and performance of students. Instead, he investigated the relationship between anxiety and speech abilities in class. The results of the study showed that anxiety can affect participants' speaking skills when making presentations in front of the class. Some factors, such as fear of making mistakes seen by many people, or being interrupted by a lecturer, can increase student anxiety. As well as research conducted by Mardiningrum & Ramadhani (2022) on Classroom Oral Presentation: Students' Challenges and How They Cope. In contrast, the research conducted by Ningsih & Nurjati (2022) showed problems with affective factors that emerged, including environmental factors that did not support them to speak English on a daily basis, the lack of motivation they obtained from their surroundings, and the fear of making mistakes.

A review of the previous research showed that there have been many studies that highlight the importance of students' skills in making presentations on cognitive factors but still few that dig into students' perceptions on affective factors (Amiri & Ghonsooly, 2015) especially on students' motivation in completing a presentation, the anxiety felt by students, and their experience during learning in doing presentations in English. Anxiety can affect the student's ability to present in class. Other affective factors besides anxiety are the motivation and experience of what students feel during the study. These three dimensions will be studied in this study in three formulas of the problem, namely: (1) How do students of State Polytechnic Banjarmasin perceive their motivation in learning English on the presentation material? (2) How do students of State Polytechnic Banjarmasin perceive their anxiety in learning English on presentation materials? (3) How do students of State Polytechnic Banjarmasin perceive their experience in learning English on presentation materials? This research is expected to contribute to the process of learning English, especially strategies in the teaching and learning of presentation materials for English course lecturers, students, and further researchers.

## METHOD

This research employed a descriptive qualitative research by using quantitative/ numbers in tabulating the data because it is in accordance with the nature of the problems raised (Borg & Gall, 2003; Sutton & Austin, 2015). In qualitative research, the importance of meaning in individuals and groups is crucial and is reflected in this approach. Qualitative research possesses a unique strength in describing phenomena that transpire within a group or individual context. Thus, this study aims to describe students' perceptions of presentation materials, specifically their motivation to complete a presentation, the anxiety they experience during the presentation, and their experience of presenting in English. This research is also a component of qualitative research, which incorporates people's perspectives and opinions into the study. The qualitative approach is best for this investigation. The variable in this study is a single variable, namely perception, while the sub-variables were motivation, anxiety, and experience.

The research setting was at Politeknik Negeri Banjarmasin, and the population was all second-semester students from Politeknik Negeri Banjarmasin. Meanwhile, the participants in the study were students who had studied the presentation materials in the first semester. A voluntary sampling technique was used; thus, the subjects were students who were voluntarily willing to answer the questionnaire.

These 79 students are the students from the Mining Engineering Study Program, Accounting Study Program, and Civil Engineering Study Program. Twenty-one students are female, and 58 of the students are male. These students' ages range from 18-20 years old. Ninety-five percent of these students have never experienced delivering a presentation in English in senior high school, while the rest stated they once delivered a presentation in English. The questionnaire used in this study was a PSCAS final version adaptation package of 17 items by Yaikhong & Usaha (2012), an attitude/motivation test of 24 items by Gardner, and 9 items by the Center for Teaching and Learning, for a total of 50 items covering three dimensions: motivation, anxiety, and student experience, as depicted in Table 1.

Table 1. Items on each sub-variable on the questionnaire

No.	Subvariable	Items on the questionnaire	Total
1.	Motivation in delivering a presentation		20 Questions
2.	Anxiety in delivering a presentation		20 Questions
3	Experience in delivering a presentation		10 Questions
Total			50 Questions

The questionnaire or lists of questions to record the results of the respondents were made based on categories or alternative answers: a) SA (Strongly agree), b) A (Agree), c) D (Disagree), and d) SD (Strongly disagree). On positive statements (favorable), the answer strongly agree is given a value of 4, agree is given a value of 3, disagree is given a value of 2, and strongly disagree is given a value of 1. Conversely, in a negative statement (unfavorable), answers that strongly agree are given a value of 1, agree is given a value of 2, disagree is given a value of 3, and answers that strongly disagree are given a value of 4. Then, the interview guide is the second tool for data triangulation. An expert validated both instruments.

