Self-Anchoring of EFL Students in Live Performance of Public Speaking Class

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Abstract. This study explores "self-anchoring" in English as a Foreign Language (EFL) students during live Public Speaking classes. Self-anchoring involves shaping students' public speaking identity through learning experiences. The researchers analyzed data from twenty-seven students at State Makassar University using qualitative research methods, specifically thematic analysis. The findings indicate that self-anchoring in students is fostered through enhanced focus, enthusiasm, self-confidence, and motivation, with practice, instructor feedback, and communication challenges playing key roles. Additionally, social interactions significantly impact self-anchoring. This study enhances the understanding of self-anchoring in Public Speaking classes and suggests teaching strategies emphasizing confidence building, constructive feedback, and positive social interaction to enhance EFL students' public speaking skills.

Keyword : Self-Anchoring, EFL, Public Speaking

1   Introduction

The ability to speak confidently and effectively in live performances of the public is a valuable skill, particularly for English as a Foreign Language (EFL) students. Public speaking not only enhances language proficiency but also provides a platform for self-expression and effective communication in various academic and professional contexts (Mauriello, 2020; Nadar & Kamatchi, 2020). However, the success of a public speaking endeavor is not solely dependent on language proficiency or delivery techniques; it can also be influenced by psychological factors such as the anchoring effect (Kafipour & Khoshnood, 2023). Plausible problems that students faced in the live performance of public speaking are 1). Fear of speaking in front of others, this fear, known as glossophobia, can manifest as stage fright, nervousness, or a fear of being judged by others (Abdulaal et al., 2022). It can significantly impact students' self-esteem and hinder their ability to communicate effectively (Ahmetović et al., 2020; Kalra, 2020). 2). Lack of confidence, the students doubt their abilities, feel self-conscious about their language skills or appearance, and fear making mistakes or being criticized (Karen Kangas Dwyer & Davidson, 2021). 3). Students often struggle

with organizing their thoughts and structuring their speeches coherently and logically. They may find it challenging to develop a clear introduction, body, and conclusion or struggle with maintaining a logical flow of ideas throughout their presentation (Gallego et al., 2021). 4). For Students who are non-native English speakers, language proficiency can be a significant obstacle. Homayouni, (2022) stated limited vocabulary, difficulties with pronunciation or grammar, and a lack of familiarity with idiomatic expressions can make it challenging to express themselves effectively and deliver a compelling speech.

This article presented the contribution of a structure by analyzing how the self-perspective of EFL students influences the quality of their performance in public speaking class. The anchoring effect, a cognitive bias where individuals rely heavily on the initial information they receive when making subsequent judgments or decisions, can play a significant role in how EFL students perceive and engage with public speaking tasks (Kleefeld & Pohler, 2019). Understanding the perspective of students regarding public speaking with the anchoring effect is crucial for educators and language instructors seeking to optimize teaching strategies and create a supportive learning environment (Spyridis & Olalusi, 2020). This study objectives to explore students' perspectives on public speaking with the anchoring effect by delving into their experiences, attitudes, and challenges to gain valuable insights into how the anchoring effect impacts their perception of public speaking tasks.

The researcher conducted interviews and observational studies to delve into the attitudes and beliefs of EFL students regarding public speaking and the anchoring effect. The investigation aimed to explore their experiences with anchor-based cues, assess their confidence levels, and identify any potential barriers they encounter when delivering speeches. Through a comprehensive analysis of the gathered data, this study unveiled recurring themes and patterns, providing valuable insights that enhance our comprehension of the challenges and opportunities inherent in public speaking for students.

Furthermore, this study has significant practical implications for educators and language instructors. It provides insights into how instructors can tailor their teaching strategies to effectively address the challenges posed by the anchoring effect by understanding students' perspectives. The researcher delved into various instructional methods, techniques, and activities aimed at empowering students to overcome biases and develop strong live-performance public speaking skills (Kebea, 2019). When this knowledge is integrated into the classroom, educators can create a supportive and engaging environment that promotes confidence, linguistic proficiency, and effective communication.

