

**STUDENTS' ANXIETY IN PAPER PRESENTATION ENGLISH  
DEPARTEMENT OF UIN SULTAN THAHA SAIFUDDIN JAMBI**

**THESIS**



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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
THE STATE ISLAMIC UNIVERSITY SULTHAN  
THAHA SAIFUDDIN JAMBI**

**2022**

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**STUDENTS' ANXIETY IN PAPER PRESENTATION ENGLISH  
DEPARTEMENT OF UIN SULTAN THAHA SAIFUDDIN JAMBI**

**THESIS**

**Submitted as Partial Fulfillment of Requirements to get  
Undergraduate degree (S1) in English Eduaction**



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KEMENTERIAN AGAMA RI  
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 Date : 17<sup>th</sup> november 2022  
 Time : 08 00 – 09.30  
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## ORIGINALITY THESIS STATEMENT

I who signed bellow stated that the thesis which is entitle "Student Anxiety in Paper Presentation English Departement of UIN Sultan Thaha Saifuddin Jambi ". is originally and truly my own work as the requirements to obtain the undergraduate Degree (S1) in English Education Program of Faculty of Education and Teacher Training of State Islamic University Sulthan Thaha Saifuddin Jambi.

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Jambi, 09 November ,2022

Researcher



Putri kurniati

205180085

## DEDICATION

In the name of Allah SWT for the blessing and the merciful, with deep thanks and proud, Shalawat to the Prophet Muhammad SAW his coming really change the world.

### Special Thanks to:

I dedicate this thesis to myself thank you being so friendly despite the things that have been victimized and selecting iclas and not sad to keep going until I complete this thesis.

my dear parents, my beloved father Syafrudin who always give me everlasting love, suggestion, motivation, guidance, support, financial and the best pray for me you're my life, my hero and my everything. dad thank you for your sweet and effort for whatever I love you fulfilled and my beloved mother Maisyaroh thank you for raising me and giving me boundless love for the prayers of god's father and mother allowed me to come to this point mom, thank you for being so stubborn to keep me up and running in education.

For My beloved husband Arif aulia rifki who always pray and give me support, everlasting love, encouraging and confident who would strive for anything, give love to the dead" I'LL give you a gift, god will give you one who always tries to give up keep on fire bee"

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May Allah Subhanahu Wata'ala bless us

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- 7.My beloved parent,husband and my family who always support me and praying for me.

The researcher hopes that this thesis will be useful in teaching of English. The researcher realizes that this thesis is far from perfect. As a result, critic and advice concerning the writing of the entire contents of this thesis are greatly accepted. The researcher hope this thesis can be use full for developing of knowledge.

Jambi,09 November 2022

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## ABSTRACT

Nama : Putri Kurniati  
Jurusan : Tadris Bahasa Inggris  
Title : Student Anxiety in Presentation in Language Department  
English State Islamic University Sulthan Thaha Saifuddin Jambi

This study aims to determine the factors that contribute to students' anxiety and how to overcome them in their presentations. The subject of the study was the 5th semester of the English Department at the State Islamic University of Sulthan Thaha Saifuddin Jambi. The researcher used the theory of Stuart and Sundeen (2000). The method used in this study was a qualitative descriptive method. Data were collected through observation and interviews. The results showed anxiety in semester 5 of the English Department. The results showed there were 17 students who experienced symptoms of anxiety which in nature included mild, moderate to severe anxiety. This can be seen from the factors that contribute to student anxiety in class presentations are lack of confidence, lack of vocabulary, lack of grammar, poor pronunciation, fear of being laughed at, fear of making mistakes, fear of negative evaluation and lack of preparation. This study also found that students' ways of dealing with their anxiety in presentations were preparation before presentation, relaxation, positive thinking, trying to lighten the mood and focus.

**Keywords:** *Speaking, Anxiety,, Presentation*

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## ABSTRACT

Nama : Putri Kurniati  
Jurusan : Tadris Bahasa Inggris  
Judul : Kecemasan Mahasiswa dalam Presentasi di Jurusan Bahasa Inggris Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang berkontribusi terhadap kecemasan siswa dan bagaimana cara mengatasinya dalam presentasi mereka. Subjek penelitian adalah semester 5 Jurusan Bahasa Inggris di Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi. peneliti menggunakan teori stuart dan sundeen (2000) Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Data dikumpulkan melalui observasi dan wawancara.

Hasil penelitian menunjukkan kecemasan di semester 5 Jurusan Bahasa Inggris. hasil penelitian menunjukkan ada 17 siswa yang mengalami kecemasan gejala yang di alami mencangkupi kecemasan ringan, sedang, sampai berat. Hal ini dapat dilihat dari faktor yang berkontribusi terhadap kecemasan siswa dalam presentasi kelas adalah tidak percaya diri, kurang kosa kata, kurang tata bahasa, pengucapan buruk, takut ditertawakan, takut membuat kesalahan, takut evaluasi negatif dan kurang persiapan. Penelitian ini juga menemukan cara siswa mengatasi kecemasan mereka dalam presentasi adalah persiapan sebelum presentasi, relaksasi, berpikir positif, mencoba mencairkan suasana dan fokus.

