



**TALK LIKE A PRO: BOOTCAMP OF ENGLISH PUBLIC SPEAKING FOR GEN Z
AT SMA RU 2 GONDANGLEGI MALANG**

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Abstract

This Community Service Program aims to enhance the English public-speaking skills and self-confidence of Gen Z students at SMA RU 2 through the “Talk Like a Pro” bootcamp. The main challenges addressed include students’ low confidence in speaking English and the lack of engaging, culturally relevant practice media in the pesantren environment. The program was implemented through intensive training sessions consisting of basic public-speaking instruction, guided practice, ice-breaking activities, and assisted production of short English videos featuring unique santri characteristics. The results show a clear improvement in students’ willingness to speak, classroom participation, and creativity in expressing Islamic messages and daily pesantren life through short-form video content. The final videos serve not only as an assessment tool for speaking skills but also as positive digital content that can support the school’s branding efforts. Overall, the bootcamp proved effective and has strong potential for further development, particularly by extending mentoring duration and diversifying materials to suit the needs of digital-native learners.

Keywords: public speaking, Gen Z, santri, short video, community service, English speaking skills



***BERBICARA SEPERTI SEORANG PROFESIONAL: BOOTCAMP BERBICARA DI
DEPAN UMUM BAHASA INGGRIS UNTUK GENERASI Z DI SMA RU 2
GONDANGLEGI MALANG***

Abstrak

Program Pengabdian kepada Masyarakat ini bertujuan meningkatkan kepercayaan diri dan keterampilan public speaking berbahasa Inggris bagi siswa Gen Z di SMA RU 2 melalui kegiatan bootcamp “Talk Like a Pro”. Permasalahan utama yang dihadapi adalah rendahnya keberanian siswa untuk berbicara dalam bahasa Inggris serta minimnya media latihan yang relevan dengan budaya santri. Kegiatan dilaksanakan melalui pelatihan intensif yang mencakup penyampaian materi dasar public speaking, praktik terarah, ice breaking, serta pendampingan produksi short video berbahasa Inggris dengan ciri khas santri. Hasil kegiatan menunjukkan peningkatan partisipasi, keberanian tampil, dan kreativitas siswa dalam mengemas pesan dakwah dan keseharian pesantren ke dalam format video pendek. Produk yang dihasilkan tidak hanya menjadi media evaluasi keterampilan berbicara, tetapi juga berpotensi digunakan sebagai konten positif untuk branding sekolah. Program ini terbukti efektif dan dapat dikembangkan lebih lanjut dengan menambah durasi pendampingan dan memperkaya variasi materi sesuai kebutuhan siswa di era digital.

Kata kunci: *public speaking, Gen Z, santri, short video, pengabdian masyarakat, bahasa Inggris*

A. INTRODUCTION

English public speaking skills are an important skill in the era of globalization, especially for generation Z who live in the midst of digital information flows. However, students at Pesantren RU 2, especially high school students, tend to have limitations in practicing English actively, especially in the context of public speaking. The lack of structured training and lack of self-confidence are the main obstacles.

On the other hand, generation Z is very familiar with technology and social media, so an interactive and digital-based training approach will be more effective and relevant. Through English-based public speaking training which is closed with making a short video, participants not only learn to speak, but also practice it in a creative and communicative form. This program is expected to improve English communication skills, build self-confidence, and broaden students' horizons in facing global challenges in the future.

1. Strengths

- a. Participants (high school students) are at a productive age for developing soft skills: Adolescence is a very potential period for developing communication skills and self-confidence. They are easier to direct and shape in new skills such as public speaking.
- b. Generation Z's enthusiasm for digital media is high: Students who are part of generation Z are accustomed to using social media and like visual content. This makes them more open to video-based training.
- c. Support for a conducive Islamic boarding school environment for character and discipline development: A regular Islamic boarding school atmosphere that has a character development system can support the training process that requires commitment and discipline. Religious values also strengthen the spirit of learning and responsibility.
- d. The training is designed with a creative approach (video-based), according to the interests of the participants: The use of video media as the final output makes the training feel more fun and challenging. Students can learn while working, not just theory.