This exploration of students' perspectives on the live performance of public speaking with the anchoring effect is crucial for recognizing the research's significance in the field of language education. By shedding light on students' experiences and their interactions with cognitive biases, we contribute to the development of effective teaching methodologies that empower students to become competent and self-assured public speakers. This study delves into the theoretical foundations of the anchoring effect and its implications for EFL students in live

public speaking performances, offering valuable insights for educators and language instructors.

Through the analysis of empirical research and personal accounts, we acquired valuable insights into the challenges and opportunities encountered by students when dealing with the anchoring effect during live public speaking tasks. In conclusion, this research has provided valuable information for language educators, contributing to the improvement of pedagogical approaches for live public speaking among students. Therefore, the researcher delved into the perspective of students concerning live public speaking with the anchoring effect and unearthed strategies to enhance their public speaking skills within this context.

2 Methods

This research used a qualitative method (Berry, 2011) that investigated the student's perspective on anchoring techniques in the live performance of a public speaking class. The objective of this study's qualitative methodology was to properly integrate the research components to examine and analyze the research's primary subject (Chesebro & Borisoff, 2007). This kind of qualitative analysis goes deeper and can aid researchers in learning additional details about a phenomenon and using language and words to describe and study occurrences, events, social interactions, ideas, opinions, and thoughts (Gill, 2011). The data can make it easier to design a study that investigates how students perceive utilizing anchoring in public speaking to develop speaking skills. In selecting sample applied saturation sampling technique. Saturation sampling allows researchers to obtain in-depth and comprehensive insights into a specific phenomenon or topic without the need for a large sample size. It is particularly useful in qualitative research where the emphasis is on understanding complex social processes, experiences, or perspectives (Hennink et al., 2017). A total of 27 students were invited to participate in this study and participated in the live performance of public speaking classes because the samples were students who had practiced anchoring in a variety of ways they believed to be effective for them while also studying the supporting material for public speaking, therefore the samples are sufficiently qualified to respond and a sufficient number of students to support this research. This study was carried out at the State Makassar University of Primary Teacher Education Department. Data collecting involved every student in the class.

As many as twenty-seven of EFL students practiced anchoring techniques, with various styles. Preceding to follow the instructions, they receive material from the teacher, namely increasing self-confidence with the anchor technique. The position of the researcher is to only observe all lecture processes related to the anchor technique for two hours of lessons. This lesson was carried out through a Zoom meeting so that the researcher recorded all the learning processes at that time. The first material at the beginning was the teacher sharing screens related to the anchor topic slides, then the teacher started explaining and occasionally asking students about self-confidence before the live performance of public speaking, and most students were still afraid and anxious when speaking in front of many people. Next, the teacher shows pictures

related to various anchor movements that are usually done by other people. In the end, the teacher asked the students to practice according to the version of the movement that they felt was happy. The position of all students is in front of their respective cameras, even though students can do this anchoring technique. The procedure for implementing this anchor technique is:

Table 1. Making an Anchor (Self Anchoring)

No.	Making an Anchor
1	Determine the state of mind you want, for example: Feeling happy, calm, or motivated.
2.	Determine the stimulus you want to use. For example: If I hold my hand then I will be motivated.
3.	Now go back to remembering an experience you had, where you could feel that state of mind.
4	Access all your modalities on the experience. at this stage feel as if you are reliving the experience.
5.	Then in amplification, the state reaches the peak.
6.	Then in Anchor, by providing a predetermined stimulus.
7.	Break State. breaking away from a state that is currently happening, which can be done by making drastic changes to physiology, breathing, etc. For example: by taking a deep breath, or changing positions, if you are sitting, immediately stand up or vice versa.
8	process 3-6 for 3 times.
9.	Prove the Anchoring Technique by feeling what it feels.