Kata kunci: Berbicara, Kecemasan,, Presentasi.

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## CHAPTER 1

### INTRODUCTION

#### a. Background of the study

In today's world English has become a daily language, young people today consider English as a cool language. At least most of the world has used English, so there is no doubt that English has become a part of life as a means of communicating this statement (Dutta, 2019). This is in line with William Hachten's opinion, which can be found in the Encyclopedia of International Media and Communications (2003) On many levels, English is unquestionably the language of international communication (Harmonis, 2022). English ranks second among the world's official languages, with 415 million speakers in 12 nations, after Mandarin Chinese, which has 800 million speakers, and ahead of Russian, which has 282 million speakers, Spanish, Arabic, and German (Fansury et al., 2021). English is the most commonly spoken language in the world, with roughly 400 million educated people speaking it as their second language. Several hundred million people speak English, including the majority of the world's leaders, because it is required for interviews on international television. Furthermore, English has established itself as the international language of science and technology.

Here it is proven by data that English has become an international language, but not a few people think English is a difficult language. Some of them consider the difficulty in speaking English as an interesting challenge, however, some consider this difficulty as an excuse. to worry about speaking English (Rao, 2019). In Indonesia, English is a foreign language, and students study it in various majors for various objectives. Although students' motivations for learning English vary, they should be able to comprehend and master four language skills: speaking, reading, writing, and listening. Those skills should pique the interest of

university students, particularly those in the English department. When students learn English as

a foreign language, they have challenges in developing their proficiency in all of the abilities, including speaking, which is one of them especially to display papers using English (Ratminingsih, 2021). According to Longman, anxiety is worry (2003), for some students who experience anxiety in the percentage of using English, they need strong encouragement or motivation and it takes a slightly different and longer time from students who do not experience anxiety in percentages using English. the researcher, the researcher found some problems of english students, different students have different abilities, when they present a presentation using english they have some problems to present papers, such as confused to determine the correct grammar, nervous, low in memorizing vocabulary, not confident and also because of anxiety (Indrawati et al., 2022).

According to Santrock (2010), anxiety is characterized by feelings of fear and depression that are unclear and unsettling. Anxiety is one of the elements that can make it difficult for pupils to improve their speaking skills. According to Arnold and Brown's (1999, p.8) conclusion, anxiety is very likely the most pervasive factor that obstructs the learning process ( 2005 : 198). Anxiety can cause them to become stuck in the middle of a conversation and unable to deliver the conversation's topic (Apriliana et al., 2019).

Anxiety is a serious problem in foreign language (FL)/source language (SL) classrooms, according to Melhua Liu (2006), and can be attributed to a complex set of reasons such as low self confidence and self esteem, fear of failure, and so on. In this study, it has several impacts on students and lectures. In this study, it has a major impact on the continuity of generations to support the creation of quality teaching staff in the future. As well as for lectures, it can help understand the problems experienced by students so that lectures can help students overcome anxiety in presenting papers using English and help make students aware of the impact of anxiety.

In addition to the experiences that have been experienced by researchers, the anxiety experienced by students is very important to consider considering and considering that students are the next generation of educators. If students are not addressed, it will have an impact on the quality of teaching students in the future. In the fourth semester the researcher experienced anxiety when presenting a paper, the researcher also found anxiety in the fourth semester, a student (NZH) experienced anxiety when presenting using English "when I think I can't calm down during presentations, because I am easy to get nervous and I don't focus and I'm worried if the listeners are not interested in what I'm serving I'm afraid my grades will be bad if my presentation is not smooth, sometimes I also depend on the mood and situation." Anxiety is also in the student's (AH) "Speaking English is very challenging and trains me. But I'm worried when I speak articulation and accuracy in word choice which is sometimes out of sync. not bored and less interested in the discussion that I convey". The same thing is experienced by students (AD) "I use English in several courses, I feel and fear wrong pronunciation because of my limited knowledge of English and I often forget words. words during presentation." of several students who experienced researcher anxiety it found some problems that need to be addressed. and the researcher chooses to conduct research according to the experiences that have been experienced by the researcher and the problems that are being experienced by other students and feel the importance of anxiety to be overcome. conducted interviews with several students who experienced anxiety when presenting in English, then the researcher also found several problems after conducting interviews with several students who experienced anxiety when presenting in English.

Therefore, anxiety is still a big problem for students as a phenomenon that has not been resolved, because many students are not aware of the anxiety problems they experience and are not aware of the impact of anxiety. In fact, some students still feel worried, especially when the presentation of papers is in English.