The data collection was gathered through written documentation and interviews. Google Forms would be used to register participants and record

their answers. The students filled out and submitted their responses. Then, from the students who responded to the questionnaire, some students were interviewed to provide further information for data triangulation. After the research data was collected, the data was processed into data reduction. At this stage, the data was edited and coded. SPSS 24 was employed to proceed with the descriptive statistics. Then, the researchers used Sturges' formula to establish the criteria of the perception. Then, all data was displayed and verified, and finally, conclusions were drawn based on the available data and data supporting this research. These steps were also applied to participants' responses to interviews.

## RESULT AND DISCUSSION

The results of this study are divided into two: the results of the variable of perception in general and each sub-variable. Students' perception toward the motivation, anxiety, and experience in delivering the presentation, in general as given in Table 2, showed a minimum score of 109 and a maximum score of 289. The mean obtained is 145.23, the median is 144 and the standard deviation score is 14.715. Meanwhile, the frequency and percentage of the responses in general can be seen in Table 3. Going further to the results of the students' responses on each part of the answers, the highest frequency is on the "agree" response with the percentage of 46.7%. Meanwhile, the least frequency given by the participants is the "strongly disagree" with 5.6%.

Table 2. Descriptive statistics of students' perception on motivation, anxiety, and experience in delivering the presentation

Minimum Score	Maximum Score	Mean	Median	Variance	Standard Deviation
109	189	145.23	144	216.54	14.71

Table 3. Results of students' responses on motivation, anxiety, and experience in delivering the presentation

	Frequency	Percentage
Strongly Disagree	219	5.6 %
Disagree	828	21.0 %
Agree	1843	46.7 %
Strongly agree	1053	26.7 %
Total	3943	100.0 %

The next calculation after obtaining the descriptive statistics results is Sturges formula to establish the criteria of the perception. First, the number of participants (N) is 79. Second, the interval class is  $(K) = 1 + 3.3 \log N = 1 + 3.3 \log 79 = 6.6$ , so the interval class consists of six categories, namely extremely positive, very positive, positive, fairly positive, not positive, and extremely not positive. Third, the range of interval class is counted using the minimum and maximum score of the questionnaire responses  $(R) = 189 - 109 = 80$ . Lastly, the width of the interval class  $(L) = R - K = 80:6 = 13.33$ . The detail ranges of each category are given in Table 3. In general, the participants perceived that presentation in an English class positively, as seen from the range of the interval class among 125-149, with the frequency of 44 of 79 participants in this study. It is seen in Table 4 that the percentage of this general perception of delivering a presentation in English is the highest, that is, 55.70%. Other results also showed that 37.97% of the participants responded very positively, and none of the participants showed not positive nor extremely not positive responses.

Table 4. Frequency distribution of scores on students' perception in delivering a presentation

No.	Category	Range of Interval Class	Frequency	Percentage
1.	Extremely positive	175-200	2	2.53%
2.	Very positive	150-174	30	37.97%
3.	Positive	125-149	44	55.70%
4.	Fairly positive	100-124	3	3.80%
5.	Not positive	75-99	0	0%
6.	Extremely not positive	50-74	0	0%
Total			79	100%

Table 5. Results of students' responses on motivation, anxiety, and experience in delivering the presentation

	Motivation		Anxiety		Experience	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Strongly Disagree	219	5.6 %	175	11.2 %	10	1.2 %
Disagree	828	21.0 %	554	35.2 %	78	9.8 %
Disagree	1843	46.7 %	640	40.6 %	426	54.0 %
Agree	1053	26.7 %	204	13 %	276	35 %
Strongly Agree	3943	100.0 %	1573	100.0 %	790	100.0 %
Total						

The study was set in the context of exploring students' perceptions of group presentations in non-English department students focusing on motivation, anxiety, and experience. The teaching and learning of Bahasa Inggris 1 particularly the material of presentation, starts from setting the objective of the lesson and setting the presentation as a project that the enrolled students must finish. The project was finished within eight meetings covering the materials of reading ESP texts and presentation. The lecturers first explained the opening, body, and closing of a presentation along with the signposting and presentation strategies. The non-English department students were informed at the beginning that they must work on a project of delivering a group presentation in English. The second step was that the lecturers facilitated the students brainstorming the idea related to their field, as there are various study programs at Politeknik Negeri Banjarmasin. The students worked in groups to explore the topic by reading various sources and discussed it with their team members. The materials for reading ESP texts were integrated in this step due to their necessity. The brainstorming step aims to find problems around as well as raise their curiosity and awareness. Students can easily understand what they do because they associate it with what they know. This activity means more to them. Laur (2013) stated that learning this way promotes the depth of knowledge throughout the process and increases engagement due to purpose, need, and meaning. In addition, students study the latest real-world phenomena in an authentic approach that seeks to empower students to independently plan individual and collaborative learning processes.