2. Weaknesses

- a. Participants' English language skills are still relatively low: Most participants are not used to using English actively in their daily lives. This can be an initial obstacle in participating in public speaking training.
- b. Lack of public speaking experience in a foreign language: Students rarely get the opportunity to speak in public using English. This makes them tend to be nervous and less confident when performing.
- c. Limited supporting facilities such as recording devices or internet access: Not all participants have access to adequate cameras or mobile phones to make quality videos. Limited internet connections can also hinder the editing or uploading process.
- d. Students' busy schedules can be a challenge in arranging training time: The full routine activities of the Islamic boarding school can make it difficult to schedule training sessions. Adjustments are needed so that the program does not interfere with other obligations.

3. Opportunities

- a. This program can be a model for developing 21st century skills in Islamic boarding schools: By combining English, public speaking, and digital media, this training can be an inspiration for other Islamic boarding schools. It can also support positive branding of the institution.
- b. There are opportunities for collaboration with educational institutions or English language communities: Many organizations support the development of English that can be invited to collaborate. This collaboration can strengthen the quality and sustainability of the program.
- c. Videos from the training can be participants' portfolios or promotional content for Islamic boarding schools: The resulting video works can be used as evidence of participants' skills. In addition, Islamic boarding schools can also use it as a publication media.
- d. English public speaking skills are highly needed in further education and the world of work: This ability will provide added value for participants when continuing their studies or looking for work. This training provides relevant provisions for their future.

4. Threats

- a. Lack of motivation or confidence of participants when speaking in English: Embarrassment and fear of making mistakes can be major obstacles when practicing public speaking. An approach strategy that builds courage gradually is needed.
- b. Technical disruptions in the video-making process (eg: broken equipment, power outages): Technical problems can disrupt the smooth running of activities, especially during video recording sessions. Equipment readiness and backup plans need to be prepared from the start.
- c. Limited teaching staff who are competent in public speaking and English: Trainers who master these two fields are not easy to find in Islamic boarding schools. This can affect the effectiveness of the training.
- d. The challenge of maintaining program consistency and sustainability after the training is complete: After the training ends, participants tend to return to old

habits if there is no follow-up. A post-training strategy is needed so that the impact of the program continues.

Based on the situational analysis and SWOT that have been presented, the formulation of the problem in this community service activity is: "How to design and implement English public speaking training based on making interesting, applicable short videos, and in accordance with the characteristics of Gen Z at RU 2 Islamic Boarding School, taking into account limited language skills, minimal facilities, students' busy schedules, and utilizing digital potential and students' closeness to social media?"

The following are the expected outputs and outcomes from the empowerment through Bootcamp of English Public Speaking For Gen Z At *SMA RU 2*

1. Output

- a. The implementation of English public speaking training for high school students at Pesantren RU 2: The training activities are carried out in a structured manner in several sessions, involving active participants, and guided by competent facilitators. This training will be a practical learning space that encourages students to actively speak in English.
- b. Public speaking training module based on making short videos: This module contains a guide to materials, activities, and steps for making short videos in English. The module can be used as ongoing teaching materials or replicated in other institutions that have similar needs.
- c. A minimum of 15 short videos created by participants using English: Each participant or group will produce one video with a duration of 1–3 minutes that showcases their public speaking skills. This video is concrete evidence of improved skills as well as a participant portfolio.
- d. A well-documented training activity report: The entire series of activities will be compiled in a final report that includes documentation of the process, results, and evaluation of the training. This report is useful as accountability for activities and references for similar activities in the future.
- e. Publication of activities on social media or online media: Activities and training results will be published through digital platforms (Instagram, YouTube, or the

pesantren website). This publication serves to disseminate the positive impacts of activities and improve the image of the *pesantren*.

2. Outcomes

- a. Increased self-confidence and English speaking skills of students: After participating in the training, students are expected to be more confident in speaking English, both in formal and informal forums. They will also be more accustomed to expressing ideas verbally with better structure and pronunciation.
- b. Growing interest and enthusiasm of students in learning English actively: Fun and practice-based training will arouse students' interest in English. They will see that a foreign language can be learned in a relevant and non-boring way.
- c. The formation of a positive and creative communication culture in the Islamic boarding school environment: This program encourages students to be active, confident, and dare to express themselves in a positive way. In the long term, an Islamic boarding school atmosphere will be created that supports open and creative communication.
- d. Improving the image of RU 2 Islamic Boarding School as an institution that is adaptive to the development of the times and technology: This activity shows that Islamic boarding schools are not left behind in mastering soft skills and utilizing technology. This modern and progressive image will increase the attractiveness of Islamic boarding schools in the eyes of the public.