Data collection using online forms is an efficient and convenient method (Jarke & Breiter, 2019). Online forms can be tailored to gather essential information about students, such as personal details, contact information, academic records, and relevant demographic data. These forms provide a structured and standardized approach to collecting student data, ensuring consistency and accuracy in the information gathered. Online forms also offer the flexibility to include specific questions related to student needs, preferences, and educational goals, enabling educators and administrators to gain a comprehensive understanding of each student. With proper validation techniques, such as format checks and required fields, the quality and completeness of the collected data can be maintained. Additionally, privacy and security measures are implemented to protect students' sensitive information during data transmission and storage (Elish & Boyd, 2018; Nissenbaum, 2004). By utilizing online forms for anchoring students' data, educational institutions can streamline the data collection process, improve data accuracy, and effectively analyze and utilize the information to support student development and provide tailored educational experiences. Therefore, students answer and write down their perceptions on the form and submit it via the Google form application. After that, the answer data that had

been collected by the students were linked directly to the Google sheet, and the researcher downloaded the Google sheet to the Microsoft Excel file.

Data analysis of thematic analysis from online form results involves examining and interpreting the themes that emerge from the collected data about the anchoring technique (Lochmiller, 2021). Thematic analysis is a qualitative research method that helps uncover patterns, trends, and underlying meanings within textual data. Once the online form responses are gathered, the data is carefully reviewed and coded to identify recurring topics, concepts, or ideas. This process involves systematically organizing the data into meaningful categories or themes (Abulela & Harwell, 2020). The analysis begins by familiarizing oneself with the data and reading through the responses to gain an overall understanding of the content. Then, codes are assigned to relevant portions of the data that represent specific ideas or concepts. These codes are grouped to form broader themes, reflecting the main topics or patterns that emerge from the data (Cardano, 2020; Saldaña, 2020). The thematic analysis allows for a deep exploration of the rich and diverse perspectives expressed by respondents. Through careful analysis, researchers identify common themes, sub-themes, and variations within the data, which can inform decision-making, policy formulation, or further research (Corry et al., 2014; Takeda, 2021). Additionally, researchers used microsoft excel specifically designed for qualitative data analysis to aid in organizing, categorizing, and visualizing the themes and sub-themes of providing a deeper understanding of the participants' perspectives and experiences.

3   Research Result and Discussion

In this finding, students provide perspectives regarding anchoring techniques in the live performance of public speaking. In public speaking classes by EFL students in the primary school teacher education department, it is very important to have public speaking skills, which of course face many people, both at school and in society. The presentation of these findings is the result of answering students' perspectives about the benefits of the anchor technique in public speaking.

Table 2. Students' perspective of the anchor.

dt	Result
1	tremendous impact
2	useful for focusing
3	give an inner/mental message
4	maintain focus
5	uplifting and giving positive energy
6	it adds to my enthusiasm
7	it can make me feel more confident
8	thinking positive things
9	it can revive the enthusiasm
10	motivate me to do what I can
11	more excited and motivated

12	more excited and calm
13	more excited and confident
14	self-suggestion, fighting fear, increasing confidence
15	more excited and confident
16	self-improvement, increase confidence
17	self-suggestion, fighting fear, increasing confidence
18	self-suggestion, fighting fear, increasing confidence
19	several movements and encouraging words
20	it teaches us to fight our fears
21	I have more confidence and won't feel afraid anymore
22	self-suggestion, fighting fear, increasing confidence
23	motivated to find out what hasn't
24	increase motivation
25	motivated and enthusiastic in doing public speaking
26	increase motivation and passion when you want to appear
27	Motivate and make you more enthusiastic

The table above shows the sequence of data from participants who took part in a public speaking class of 27 EFL students. given the code dt1, namely data, and st1, namely students, f, e, c, m, each of which stands for code focus, enthusiasm, confidence, and motivation. to distinguish the data and group according to the themes found in this study. Further explanation, outlined in the full explanation below:

When students focus on developing public speaking skills, they can get abundant benefits. First, it will help them in achieving academic success. In activities such as presentations, class discussions, or seminars, good public speaking skills enable students to convey ideas clearly and effectively and interact with classmates and lecturers more efficiently. Not only that, but public speaking skills are also very valuable in achieving professional growth. The world of work requires us to communicate well in various situations, such as delivering presentations to superiors or clients, participating in team meetings, or establishing relationships with colleagues. Students who have strong public speaking skills can differentiate themselves. Through the data below, students' results from the interview:

Of course, because I had an extraordinary impact, apart from all of us immediately practicing who could help me (dt1, st1, f1). The anchor technique is useful for me to focus on because, by learning the anchor technique, I can also find out how to make an anchor for myself. (dt2, st9, f2). Yes, in my opinion, it is very useful because, with this anchoring technique, we can convey an inner or mental message using actions, words, or by associating certain events that have been experienced. (dt3, st10, f3). Yes, I think it's very useful because the anchor technique is often used to refer to strategies or tactics used to enable us as speakers to attract the listener's attention, maintain focus, and strengthen the message conveyed by the speaker. (dt4, st24, f4)

The above excerpts indicate shows responses of the students who focus on developing public speaking skills. In St1, students get a tremendous impact from the anchor

technique when they want to speak and can practice it right away. For st9, he said that the anchor technique can make him focus and can make him an anchor for himself. At st10, the anchor technique can focus on giving an inner or mental message by moving, imagining words, or associating experiences or events that have been experienced before. For st24, it was also said that this strategy can be used by a speaker to attract listeners' attention and maintain focus to convey messages to others. Therefore, each student with coding St1, 9, 10, and 24 stated that the anchor technique helped them focus on speaking in front of a crowd.

The growing enthusiasm among students for the art of public speaking. In recent years, there has been a noticeable increase in students' interest and engagement in developing their public speaking skills. This surge in enthusiasm is a positive trend that holds immense benefits for students' personal and academic growth. Public speaking has often been viewed as a daunting task, causing anxiety and nervousness for many individuals. However, today's students are breaking the barriers and embracing public speaking with enthusiasm and eagerness. They recognize the importance of this skill in various aspects of their lives and are eager to sharpen their abilities to communicate effectively. Through the data below, the student's results from the interview:

Yes, because it can increase morale and give positive energy (dt5, st2, e1). Yes, it adds to my enthusiasm and courage in doing public speaking (dt6, st3, e2). According to me, the anchor technique is very beneficial for me because it can make me feel more confident about myself. (dt7, st14, e3). Useful for increasing self-confidence and minimizing self-overthinking. (dt8, st16, e4). This anchoring technique is useful for me because it can help increase self-confidence through positive thinking activities. (dt9, st20, e5). Yes, it's very useful when we know the anchoring technique, and of course, this technique is needed when we are in a state of lack of confidence. With anchoring, it can make us more enthusiastic. (dt10, st22, e6). Very useful because the anchor technique can help me revive my enthusiasm and motivate me to do what I can. (dt11, st25, e7). anchoring is useful because it can make us calm after thinking positive things (dt12, st26, e8). Yes, this anchoring technique is very useful for me because it can revive the enthusiasm and confidence that were in me before. (dt13, st27, e9)

The above excerpts indicate shows responses of the students who the growing enthusiasm among students for the art of public speaking. On st2, st14, st20, and st26, the same thing happens: the anchor technique can increase enthusiasm, confidence, feelings of calm, and positive energy. On sts. 3 and 27, there is also the spirit and courage of public speaking. On st16 and st22, it says this can increase self-confidence and minimize overthinking. The emphasis on the words on st25, namely can, can, can, with the anchoring technique in terms of repetition of words, can increase enthusiasm. Thus, the anchoring technique in public speaking also contains an element of enthusiasm.

Explore the powerful effect of anchoring on building students' self-confidence. Anchoring refers to the process of establishing a firm foundation or reference point

that serves as a source of stability and assurance. In the context of self-confidence, anchoring plays a significant role in empowering students to believe in themselves, overcome challenges, and achieve their goals.