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The phenomenon of anxiety has been discussed by several researchers from suci nurul fajri (2019) by title Students' Anxiety in Classroom Prsentation at English Education Departement of UIN SULTHAN THAHA SAIFUDDIN JAMBI ,Based on research data collected through observation and interviews in the English Department the State Islamic University of Sulthan Thaha Saifuddin Jambi namely 6th semester B class, the researcher was draw conclusions as followed:First, the researcher found the factor that contributes to students' anxiety in speaking especially in classroom presentation was caused by several factors. Those are lack of confidence, lack of vocabulary, lack of grammar, poor pronunciation, anxiety of making mistake, anxiety being laughed, anxiety of negative evaluation, and lack of preparation.Second, from the interview results the researcher found several ways that students do to deal with their anxiety as followed: the most ways students used to deal with their anxiety in classroom presentation was relaxation. Followed by preparation before presentation, some of the students who have been interviewed chose preparation as a way to deal with anxiety. Then there are some students try positive thinking to deal with anxiety when presentation. Peer seeking and focus also used by some students to reduce anxiety in presentation.

From Jani Utama Putra (2018) by tittle an Analalysis of Students`Anxziety in Engglish Speaking Classroom at The Third Semester Student of Engliss Departement In Makasar Muhammadiyah Based on the results of the analysis, there are two factors influencing students' anxiety in speaking English that internal and external factors (Putra, 2018). Based on the results factor analysis though a final version of PSCAS questionnaire adopted from Yaikhong & Usaha in (2012). Loading factor Embarrassment its score was 142.66%. And from all factor influencing students' anxiety in speaking English, factor Embarrassment that has the highest score from all of factors in speaking English classroom. This means that Embarrassment is the factor that most influence students' anxiety in speaking English especially in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar.

And from all of factors influencing students' anxiety in speaking English factor fear of making mistake has the lowest score from all of factors in speaking English classroom, it score was 40%. it means that fear of making mistake was the less and the low factors then all factors that influenced students' anxiety in speaking English especially in class 3E at the third semester student English Education Department of Muhammadiyah University of Makassar. From Roli asparanita (2020) by tittle Students' Anxiety in Speaking English at the Eleventh Grade of Senior High school 1MUARO JAMBI The finding indicated that the students' anxiety in learning English at the Eleventh Grade of Senior High School 1 Muaro Jambi it can be seen below:

There were three kinds of students' anxiety in learning English at the Eleventh Grade of Senior High School 1 Muaro Jambi based on Elis (1994) theory, they are State Anxiety, where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific-situation anxiety, where the students should do examination about speaking. There were three factors caused the students' anxiety in learning English at the Eleventh Grade of Senior High School 1 Muaro Jambi based on Horwitz (2011) theory, they are communication apprehension, where the students could not speak English because they have weak experience about English and they are not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake (Ahrizal, 2022).

What is different from this research compared to previous research, previous research explained about normal speaking in the classroom, while in this study it focused on student concerns that were obtained from presentation activities. Therefore, researchers were interested in conducting research studies based on the above phenomena. to overcome the problem of worrying among students the researcher is interested in analyze students' anxiety in using English. Therefore, the researcher calls the title The Different from this study compared to

previous research, in this study the researchers found another factor that causes anxiety, namely the term stage fright where students will be fine when speaking English formally but they feel anxious when presenting in English, Researchers found several other factors, namely students were afraid that it would have a bad impact on grades, depending on their mood and condition. in this study focused on students obtained from presentation activities. Therefore, researchers are interested in conducting research based on the above phenomena. To solve the problem among students, the researcher is interested in analyzing students' use of English. Therefore, the researcher gave the title "Students' Anxiety in Paper Presentation English Education Departement of UIN Sultan Thaha Saifuddin Jambi''

#### **b. Limitation of problem**

Due to time constraints, this study has several limitations. First, this research was only presented to semester 5 students of class A with speaking courses at UIN sultan thaha saifuddin jambi because in semester 5 they had completed basic English and they had studied English in English language schools, junior high schools and high schools as well. And they are considered capable of presenting using English in front of the class. second, the researcher limits this research which focuses on analyzing student anxiety on the activities of 5th semester students during presentations and their experiences.

#### **c. Formulation of problem**

1. In light of the foregoing context, the researcher developed the following problem statements:What are the causes of the students' anxiety of speaking in English during the presentation?
2. How do the students manage their anxiety of speaking in English during the presentation?
3. what are some of the symptoms a student has during an english presentation?

**d. Purpose of the study**

This investigation set out to learn:

1. The elements that influence students' anxiety of speaking in English during the presentation.
2. How the students manage their anxiety of speaking in English during the presentation.

**e. Significance of the study**

The results of this study are to provide benefits for students, lecturers and researchers

1. Educator

Learning outcomes can help teachers make educating their students easier and more successful. The instructors are expected to offer a thorough knowledge of these materials to students through studying the research outcomes.

2. college students

Students can learn about student issues by using study findings.

3. Additional researchers

Other studies might utilize the findings to undertake more study on students who are apprehensive about presenting in English.