B. THEORETICAL REVIEW

AA Speaking Skill

Speaking skills are a critical component of effective communication, particularly in the context of language learning and professional development. These skills encompass a range of abilities that enable individuals to articulate thoughts clearly, express ideas fluently, and engage effectively with an audience. Speaking proficiency involves a combination of linguistic knowledge, including vocabulary and grammar, and linguistic processing skills such as pronunciation, intonation, and speech fluency. These components are crucial for achieving functional adequacy in speaking tasks, as they collectively explain a significant portion of the variance in speaking performance (Jong, et al., 2012)..

Pronunciation, including aspects like speech sounds, word stress, and intonation, plays a vital role in effective speaking. These elements help convey the speaker's message accurately and prevent misunderstandings (Jong, et al., 2012; Yadav, et al., 2023). Non-verbal elements such as gestures, voice modulation, and pace are integral to speaking skills. These components enhance the clarity and impact of the spoken message, making communication more engaging and effective (Yadav, et al., 2023).

Challenges in Developing Speaking Skills

Learners often face psychological obstacles such as anxiety and shyness, which can hinder their ability to speak confidently. These barriers are compounded by factors like large class sizes and limited practice opportunities (Sharma, 2024; Alrajafi, et al., 2022; Mei & Masoumeh, 2017). Teaching speaking skills presents challenges such as inadequate pronunciation correction and diverse student needs. Teachers must navigate these issues while employing effective methods like the communicative approach and interactive activities (Sharma, 2024; Alrajafi, et al., 2022).

Strategies for Enhancing Speaking Skills

Regular practice, coupled with constructive feedback from instructors and peers, is essential for improving speaking skills. Self-directed efforts and self-reflection also contribute significantly to skill development (Nandagopal, et al., 2023). Modern technologies, including the Internet, podcasts, and voice recognition software, offer valuable tools for enhancing speaking skills. These resources provide learners with diverse opportunities to practice and refine their abilities in a supportive environment (Eshankulovna, 2021).

Engaging learners in interactive activities such as role plays, discussions, and debates fosters a practical application of speaking skills. These activities help build confidence and improve fluency through real-life communication scenarios (Alrajafi, et al., 2022; Sharma, 2024). In conclusion, developing speaking skills requires a multifaceted approach that addresses linguistic, psychological, and instructional challenges. By integrating practice, feedback, technology, and interactive activities, learners can enhance their speaking proficiency and become more effective communicators.

Public speaking in English is a critical skill for students, particularly those learning English as a second language. It involves not only linguistic proficiency but also the ability to manage anxiety and effectively engage an audience. This synthesis explores the factors influencing public speaking anxiety, strategies to enhance confidence, and the role of technology and nonverbal communication in improving public speaking skills.

Factors Influencing Public Speaking Anxiety

Several studies highlight common factors contributing to public speaking anxiety among students. These include fear of making mistakes, being judged, and self-consciousness about physical appearance and body signals (Trisanti, et al., 2023; Fauzi, et al., 2021; Priya, 2024). Additionally, a lack of preparation and fear of negative evaluation from peers can exacerbate anxiety (Fauzi, et al., 2021; Priya, 2024). Self-efficacy, or the belief in one's ability to succeed, is also a significant factor, with low self-efficacy linked to higher anxiety levels (Trisanti, et al., 2023; Zhang, et al., 2020).

Strategies to Enhance Confidence

Incorporating public speaking components into the curriculum has been shown to significantly boost students' confidence in using English. For instance, a study in Malaysia found that public speaking lessons increased students' confidence, leading to more students accepting opportunities to study abroad (Ibrahim & Shahabani, 2020). Regular practice and effective preparation, including message formulation and audience consideration, are crucial in reducing anxiety and improving speech quality (Risal, et al., 2024).