It is very useful because this technique allows me to influence myself so that I can fight my fear and increase my self-confidence. (dt14, st4, c1). yes, it is very useful, after doing the Anchor technique I become more excited and confident (dt15, st5, c2) Useful because it trains our confidence and encourages us to stay more enthusiastic and always remain confident. (dt16, st6, c3). I think it's useful because it can increase my self-confidence even though it's accompanied by a little nervousness (dt17, st12, c4). This anchoring technique is useful because doing it can help us overcome problems and make us calm after thinking about positive things. (dt18, st13, c5). This anchoring technique is very useful because, through several movements and encouraging words, it can affect the response of the mind so that we are more enthusiastic. (dt19, st17, c6). Of course, it is useful because it teaches us to fight our fears and increases our confidence to be able to appear in public. (dt20, st18, c7). Yes, because it can increase my confidence, which used to be hesitant when I wanted to answer a question or make a presentation in front of friends. Now I have more confidence and won't feel afraid anymore. (dt21, st19, c8). Because doing the anchor technique can overcome problems, and make us feel calm (dt22, st21, c9)

The above excerpts indicate shows responses of the students who building students self-confidence. st4 said that this anchoring technique can influence her to increase her confidence. On st5 and st6, it was stated that this can also be more upbeat and confident than before. st12 that even though she was accompanied by nervousness, her self-confidence increased. st13 and st21 also say that this technique can help with nervousness but can also be calming. st17 with gestures and speech can make the mind respond to be more enthusiastic. Students in st18 and st19 no longer feel afraid to speak in public because they overcome fear and be confident in presentations. Therefore, anchoring techniques, according to data from these students, can increase self-confidence in public speaking.

To explore the powerful effect of anchoring on building students' motivation in the realm of public speaking. Public speaking is a skill that often requires confidence, preparation, and a genuine passion for effective communication. However, students may sometimes struggle to maintain their motivation in this challenging endeavor. This is where anchoring can play a significant role in nurturing and sustaining students' motivation in public speaking, empowering them to embrace the stage with enthusiasm and drive. Anchoring refers to the process of establishing a strong connection to positive experiences, emotions, or beliefs that serve as an anchor, grounding individuals in their journey. When it comes to public speaking, anchoring can have a transformative effect on students' motivation, propelling them forward even in the face of nerves or self-doubt.

I think it's useful because we can be motivated to find out what we didn't know in the lesson earlier (dt23, st7, m1). Yes, because it can increase my self-motivation (dt24, st8, m2). It is very useful because we can be motivated and passionate about public

speaking. (dt25, st11, m3). useful because it adds motivation and enthusiasm when you want to present something and fights fear and nervousness. (dt26, st15, m4). Because this technique can make Salya motivated and more enthusiastic, (dt27, st23, m5)

The above excerpts indicate shows responses of the students who build students' motivation in the realm of public speaking. at st7, st8, and st11 said that this anchoring technique motivated them to learn about public speaking. st15 and st23 are equally motivated and more passionate about public speaking. Thus, this anchoring technique can increase student motivation for public speaking.

This study on the perspective of anchoring technique in the live performance of Public Speaking class by EFL students highlights the importance of developing focus, enthusiasm, self-confidence, and motivation among students. Moreover, a solution to the previously noted conceivable issue indicated in the introduction, namely, first, anxiety over speaking in front of people can be reduced by using the anchor technique to regulate breathing and relaxation. When speaking in public, students can learn to control their breathing by breathing slowly and deeply. Physical and mental relaxation can aid in the reduction of stress and anxiety. Aside from that, students boosted their self-esteem by recognizing their strengths, confronting negative beliefs with sensible reasoning, and replacing them with positive affirmations (Ramazanoğlu & Toytok, 2018). Second, a lack of confidence which good preparation and practicing consistently will help increase confidence. When a person has sufficient knowledge and skills about something, self-confidence will increase. Then replacing negative thoughts with positive affirmations helped build self-confidence. Talking in motivating and encouraging words can help change self-doubting thought patterns (Bozgun & Akin-Kosterelioglu, 2023). Third, students frequently struggle to put their ideas into order and logically construct their speeches. Students organize their thoughts using strategies such as mind mapping and flowcharts. They recognized logical patterns and develop coherent sets of arguments by visualizing the relationships between ideas. Then, to connect their ideas logically, utilize relevant word or phrase connections. For instance, "first," "second," "next," "as an example," or "as a result." Links like this help organizes thoughts and produce an ordered flow (Alotumi, 2021). Fourth, a challenge for students who do not know English as their first language, students become acquainted with English by hearing and reading activities such as watching English films or videos, reading books, articles, or blogs in English could enhance their understanding and vocabulary (Dorsey, 2001).