4. the reader

The study's findings can give more information on students who are concerned about giving presentations in English and teaching techniques that can be used in everyday life.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Language anxiety

According to experts, the following are some explanations of the definition of anxiety. Isnaya Arina Hidayati (Isnaya Arina Hidayati) (2017) Foreign language anxiety refers to the beliefs, feelings, and complex behavior that people have when learning a new language. Internal factors, such as a negative self-concept or perception of oneself, cause foreign language anxiety. Anxiety is a natural and natural thing to happen in human life, according to Darmanto Jatman, 2000:37. Whatever, whenever, and wherever will occur, and humans will always be present. People who do not experience anxiety will be labeled abnormal because they lack or lose the sense that God has bestowed upon them. However, if you are concerned, it will not put you in danger. According to Chaplin, the network is a mixed feeling of fear and experience about the future with no specific cause. Chaplin, 2000:33 Anxiety is defined as follows by the American Psychiatric Association: Anxiety is a fear, tension, or restlessness caused by the anticipation of danger, the source of which is often unknown or unidentified.

According to Ollendick, anxiety refers to an opposing or unpleasant emotional state that includes subjective interpretation and arousal or physiological stimulation in the traditional sense (Lumanauw, 2020). According to Atkinson et al (2001) state that anxiety is an unpleasant feeling, which is characterized by terms such as worry, concern, and fear that are sometimes experienced in different levels. Simpson states the definition of anxiety that Anxiety is a personality characteristic of responding to certain situations with a stress syndrome of response. Anxiety states are then a function of the situations that evoke them and the individual personality that is prone to stress (Fadilah et al., 2020). Anxiety is a personality characteristic in responding to certain situations with a stress/pressure response syndrome/symptom. Then the condition of anxiety is a function of the situation that evokes/stimulates the anxiety and personality of the individual who tends to be depressed.

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Anxiety is a state of understanding or worrying that something bad will happen soon. Many can cause anxiety, for example, exams, health, social relations, career, international relations and environmental conditions are some of the things that become a source of concern (Gunasinghe & Nanayakkara, 2021).

Likewise, according to Ahmad Fauzi that anxiety is a fear that has no clear target and also the reason is not clear (Jendra & Sugiyo, 2020). Anxiety is a mood disorder (affective) which is characterized by feelings of fear or worry that are deep and ongoing, do not experience interference in assessing reality Reality Testing Ability (RTA, still good), personality is still intact (no splitting of personality) , behavior can be disturbed but still within normal limits (Pati, 2022).

Based on the above understanding of anxiety, It can be concluded that presentation anxiety is an emotional state that affects psychological conditions such as feelings of fear, tension, worry, anxiety, and unpleasant conditions in individuals when facing presentations.

## B. Anxiety Function

The function of anxiety is to act as a sign of danger to the ego, so that when the sign arises in consciousness, the ego can take action to deal with the danger. Even though anxiety is painful, it is needed to warn someone about it danger from within or from without. So that individuals can resist or avoid danger. On the other hand, if danger cannot be avoided, anxiety can build up and eventually be disturbed. According to Freud (in Alwisol, 2005) says that anxiety is the function of the ego to warn individuals about the possibility of a danger coming so that appropriate adaptive reactions can be prepared. Anxiety functions as a mechanism that protects the ego because anxiety signals to us that there is danger and if not If the right action is taken then the danger will increase until the ego is defeated (Atmaja et al., 2019).

### 1. Kinds of Anxiety

There are various types of anxiety. According to Freud (in Suryabrata, 2001) there are three types of anxiety, namely:

- a. Objective (realistic) anxiety

Objective/realistic anxiety is anxiety about external dangers.

b. Neurotic Anxiety

Neurotic anxiety is anxiety when the instincts cannot be controlled and cause people to do something that can be punished.

2. Moral Anxiety

Moral anxiety is anxiety that arises from the conscience of feeling guilty when doing and conversely thinking of doing something that is contrary to moral norms. Based on the types of anxiety above, it can be concluded that there are several types of anxiety, namely: objective anxiety, neurotic anxiety, and moral anxiety.

3. Anxiety Level

According to Stuart and Sundeen (2000), the level of anxiety is divided into several levels, namely mild, moderate and severe anxiety (Hendrawati & Da, 2018).

a. Mild Anxiety (mild anxiety)

It deals with tension in daily life and causes a person to be alert and increases his field of perception. The ability to see and hear is improved and mild anxiety can motivate learning and produce creativity.

b. Moderate Anxiety (moderate anxiety)

Allows one to focus on what is important and to the exclusion of others, so that one experiences selective attention but can do something more focused.

c. Severe Anxiety (severe anxiety)

Very limited one's field of perception. A person tends to focus on details, specifics and cannot think about anything else. All behavior is aimed at reducing tension. The person needs a lot of direction so that they can focus on another object. Cameron states that anxiety can occur in various intensities, namely:

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### 1. Chronic Anxiety Reaction

This anxiety occurs in low intensity, the individual does not know where or what causes his anxiety. This takes place continuously or over a long period of time.

### 2. Anxiety Reaction

This anxiety occurs in an acute intensity and is accompanied by changes in body organs such as respiratory, cardiovascular and gastrointestinal disorders.

### 3. Panic Reaction

This anxiety occurs in an intensity that is a state of maximal anxiety attack. The tension felt by the individual is so strong that they can act aggressively, so sometimes there is a desire to commit suicide. Self-awareness is so decreased that they no longer pay attention to their own interests. Panic reactions can also resemble manifestations.

psychotic disorder in which the ego disintegrates, accompanied by delusions and hallucinations.