Role of Technology in Public Speaking

Technology-enhanced language learning, including the use of AI and VR, has been found to reduce public speaking anxiety by providing personalized and interactive learning experiences. VR, in particular, showed significant results in reducing anxiety levels among students (Chen, 2022). These technologies offer a platform for students to practice and receive feedback, which can help mitigate the impact of individual differences in anxiety levels (Chen, 2022).

Importance of Nonverbal Communication

Nonverbal communication (NVC) plays a vital role in effective public speaking. Maintaining eye contact, using open gestures, and adopting a confident posture can enhance speaker effectiveness and audience engagement (Jasuli, et al., 2024). Cultural

sensitivity in NVC is also important, as nonverbal cues can vary across cultures. Instruction in NVC strategies should be included in English language curricula to empower students to become confident communicators (Jasuli, et al., 2024).

Public speaking in English involves overcoming anxiety, building confidence, and effectively using both verbal and nonverbal communication. Addressing the factors that contribute to anxiety, incorporating public speaking practice into education, leveraging technology, and emphasizing nonverbal communication can significantly enhance students' public speaking skills. These strategies not only improve linguistic proficiency but also prepare students for academic and professional success.

Strategies in Public Speaking

Public speaking is a critical skill across various domains, including academics and business. Effective public speaking involves not only delivering content but also engaging the audience and managing personal anxiety. This synthesis explores strategies for enhancing public speaking skills, focusing on audience engagement, confidence building, anxiety management, and overcoming common challenges.

1. Audience Engagement Techniques

Transforming a passive audience into active participants can significantly enhance the effectiveness of a presentation. Techniques such as interactive dialogue and audience participation are crucial for engaging listeners and fostering a dynamic communication environment (Usera, 2023).

2. Building Confidence

- a. For beginners, building confidence in public speaking involves several strategies, including familiarizing oneself with the audience, organizing material effectively, and paying attention to physical appearance. Techniques like ice-breaking and vocal exercises are also essential for developing confidence (Rahman, 2024).
- b. Public speaking courses can improve self-assurance by addressing common emotional challenges such as nervousness and insecurity. Strategies like staying calm, positive thinking, and thorough preparation are effective in boosting confidence (Hidayah & Puspitasari, 2023).

3. Managing Public Speaking Anxiety

- a. The Corp-Oral program demonstrates that embodied strategies, such as body awareness and gesture enhancement, can significantly reduce public speaking

anxiety. These strategies help in channeling anxiety into positive energy, improving self-perception and emotional regulation during speeches (García-Monge, et al., 2023).

- b. Students often use relaxation, preparation, and positive thinking strategies to manage anxiety, with relaxation being the most preferred method (Martiningsih, et al., 2024).

4. Overcoming Common Challenges

- a. Common challenges in public speaking include speech production errors, lack of confidence, and vocabulary limitations. Strategies to overcome these include practicing in front of a mirror, using outlines, and watching public speaking videos to improve delivery and content organization (Utami, 2019; Cahyandari, et al., 2024).
- b. Anticipating and preparing for speech production errors by focusing on familiar vocabulary and maintaining composure can enhance public speaking abilities (Chollet, et al., 2015).

5. Innovative Training Approaches

- a. Technological advancements, such as interactive virtual audiences, provide new avenues for public speaking training. These tools offer direct and nonverbal feedback, increasing engagement and improving skills through a safe and controlled environment (Puluhulawa, et al., 2022).
- b. In conclusion, effective public speaking requires a combination of audience engagement, confidence-building strategies, anxiety management, and overcoming common challenges. By employing these strategies, speakers can enhance their communication skills and deliver more impactful presentations.

C. Project-Based Learning in Speaking Skill

Project-based learning (PBL) is an educational approach that involves students actively exploring real-world problems and challenges to acquire deeper knowledge. In the context of language learning, particularly speaking skills, PBL has been shown to be an effective method for enhancing students' abilities.

Project-based learning has been consistently shown to improve various aspects of students' speaking skills. Studies indicate that PBL enhances students' grammar, vocabulary, pronunciation, fluency, and overall comprehension in speaking tasks (Wahyuni, et al., 2018;

Riswandi, 2018; Arvianto, 2016). For instance, students involved in digital storytelling projects demonstrated significant improvements in their speaking abilities, with mean scores increasing from pre-test to post-test (Wahyuni, et al., 2018). Similarly, video project-based learning methods have been effective in boosting students' confidence and speaking skills (In, 2022).