The results of this study, in general, showed that 46.7% of the participants stated that they agreed, 26.7% responded with strongly agree, and 5.6% mentioned strongly disagree. This general perception of delivering a presentation in English obtained a positive result, with the highest calculation being 55.70%, ranging from the interval class 125-149. The result was supported by the interview result that Student 1, Student 3, and Student 4 stated that they believed they had performed well. "I think I have delivered the presentation well" (Student 1). However, there are also students who claimed they did not do it well: "I do not think so. I must improve my performance (Student 6). The overall result of this study is not very positive. It is on the positive result, and it might take place due to some possible factors, including

the format of the presentation. In this study, the presentation was done in groups to provide good exposure and motivation to everyone, including low-achieving learners. Various types of interactions of classmates in the classroom in preparation for presentations possibly increase students' motivation.

### 1. Students' perception of their motivation in learning English on the presentation material

Table 6. Frequency distribution of scores on students' motivation in delivering a presentation

No.	Category	Range of Interval Class	Frequency	Percentage
1.	Extremely positive	69-80	11	13.92%
2.	Very positive	57-68	53	67.09%
3.	Positive	45-56	15	18.99%
4.	Fairly positive	33-44	0	0%
5.	Not positive	21-32	0	0%
6.	Extremely not positive	8-20	0	0%
Total			79	100%

Then, the frequency distribution of scores on students' motivation in delivering a group presentation is in the very positive category. Fifty-eight (58) participants of seventy-nine (79) participants showed very positive responses. Thus, the participants have very positive motivation when delivering a group presentation. The detail of scores is given in Table 7.

Table 7. Frequency distribution of scores on students' anxiety in delivering a presentation

No.	Category	Range of Interval Class	Frequency	Percentage
1.	Extremely anxious	69-80	2	2.53%
2.	Very anxious	57-68	14	17.72%
3.	Anxious	45-56	46	58.23%
4.	Fairly anxious	33-44	15	18.99%
5.	Not anxious	21-32	2	2.53%
6.	Extremely not anxious	8-20	0	0%
Total			79	100%

The second sub-variable (anxiety) obtained the category of anxious with the range of 45-56 and the percentage of 58.23%. The results showed that the students as participants of this study feel anxious when giving a presentation. There is not any student who is not anxious, as seen in Table 8.

Anxiety is another affective factor in delivering a presentation. It is a normal feeling that everybody possesses (Alharbi, 2021; Cheng, 2002; Huda & Ma'mun, 2020; Woodrow, 2006). However, feelings of anxiety can lead to learning outcomes that are less than optimal (Asnur, 2017). Thus, students' anxiety in making presentations is likely to affect their speaking skills. The effect of anxiety on language learning can be explained by Krashen's affective filter hypothesis. According to Krashen (1981), as restated by Allwright (1998), "the learner's brain will filter the available input, allowing the central acquisition process only those items that are affectively available to the learner." Since anxiety is a bad feeling about something, the brain of a person who is anxious filters out input, and this hinders language acquisition. In his review of the research focus on the role of anxiety (Ningsih & Nurjati, 2022) also concluded that anxiety affects language learning; however, it "contributes

to different degrees in different learners." (Fadlan, 2020; Kurakan, 2021), found several factors causing the anxious feeling in a presentation, namely, fear of making mistakes, fear of facing unpredictable questions, fear of failure in the exam, inability to find proper words to express ideas, lack of self-confidence, lack of proficiency, lack of preparation, poor preparation, fear of the lecturer's point of view, and lack of experience.

The results of this study revealed that 58.23% of students felt anxious, with scores ranging from a minimum of 28 to a maximum of 79. The mean score was 51.05, with the standard deviation being 8.49. In addition, all the participants in the interview stated that it was their first time delivering an English presentation and preparing a PPT in English. They had two jobs: delivering the understanding to the audience and using English in the delivery. However, anxiety is not always related to bad results. This study noted some previous studies that revealed students' readiness when they felt anxious before a presentation. In other words, they prepared well because they were anxious before the presentation time came since they had eight meetings in total. This is called positive anxiety (facilitative anxiety) (Fadlan, 2020). Nevertheless, some other students felt anxious during the presentation and knew how to handle it, and the rest felt unable to handle it.