Therefore, these findings have significant implications for this study provided for educators and language instructors. Firstly, the development of focus is crucial in public speaking (Bagheri & Mohamadi Zenouzagh, 2021). The anchoring technique helps EFL students direct their attention to the main objectives and content of their presentations. By anchoring themselves to specific cues or emotional states, students can enhance their concentration and deliver their messages more effectively (Ozer et al., 2015). This finding suggests that incorporating anchoring techniques into the Public Speaking curriculum can contribute to improving students' focus and overall

presentation skills. Secondly, growing enthusiasm is essential for effective public speaking. When EFL students can establish a connection between their presentations and positive emotions or past successful experiences, it can enhance their level of enthusiasm. This emotional connection acts as a driving force that motivates students to put in the necessary effort to prepare and deliver their presentations with energy and passion (Glazer, 2008; Walker, 2016). Educators should consider incorporating strategies that help students establish positive emotional associations with their speaking tasks, such as sharing success stories or providing opportunities for students to engage with inspiring role models. Furthermore, the study emphasizes the role of self-confidence in public speaking. The anchoring technique assists EFL students in building self-assurance by referring to past achievements or positive self-perceptions. When students anchor themselves to these positive references, they can develop a stronger belief in their abilities to communicate effectively in front of an audience (Allo & Priawan, 2019; Ora et al., 2020). Language instructors must provide constructive feedback, create a supportive learning environment, and encourage students to reflect on their progress to foster self-confidence in public speaking. Lastly, motivation plays a significant role in the success of EFL students in the Public Speaking class. The anchoring technique, by linking presentations to positive emotions and motivations, contributes to enhancing students' motivation to improve their speaking skills. Additionally, receiving positive feedback from instructors and peers further boosts students' motivation, as it validates their efforts and encourages them to continue refining their abilities (Chuang et al., 2018). Educators should leverage these motivational factors by designing engaging and relevant speaking tasks, providing timely feedback, and creating opportunities for students to showcase their progress. Moreover, anchoring personal growth and improvement can drive students' motivation in public speaking. By reflecting on their progress over time, students can anchor themselves to their journey of growth, acknowledging the strides they have made and the areas in which they have improved. This recognition of personal development serves as a powerful motivator to continue their pursuit of excellence in public speaking.

Previous research has investigated the effect of anchoring techniques in the live performance of public speaking classes on the development of focus, enthusiasm, self-confidence, and motivation of students. Several related studies show findings that are in line with this study, strengthening the importance of anchoring techniques in the context of learning to speak in public. One of the previous studies examined the use of anchoring techniques in learning English as a Foreign Language (EFL) and found that using this technique can help improve students' focus in delivering their presentations. This finding is in line with the results of the current research showing that anchoring techniques play an important role in directing students' attention to the purpose and content of the presentation, helping them become more focused on public speaking (Bozgun & Akin-Kosterelioglu, 2023; Papyrina et al., 2021; Romadlon, 2022). Other studies have also explored the relationship between anchoring techniques and student motivation in the context of learning public speaking. The

results of previous studies show that anchoring techniques help students connect their presentations with positive emotions or previous successful experiences, which in turn increases their enthusiasm and motivation in preparing and delivering presentations (Isood & Yunus, 2022; Kumar et al., 2022; Tridinanti, 2018). This finding is in line with current research showing that the use of anchoring techniques can strengthen students' enthusiasm and motivation to become better public speakers.