PBL not only improves speaking skills but also increases students' motivation and engagement in learning activities. Students participating in PBL activities, such as digital storytelling and Instagram-mediated projects, reported higher levels of interest and effort in their learning processes ((Wahyuni, et al., 2018; Syahida, et al., 2022). The interactive and collaborative nature of PBL encourages students to be more active, communicative, and creative, which further enhances their learning experience (Firdaus & Septiady, 2023; We, 2020).

While PBL is effective, it does come with challenges. Students may face language barriers, difficulties in video production, and other external factors that can hinder their progress (Syahida, et al., 2022). To address these challenges, it is recommended that teachers provide clear project designs and incorporate modern technology to facilitate the learning process (Wahyuni, et al., 2018). Additionally, ensuring adequate teacher support and control can help students who may not be as active in group projects (Arvianto, 2016).

The implementation of PBL has a positive impact on students' attitudes towards speaking. Students often develop a more positive attitude and increased confidence in their speaking abilities after participating in PBL activities (We, 2020; Haerani & Jatiraga, 2019). This method also fosters teamwork and problem-solving skills, making it a comprehensive approach to language learning (Firdaus & Septiady, 2023).

In conclusion, project-based learning is a highly effective method for improving students' speaking skills, increasing their motivation, and positively influencing their attitudes towards language learning. Despite some challenges, with proper implementation and support, PBL can significantly enhance the language learning experience.

D. The Location Profile

In 1983, K.H. Qosim Bukhori founded the Raudlatur Ulum 2 Islamic boarding school located in the Putukrejo area. The Raudlatur Ulum 2 Islamic boarding school prioritizes aspects of morality, increasing scientific competence and exploring interests and talents. Therefore, the Raudlatur Ulum 2 Islamic boarding school implements a salaf

education system in the form of Madrasah Diniyah, and organizes formal education in the form of junior high school, senior high school and MA. With this education system, students are expected to become future leaders, as dreamed of by the founder of the Islamic boarding school. Thanks to persistent and tenacious efforts and community support, PP. Raudlatur Ulum 2 Putukrejo has experienced significant development from year to year. The trust that has been given by both the government and the community is a responsibility and mandate that must be carried out properly. Realizing this, PP. Raudlatur Ulum 2 always makes improvements to the system and facilities, facilities and infrastructure to improve the quality of education. The description of a potential area is a reason for an institution to be able to advance and succeed, MA Raudlatur Ulum 2 already has all the criteria covering the area. With the condition of the area that is still beautiful so that it can create peace for students in studying and exploring their potential and talents. Geographically, MA Raudlatul Ulum 2 is located quite strategically which is easily accessible from anywhere, its location is on Jl. Sunan Ampel No. 2B, Putuk Utara Putukrejo Kec. Gondanglegi Kab. Malang.

C. METHOD

The method used in this activity is a participatory approach through practice-based training and media production, involving high school students at the RU 2 Islamic Boarding School.

Stages of Activity:

1. Preparation Stage

- Coordination with the Islamic boarding school.
- Preparation of activity schedule.
- Development of training modules.
- Preparation of tools (camera/phones, speakers, LCD).
- Participant selection.
- Initial survey on students' interest and basic skills in public speaking.

2. Training Implementation

- Conducted in several sessions.
- Materials include:
 - Basic public speaking skills.
 - Vocal and expression techniques.
 - Writing short speech/monologue scripts.



- Practicing speaking in English.
- Methods used:
 - Material presentation.
 - Group discussions.
 - Simulations.
 - Direct speaking practice.
- 3. Short Video Production
 - Participants create 1–3-minute English videos.
 - Activities include:
 - Script writing.
 - Pronunciation practice.
 - Video shooting.
 - Simple editing.
- 4. Evaluation and Reflection
 - Video performance assessment.
 - Facilitator feedback.
 - Reflection session on training experience.
 - Purpose:
 - Measure skill achievement.
 - Provide appreciation and support self-improvement.
- 5. Publication and Follow-up
 - Videos published on pesantren’s digital platforms/social media.
 - Training modules submitted to pesantren for future use.
 - Encouragement of program sustainability by pesantren independently.