## C. Sources of Anxiety

Anxiety can occur at any time and is caused by anything that threatens. Anxiety can be caused by danger from outside, as well as danger from within and in general the threat is vague (unclear) danger from within arises when there is something that cannot be accepted, such as thoughts, feelings, desires and impulses (Ives, n.d.).

According to Bunder Keimholz and Garden (in Arbaryatiningsih, 2001). Anxiety can be divided according to the source of the cause, namely: Anxiety that comes from the environment, called objective anxiety, namely anxiety caused by the environment and does not need treatment, because it is one of the "self-preservation" factors. Anxiety in the body is called vital anxiety, namely anxiety that comes from in the body and serves as a defense mechanism that protects the individual. Anxiety about awareness is called conscience anxiety, that is, individuals have an awareness of morality that will protect individuals against immoral acts (Putri, 2018).

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Anxiety in the body is called neurotic anxiety, namely anxiety that comes from within the body and cannot be avoided so that anxiety hides in other anxiety, such as phobias, obsessive compulsive disorder, confession and other physiological disorders. Anxiety is not a defining symptom is called psychotic anxiety, is anxiety is a symptom usually not a defining symptom that is sometimes a manifestation, a symptom of depression. Anxiety can be felt so great, that the sufferer can not do anything. According to Kartini Kartono Psychotic Anxiety is the karmic anxiety of feeling threatened and chaotic, coupled with great confusion caused by depersonalization and psychological disorganization. Anxiety is afraid of society or social anxiety, which occurs because individuals are afraid of public opinion about themselves.

#### D. Anxiety Indicators

Conley, 2006 argues that there are complaints and general symptoms in anxiety which are divided into somatic and psychological symptoms, namely (Ramdhonia, 2022):

1. Somatic symptoms consist of:
  - a. Excessive sweating.
  - b. Skeletal muscle tension, such as headaches, contractions at the back of the neck or chest, voice shaking, back pain.
  - c. Hyperventilation syndrome, such as: shortness of breath, dizziness, paresthesias.
  - d. Gastrointestinal function disorders such as loss of appetite, nausea, diarrhea, and constipation.
  - e. Cardiovascular irritability such as hypertension
2. Psychological symptoms consist of several kinds:
  - a. Mood disorders such as: sensitive, quick to anger, and easily sad.
  - b. Difficulty sleeping such as: insomnia, and nightmares
  - c. Fatigue or fatigue easily.
  - d. Loss of motivation and interest.
  - e. Unreal feelings.

- f. Very sensitive to sounds such as: feeling unable to stand the sounds that were previously normal.
- g. Empty thoughts such as: Unable to concentrate, easy to forget.
- h. Clumsy, clumsy, poor coordination.
- i. Can't make decisions like: can't make choices even for small things.
- j. Restless, restless, unable to stay still.
- k. Loss of confidence.
- l. Tendency to do things over and over again.
- m. Annoying doubts and fears.
- n. Continuously checking everything that has been done. Based on the explanation above, it can be concluded that there are two symptoms:

General nature of anxiety, namely somatic symptoms, namely physical symptoms that appear in individuals who are experiencing anxiety, and psychological symptoms felt by individuals who experience anxiety.

Sulistyaningsih (2000) suggests that there are three main components of an anxiety reaction, namely (Kurniasari, 2019):

- a. Subjective (cognitive) reactions, in the form of worry, doubt.
- b. overt behavior, for example body shaking.
- c. Internal physiological reactions, namely increased heart rate or cold sweat.

Scully mentions that: A subjectively state of anxiety may be obvious, omit may be masked by physical or other psychological complaints. (The subjective state of anxiety may be obvious, or may be hidden by physical or other psychological complaints).According to Scully, there are three symptoms and signs of anxiety, namely (Baharudin, 2020):

- a. Psychological aspects are divided into several indicators:
  - b. Apprehension (worrying/anxiety about the future)
  - c. doubts fear and anticipation of misfortune
  - d. Panic feeling
  - e. Hypervigilance (tendency to overreact to less severe stress)
  - f. Quick to anger
  - g. Tired

- h. Insomnia (difficulty sleeping)
- i. Tendency to have accidents (not focused while driving)
- j. Derealization (the world seems strange) and depersonalization(feels unreal)
- k. Difficulty concentrating
- 4. The somatic aspect is divided into several indicators, namely:
  - a. Headache
  - b. Dizziness and lightheadedness
  - c. Heart palpitations and chest pain
  - d. Stomach upset and diarrhea
  - e. Frequent urination
  - f. Swelling in the esophagus
  - g. Tension moves or restlessness h Shortness of breath
  - h. Paresthesias (abnormal skin feelings such as itching, prickling or burning)
- 5. The physical aspect is divided into several indicators, namely:
  - a. Diaphoresis (profuse sweating)
  - b. Cool, moist skin
  - c. Rapid pulse and arrhythmias (loss of rhythm/irregular rhythm)
  - d. The face becomes red and the face is pale
  - e. Hyperreflexia (excessive reflexes)
  - f. Shivering, easily startled and restless

### E. managing anxiety

Meditation

meditation-overcoming-anxiety

Launching the Journal of Clinical Psychiatry, one type of meditation-based therapy called mindfulness-based stress reduction has been shown to reduce symptoms in people with excess anxiety disorder (Bunyamin, 2021).