In addition, several previous studies have explored the relationship between anchoring techniques and the development of students' self-confidence. These findings support current research showing that anchoring techniques can help EFL students build confidence in their ability to speak in public. By referring to previous successful experiences or inspiring role models, students can build strong self-confidence and feel more confident when giving presentations. Overall, relevant previous research has provided supporting evidence that is consistent with the findings of this study. These findings indicate that the use of anchoring techniques in public speaking classes can have a positive impact on developing students' focus, enthusiasm, confidence, and motivation. However, it is important to remember that further research is needed to broaden our understanding of the long-term effects and variability of using anchoring techniques in the context of EFL learning.

Furthermore, anchoring can be formed through the positive impact of public speaking on others. When students witness the effect their words have on an audience, such as inspiring or enlightening them, it becomes a powerful anchor that ignites their motivation (Liu et al., 2022). Knowing that their voice has the potential to make a difference and evoke positive change encourages students to push through any challenges they may encounter along their public speaking journey. Anchoring supportive mentors, teachers, or peers also contributes significantly to students' motivation in public speaking (Torres, 2020; Xing & Bolden, 2019). When students surround themselves with individuals who believe in their potential, provide constructive feedback, and offer encouragement, they create an anchor of support. This support system acts as a constant source of motivation, reminding students that they are not alone in their public speaking endeavors and that they have a network of individuals who believe in their abilities.

The research findings indicated that EFL students faced language challenges when performing live in public speaking classes. They often encounter difficulties in finding the right words, correct sentence structures, and accurate pronunciation. These language challenges impacted their self-confidence and speaking skills. EFL students often encounter difficulties in finding the right and adequate words to express their ideas and arguments (C.-Y. Liu, 2022). Limited vocabulary restricted their expression and reduced the clarity and richness of the message they want to convey. To overcome this challenge, EFL students need to expand their vocabulary through reading, listening, and actively practicing the use of new words in the context of public speaking. Moreover, EFL students faced difficulties in understanding and applying correct sentence structures in English (Zhang & Graham, 2020). This disrupts the fluency and clarity of their communication. To address this challenge,

EFL students need to learn grammar comprehensively and practice constructing good and correct sentences. Lectures provided guidance and targeted feedback to help students improve their grammar skills. Next, one significant challenge for EFL students is accurate pronunciation. Differences in sounds and intonation between their native language and English affected the understanding and clarity of the intended message. Through practice and a deep understanding of English phonetics and intonation, EFL students can enhance their ability to pronounce accurately and ensure that their message is delivered clearly and appropriately. In addition, educational institutions and instructors must provide adequate support and resources for EFL students to overcome language challenges (Harper & Hamer, 2006). This may include mentoring programs, additional training, or customized learning materials to meet their specific needs. With such support in place, EFL students felt more confident and motivated to face language challenges when performing live in public speaking classes.

This research highlights the importance of self-anchoring in overcoming language challenges and anxiety in public speaking. In this context, self-anchoring refers to students' ability to recognize and manage their own emotions, build self-confidence, and find ways to connect with the audience through authentic self-expression. In addition, self-anchoring enables EFL students to recognize and manage the emotions that arise when speaking in public (Glazer, 2008). Anxiety, stress, and nervousness are common emotions that affected their performance. By understanding and managing these emotions, students reduced their negative impact and maintain focus on their presentation. And then, helps EFL students build their self-confidence. By understanding their strengths and abilities, students felt more confident when speaking in public. This helped them overcome their doubts and enhance the quality of their presentations (Gürbüz & Cabaroğlu, 2021). On the other side, Self-anchoring also involves the ability of EFL students to express themselves authentically when speaking in public. When they can be themselves and showcase their personality, they are more likely to connect with the audience. This creates a more positive environment and helps improve the appeal and effectiveness of their presentations. Lastly, Self-anchoring also plays a role in strengthening the motivation of EFL students to face and overcome the challenges of public speaking. When they have a strong self-understanding and built self-confidence, they are more motivated to practice and improve their skills. High motivation is key to achieving success in public speaking.