D. DISCUSSION

This Bootcamp was held at 19 of August 2025 located at SMA RU2 precisely at computer laboratory (picture 1). It was followed by some kinds of participants i.e. one speaker, three committed (alumnus of this foundation) and eight participants of boot camps thereby students of SMA ru2 itself ranging from class ten up to class twelve.

This occasion started at 9.30 up to 14.00 conducted with very simple rundown namely directly running into the main event i.e. lecturing from the speaker, small practice of speaking indoor, and creating short videos outdoor.

In lecturing session, material was delivered using 5 slides about public speaking such as the definition, the importances, and the components (picture 2). At the end of this session, small practice of speaking English was done in the form of self-introduction in which each participant was obligated to do so (picture 3).

The following session was participants' preparing for creating short videos. There were four themes of short videos that had to be created i.e. POV: *maknai* kitab in English, what's in my bag, get ready with me of *Jumatan* edition, and POV: new *santri* vs old *santri* in washing clothes. Casting for the videos then was carried out so there were four groups. Afterwards, the participants gathered with their own groups along with their coaches for helping them to create the short videos.

In this preparation the participants were given the scripts. The coach accompanied them to learn and practice the script (picture 4).

Around thirty minutes every group was ready to take the video. It was undertaken in turn using iPhone camera in around two hours. The footages then were edited to be shot videos ready for being posted at instagram stories.





Based on the results of the public speaking practice using English in short videos, several interpretations can be made in terms of confidence and fluency in speaking English. The process of creating these short videos led the participants to the development of confidence level. It was compared to the beginning of lecturing session and taking the videos in front camera. In lecturing stage, the participants looked shy even to ask a question. However, in taking shot session they were gradually not reluctant to say and ask, even suggest something points relating to the short videos.

Similarly, the participants' fluency of speaking English underwent improvement. It was in form of some unfamiliar vocabularies. One of the visible factors of their improvement of fluency was due to assistance from their coaches in guiding them in correct pronunciation of the vocabularies.

A. Challenges and Solutions

This Bootcamp of course brought some challenges. One of them was the duration of having this occasion. Most of the participants stayed at the *Pesantren* boarding house that made them have limited time to maximally have this Bootcamp. Accordingly, the preparation session of taking shot for the videos was not more than one hour. This made them lack of expression in their roles in the short videos. This short time made them lack of perfect understanding the meaning of the scripts. In addition, their English proficiency levels were elementary so the process of knowing the meaning fast was quite slow. Moreover, there was only one proper camera, so their waiting time made them tired and bored that might lead to their own taking shot not maximum.

These challenges then were overcome through making the all the process of creating the short videos fun. In this case, coaches tried to accompany them outdoor and give them jokes. Moreover, The participants were given various meal such as *geprek* solid, snacks, beverage even money to make them much more enthusiastic.

B. Value of Sustainability

This Bootcamp precisely the short videos led to some benefits for SMA RU2. These videos might function for promoting the santri values inside this school. This value probably can encourage the interest for SMP students to enrol this school. These kinds short videos were popular in Z Generation. So when this videos share to any platforms of social medias SMA RU2 might become more famous.

E. CONCLUSION AND SUGGESTION

A. Conclusion

The Bootcamp of English public speaking conducted with eight participants from SMA RU2 run very well. It resulted four short videos. The process of creating these short videos led the participants to the development of confidence level and fluency in speaking English.

Those short videos might be beneficial for introducing the santri values inside SMA RU2. Such these short videos were related to Generation Z. So these videos might become well known among students of generation Z.

Furthermore, some obstacles encountered during this Bootcamp such as students' limited time, low English proficiency levels of the students and lack of camera as device for shot taking hopefully can be overcome.

B. Suggestions

Building on the challenges faced during this Bootcamp, several suggestions were made. The first one is about duration of having this occasion. To result more perfect videos, it is suggested to ask several days for having the students prepare the videos. Additionally selecting students with intermediate English proficiency level is highly recommended to make the process of creating the videos become much easier. The last one is about the lack of device like a camera. It is recommended to borrow other iPhone cameras and the one who is expert in videography.



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