### 3. Students' perception of their experience in learning English on the presentation material

Table 8. Frequency distribution of scores on students' experience in delivering a presentation

No.	Category	Range of Interval Class	Frequency	Percentage
1.	Extremely positive	35-40	18	22.78%
2.	Very positive	29-34	52	65.82%
3.	Positive	23-28	9	11.39%
4.	Fairly positive	17-22	0	0%
5.	Not positive	11-16	0	0%
6.	Extremely not positive	5-10	0	0%
Total			79	100%

Meanwhile, the results of the students' experience in delivering a group presentation, as depicted in Table 9, showed another very positive result. Fifty-two (52) participants responded very positively. The percentage of this score is 65.82%, and there is not any student who experienced fairly positive, positive, and extremely not positive results.

Differences in the levels of motivation and anxiety experienced by students in learning English, in this study concerning the group presentation, are completed by students' experiences of learning, which refer to the delivery and strategies used by lecturers in teaching, feedback given, evaluation of presentation experience, and suggestions for further improvement. The result of the third sub-variable of this research is related to students' experience. The results of this study showed that students have a positive perception toward their experience in delivering the presentation. From the brainstorming to presentation scoring, the lecturer tried to facilitate the learning in every step, provided needed feedback, and provided a clear assessment system. The students enjoyed working on the project. Most of them stated that the better the preparation they had, the better their performance was. It was also unbelievable that what they thought was different from what they experienced. Since it was their first time delivering a presentation, they were at first not confident enough. However, they were happy that they finally made it. My friends were cooperative, supportive, and enthusiastic, and they did not laugh when I made mistakes (Student 3). I got a good response from the lecturer

(Student 7). The strategies used by the lecturer in teaching through the project helped them follow every step. The last one, on the evaluation of presentation experience, some students admitted that they think their performance was not too good nor too bad. Some of them also felt nervous in the silent moment and had less focused concentration. When they felt anxious, they enhanced their internal motivation to do their best in this first experience. They suggested providing interesting visuals, setting better seating positions at the front for the presenter, maintaining the classroom condition, and controlling the rest of the students as audiences to increase motivation and release anxiety. All in all, the presentation was challenging but worth trying. Even though most students said they were nervous during presentations, in general, it did not mean that they showed underperformance. Some students established excellent performance and got high scores from the lecturer and peers.

## CONCLUSION

This study explored students' motivation, anxiety, and experiences during group presentations in an English language learning context. The findings revealed that while students experienced anxiety, their overall motivation was very positive, and their perceptions of the presentation experience were favorable. A key insight from the study is that structured guidance and a clear presentation format significantly benefit both students and lecturers. Unlike a simple delivery model where lecturers assign topics and expect student presentations afterward, this study highlights the value of a collaborative and continuous process. Successful group presentations emerged from sustained cooperation between lecturers and students, as well as among group members themselves.

From a practical perspective, the results suggest that group presentation projects are effective tools for implementing student-centered learning. They not only engage students cognitively but also enhance their collaborative and communication skills. Moreover, understanding students' emotional responses—particularly their anxiety—provides important feedback for instructors. It can guide adjustments in teaching strategies and course design, ensuring a supportive learning environment that nurtures both language proficiency and affective growth.

Finally, the study reinforces the importance of integrating students' perceptions into curriculum planning. Doing so not only strengthens pedagogical effectiveness but also contributes to the long-term refinement of instructional methods and materials in English education.

The current study involved less than 10% of the population. Future studies should involve a larger and more diverse sample to enhance the generalizability of the findings. It also focused on motivation, anxiety, and experience. Future research could investigate other affective variables such as self-confidence, fear of judgment, and social pressures (e.g., peer influence, classroom dynamics) that may impact presentation performance. Further studies should examine the interaction between emotional factors (like anxiety and motivation) and cognitive factors such as language proficiency, content knowledge, and presentation skills. A holistic framework would offer deeper insight into how these dimensions jointly affect students' performance and engagement.

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