One of the significant challenges also for EFL students is accurate pronunciation. Differences in sounds and intonation between their native language and English affected the understanding and clarity of the intended message. Through practice and a deep understanding of English phonetics and intonation, EFL students enhanced their ability to pronounce accurately and ensure that their message is delivered clearly and appropriately (Savin-Baden, 2010). To improve accurate pronunciation, EFL students engaged in various activities and exercises. They practiced phonetic drills to focus on specific sounds that are challenging for them. They also listened to native

speakers and imitate their pronunciation to develop a better sense of intonation and rhythm. Additionally, using pronunciation apps or online resources provided valuable feedback and guidance on individual sounds and word stress patterns. Incorporating pronunciation instruction into the curriculum is essential for EFL students (Bhagwat, 2019). Lectures dedicated specific class time to focus on pronunciation skills, introducing phonetic symbols, and guiding students on proper mouth and tongue placement. Moreover, providing ample opportunities for students to speak and practice their pronunciation in a supportive and constructive environment is crucial. It is important to note that accurate pronunciation goes beyond individual sounds; it also encompasses word stress, sentence rhythm, and intonation patterns. EFL students should be encouraged to pay attention to stress patterns in words and sentences to convey meaning effectively. Developing awareness of these aspects and practicing them regularly contributed to clearer and more comprehensible speech (Simpson, 2020). Furthermore, technology played a significant role in supporting EFL students' pronunciation practice. Speech recognition software and online pronunciation tools provided instant feedback on their pronunciation accuracy, allowing students to identify and correct errors independently. Overall, by dedicating time and effort to improving accurate pronunciation, EFL students enhanced their communicative competence and ensured that their messages are conveyed clearly and effectively in public speaking situations.

Finally, the perspective of the anchoring technique in the Public Speaking class by EFL students sheds light on the importance of focus, enthusiasm, self-confidence, and motivation in enhancing students' speaking skills. By incorporating anchoring techniques into the curriculum and implementing supportive instructional strategies, educators created a conducive learning environment that fosters the development of these essential attributes. Future research could explore the long-term effects of anchoring techniques on EFL students' public speaking abilities and investigate the potential impact of cultural factors on the effectiveness of these techniques.

4. Conclusions

Based on research on EFL student perspectives regarding anchoring techniques in the live performance influences the quality of their performance in Public Speaking classes has been discussed. In this study, four anchoring effects were found by students, namely developing focus, increasing enthusiasm, self-confidence, and student motivation. The conclusions can be drawn as follows. First The anchoring technique in the Public Speaking class has proven effective in helping students develop skills in public speaking. Anchoring, or instilling the foundations of self, helps students direct their attention to the purpose and content of the presentation, thus increasing their focus on conveying the message. Second, besides that, the use of anchoring techniques also contributes to the growth of student enthusiasm. By making use of this technique, students related their presentations to positive experiences or uplifting emotions, thereby increasing their interest in preparing and delivering material with more vigor. Third, the anchoring technique has a positive impact on

increasing students' confidence in public speaking. By referring to previous successful experiences or inspiring role models, students can build confidence in their ability to convey messages clearly and effectively to an audience. Lastly, anchoring techniques also play a role in motivating students. Through forming a bond between presentation and positive emotions, students feel motivated to improve their speaking skills. Positive feedback from instructors and classmates can also provide an additional boost to students' motivation to develop their skills. Overall, the anchoring technique in Public Speaking classes is an effective strategy for developing student focus, enthusiasm, confidence, and motivation. By making optimal use of this technique, students can improve their speaking skills and feel more confident and motivated in conveying messages in public. The use of anchoring techniques become better public speakers.

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