

ABSTRACT

QOLBUN QOTRUNNADA. 2026. "STUDENTS' PUBLIC SPEAKING ANXIETY IN ONLINE AND OFFLINE PUBLIC SPEAKING PERFORMANCE: AN ECOLOGICAL PERSPECTIVE". English Education Department, Faculty of Educational Sciences and Teacher's Training, Universitas Siliwangi, Tasikmalaya.

This study aims to explore English education students' experiences of Public Speaking Anxiety (PSA) during the transition between offline and online learning environments. Using a qualitative case study design, three final-year students were selected purposively based on their experiences as presenters in a Public Speaking course and the international EIECIE program. Data were collected through semi-structured interviews and analyzed using thematic analysis within the framework of Bronfenbrenner's nested ecosystem theory. The research findings reveal three main themes based on the ecological layers: (1) Microsystem: A shift in anxiety triggers from direct physical presence to technical constraints and cognitive disruptions in the digital space; (2) Mesosystem: Students' vulnerability in bridging university environment with international academic forums, which creates a significant reputational burden; and (3) Macrosystem: A conflict between traditional cultural values, such as modesty, and the demands of global academic standards to appear dominant and credible. Students perceived that although the presentation medium has changed, ideological burdens and intellectual responsibilities remain real triggers of anxiety. Overall, this study emphasizes that PSA is not merely an individual biological reaction, but rather the result of a complex interaction between cultural identity, environmental stability, and technological mastery. These findings offer practical implications for teaching public speaking in the post-pandemic era and enrich the understanding of the ecological support needed by EFL students when facing global audiences.

Keywords: Ecological Theory, Offline Public Speaking, Online Public Speaking, Public Speaking Anxiety