According to interpersonal neurobiologist Dr. Daniel Siegel, “This meditation practice has been shown to boost the immune system. They have been shown to change the way the brain functions in a healthy way towards resilience and facing challenges rather than withdrawing from them.

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When feeling anxious, psychologist Dr. Lisa Firestone strongly recommends trying the 4-7-8 breathing pattern. You can do this by inhaling for a count of 4, holding your breath for a count of 7, and exhaling for a count of 8. Repeat this cycle for five times.

This practice has been shown to release serotonin in the brain which naturally calms the body from anxiety. Dr. Lisa Firestone also recommends placing one hand on your chest and the other on your stomach as you breathe. This will help the heart re-synchronize properly.

#### 6. Do Self-Compassion self-compassion

According to Dr. Kristin Neff, self-compassion is an attitude of openness and being moved by the suffering experienced, a sense of caring and compassion for oneself, understanding without judgment about one's own shortcomings and failures, accepting one's strengths and weaknesses and realizing that experiences are more or less the same as well. experienced by others (Germer & Neff, 2019).“Self-compassion can help a person overcome anxiety and depression resulting in more happiness, optimism, and positive emotions,” explains Dr. Neff. Self-compassion consists of three main elements, namely (Gerber & Anaki, 2021):

##### a. Self-kindness

Self-kindness is an attitude to give kindness to oneself and understand oneself by not criticizing or judging when experiencing suffering. In this case, a person prefers to treat oneself well and respect oneself rather than judge oneself harshly for the failures experienced.

##### b. Common Humanity

Common humanity means an attitude to look at events that are experienced widely and consider them part of the human experience that generally occurs. There are times when you feel that the problem that is happening is the most serious problem and no one else has experienced it. This makes you feel isolated. and isolated from reality. With self-compassion, someone will see that every problem experienced is part of the dynamics of life.

### 1. Mindfulness

Mindfulness means being aware of painful thoughts and feelings and balancing them by not overreacting. When faced with an unpleasant situation, deal with it by not exaggerating what you are feeling and not focusing on the painful feeling you are experiencing. Learn to accept and try to understand what you feel without giving up rejection.

### 2. Make Heart and Mind More Positive positive thinking

The way to overcome the next anxiety attack, is to make your heart and mind more positive. Get rid of the inner voice or whisper in your heart or mind that causes anxiety. When excessive anxiety arises, you should not listen to negative inner voices and thoughts so that anxiety does not get worse. Try to be brave enough to overcome the anxiety that arises in you. Don't lose and give up because it will hurt yourself. Even though it may not be easy, you can definitely train yourself to always think positive. In addition, increasing resilience and emotional intelligence is also very valuable for your overall well-being, and naturally helps you in dealing with worry.

### 3. Try to Get Rid of Anxiety with Exercise sports-overcome-anxiety

Recent research has confirmed that exercise can reduce symptoms of anxiety. According to the Mayo Clinic, exercise is beneficial when it comes to reducing anxiety because it releases brain chemicals, such as endorphins, reduces immune system chemicals that can make you feel sad and raises your body temperature, which can help you feel calmer (Milashechkina et al., 2019).

Psychologically, exercise can also help you feel more confident, distract from worries, increase social interactions and allow you to deal with stress in a healthy way.

### 4. Asking for Professional Help help-professional-anxiety

If all the methods mentioned above cannot help overcome anxiety, you should immediately seek professional help. need to consult an expert so that this psychological problem can be resolved.

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## F. Speaking in the EFL Classroom

In language of the learning to speak class is essential, since learning to speak can help student communicate naturally and epdetetives.the following are some definition of what experts say.According to Hariyadi and Zamzami (1996/1997:13) said that speaking to is essentially a process of communication, because in it happensmessages from one source to another. From the understanding already mentioned, it can be concluded that speaking is a process for express, state, and convey ideas, thoughts, ideas, or to the heart's content to others by using spoken language that can understood by others (Ramadani, 2022).

Burhan Nurgiyantoro (2001:276) speaking is a language activity second thing that humans do in language life, namely after listening activity. Based on the sounds heard, then humans learn to pronounce and eventually become skilled speak.Speaking is defined as the ability to pronounce sounds articulation or words to express, state and convey thoughts, ideas, and feelings (Darmuki & Hariyadi, 2019). Could it is said that speaking is a system of signs that can audible and visible using a number of muscles of the human body for the purpose and purpose of ideas or ideas that combined. Speaking is a form of human behavior that utilizing physical, psychological, neurological, semantic, and linguistics.

Then speak according to Mulgrave (via Tarigan, 2008:16) is a tool for communicating ideas compiled and developed according to the needs of the listener or listener (Nurlaila, 2019). Speaking is an instrument that reveal to the listener almost directly whether the speaker understands or not, both the material of the conversation and the the listener; is he being calm or adaptable or no, when he communicates his ideas; and is he alert and enthusiastic or not.

Therefore, oral language skills are the main basis of language teaching because spoken language ability (1) is a mode expressions that are often used, (2) are the first form of ability that children usually learn, (3) is a type of language ability the most commonly used.

Based on the meaning of speaking that has been conveyed by several From the experts above, it can be concluded that the notion of speaking is an activity issue

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words or sounds in the form of expressions, ideas, information which contains a certain meaning orally.

### G. Delivering presentation

According to Titik Triwidodo and Djoko Kristanto (2004:157) "The definition of presentation is a form of oral report about a certain facts to the communicant". This means that the presentation is a form of verbal communication, which is a form of communication used to convey messages to other parties through writing or orally. By sending messages in writing or It is hoped that this verbal communication will make people understand what is conveyed by good sender (Asmara et al., 2021).

Meanwhile, according to Erwin Sutomo (2007:1) "Presentation" is an active activity in which a speaker convey and communicate ideas and information to audience group" (Suparsa, 2020). From this statement, one can take conclusion if the presentation is an activity that is carried out active by involving people other than the speaker, so that the speaker must be able to make interesting presentations to follow. In general the audience feels bored because the topics discussed are less interesting or the speaker is not able to convey the material well

things are different according to Djoko Purwanto (2003:247), in general Presentation has four main objectives, namely (Handoko, 2020):

- a. Informing the message to the audience
- b. Entertaining the audience
- c. Touch the audience's emotions
- d. Motivate the audience to take action.
- e. This means that presentations have multiple purposes
- f. according to the content of the material to be conveyed. To
- g. achieve these goals, a presenter must prepare himself by
- h. as well as possible, both related to mental preparation, understanding
- i. the material to be delivered, the tools used, and
- j. good understanding of audience.

## H. Previous studies

In addition previous study Alfazari (2020) titled” student anxiety in speaking activities at English education program of state Islamic university sultan thaha saifuddin Jambi “(a case study in the 4th semester of English department in class A) in this study he looked at the concerns and abilities to overcome this problem,He also found that concerns were most often associated with the level of output and processing of the learning process.previous study Ruliana Dewi (2016) entitled "The analysis of student anxiety in speaking class at third semester at English education and teacher training at IAIN Sultan Thaha Sapipuddin Jambi. in this study, researchers found that students were worried about speaking English because of theirlack of vocabulary and skills. fear of making mistakes in pronunciation or word order in English.

From the previous study of Suci Nurul Fajri (2019), it is almost the same as my study. Based on research data collected through observations and interviews at the English Department of the State Islamic University of Sulthan Thaha Saifuddin Jambi, namely class B semester 6, researchers found factors that contributed to students' anxiety in speaking especially in class presentations caused by several factors. These include lack of confidence, lack of vocabulary, lack of grammar, poor pronunciation, fear of being wrong, fear of being laughed at, fear of negative evaluation, and lack of preparation. In addition, from the results of interviews, researchers found several ways that students did to overcome their anxiety as follows: The way that students often do to overcome their anxiety in class presentations is relaxation. Followed by preparation before presentation, some students who were interviewed chose preparation as a way to overcome anxiety. Then there are some students who try to think positively to overcome anxiety during presentations. Peer search and focus were also used by some students to reduce presentation anxiety.



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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research design

In this study, the researcher uses descriptive qualitative phenomenology methods, namely research procedures that use descriptive data in the form of written or spoken words or information and understanding obtained from literature and documents related to the problem being studied (Hadi et al., 2021).

This is in line with the opinion of Sugiono (2011) qualitative research is widely used in research in the social field. Qualitative research is a research result. It is not obtained through statistical procedures or other quantification methods. Research usually uses a naturalistic approach to understand a certain phenomenon. Qualitative research seeks to gain insight, understanding of a phenomenon and extrapolation to the same situation. According to Monique Henink et al. (2011: 8-9), qualitative research is an approach that allows researchers to observe detailed experiences through the use of specific methods such as deep interviews, focus group discussions (FGD), observation (observations), content analysis, virtual methods, and life histories or biographies. Qualitative research enables researchers to identify difficulties from the researcher's point of view, as well as to comprehend the meaning and interpretation of behavior, events, or objects. In practice, cultural study looked at man in natural settings of daily life to see how experience and culture interact.

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## B. Setting and Subject of The Research

### 1. Setting of the Research

This research was conducted in 5th semester English Department of state Islamic university sultan thaha saipuddin Jambi\_bulian street,simpang sei duren,Jambi luar kota,muaro Jambi.the researcher conducted in the 5th semester of the 2021/2022 academic year.

### 2. Subject of study

The subjects of this study were 5th semester students in the English education program from the Islamic University of Sultan Thaha Saifuddin Jambi. Research subjects are often referred to as informants are people who are used to provide information about the research situation and background conditions. Moleong (2004: 86) argues that research must have conditions including honesty, keeping promises, obeying rules, likes to talk, not belonging to a group member who is against the background of the study and has a certain view about something or an event. Determination of the subject in this study using a purposive sampling technique (Moleong, 2019).

According to Sugiyono (2016: 53) the purpose of sampling is a technique for sampling data sources with certain considerations (Sugiyono, 2019). In intentional sampling, the sample size is determined by informational considerations. In this study, the sample was 5th semester students consisting of 5 classes, namely: 5A, 5B, 5C and 5D. Based on sive sampling, the researcher chose class 5 semester C consisting of 17 students as subjects . This is because the time of the study was in accordance with the time when the presentation was in English in grade 5 semester A. So, it was easier for researchers to collect data.

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### C. Kind and source of data

#### 1. Data Type

In this study, data was grouped as primary data and secondary data to facilitate the process of collecting and processing data, grouping the data as follows:

#### 2. primary data

Sugiyono (2012:308) states that primary data is data that has been taken directly from participants that correlates with research. In other words, primary data is data obtained from direct research results collected by researchers from interviews, observations, and documentation (Sugiyono, 2019). Primary data is also referred to as original data or new data. Primary data obtained by researchers directly from competent sources. In this study, data were obtained through semi-structured interviews and field notes of observations.

In this study, the researcher uses primary data as the main data to obtain information about the factors that cause students' anxiety at the English department of UIN Sulthan Thaha Saifuddin Jambi. Data were collected through semi-structured interviews and field observations. And the way students handled their anxiety data were collected through semi-structured interviews.

#### 3. secondary data

Secondary data is data collected and processed by other people and used as a document. In this study secondary data were obtained from the class leader, namely: a list of student names attendance list, and main schedule. As well as a list of names of student experiencing anxiety were obtained from the recognition of student who experienced anxiety.

#### 4. Source of data

Sources of data come from informants, especially for the main data. The informants used by the researcher were 17 students in the 5TH semester of the English education department at UIN Sultan Thaha Saifuddin Jambi.

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#### D. Techniques of collecting the Data

According to Sugiyono (2016: 62), data collection techniques are the most important step in research. Because the main purpose of research is to obtain data (Sugiyono, 2019). Without knowing the technique of collecting data, the researcher will not get standard data. In this study, the researchers collected data using the following methods:

##### 1. Observation

According to Nasution (in Sugiyono 2016:64) observation is the basis of all science. Therefore, scientists can work on facts obtained through observations. Meanwhile, Marshall (in Sugiyono 2016) argues that through observation researchers can learn about behavior and the meaning of behavior (Sugiyono, 2019). This means that observation is to see a unique or interesting phenomenon that becomes the focus of research. Data collection techniques with observation are used if the research is related to human behavior, work processes, natural phenomena and if the respondents being observed are not too large.

In this study, the observations used by the researcher were participant observations. This means that the researcher is directly involved with the daily activities of the people being observed or used as data sources. According to Sugiyono (2012:227) the participant observation data obtained were more complete and valid. In this observation, the researcher uses the online method via zoom meeting because the 4th semester students of UIN STS Jambi conduct lectures using the online method. Therefore, the researcher chooses the object of observation that is directly involved in the problematic research. The researcher used a video recorder as a support note to collect data. To get data from the field. First, the researcher observed the teaching process in class presentations. Second, the researcher conducted interviews with students to verify the data from the observation field notes.

##### 2. Interview

The interview is to explore more information about the research focus. According to Esterberg (in Sugiyono 2016: 72) "interviewing a meeting of two people to exchange information and ideas through questions and responses,

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which results in communication and cooperation to build meaning on a particular topic" (Sugiyono, 2019).

In this study, the researcher conducted semi-structured interviews with students in grade 5 semester A majoring in English who seemed anxious when proposing in front of the class to get some information needed for this study. The researcher selected 17 students who looked anxious when appearing in front of the class, and interviewed them to obtain more in-depth data. According to Sugiyono (2016: 72), semi-structured are interviews that contain questions that are created and used as interview guides, where questions can develop from a list of questions as long as they do not deviate from the problem formulation. In this study, the researcher used STUART and SUNDEEN 2000 theory, according to the 2009 Andrianto's theory, which represents the complete aspects related to the problem. The instrument used is an interview guide and a list of questions. The researchers used mobile phones as their support to record data from the interviewees.

#### **E. Technique of data analysis**

Bogdan (in Sugiyono 2016: 88) states "data analysis is the process of searching for and arranging interview transcripts, field notes, and other materials that you collect to increase your own understanding of them and to enable you to share what you have found with others" . Meanwhile, Miles and Huberman (in Sugiyono 2016: 91) state that data analysis activities in qualitative research are carried out interactively and continue until they are finished, so that the data is saturated. Regarding data analysis activities, namely data reduction, data display, and conclusion/verification. The analytical model applied in this study can be explained with the following steps (Sugiyono, 2019):

##### **1. Data Reduction**

Miles and Huberman (in Sugiyono 2016:92) data reduction refers to the process of selecting, focusing, simplifying, uniting, and changing the data that appears in field notes or transcripts.

In this study, the researcher reduces all the collected data and obtains more suitable data to be analyzed. To obtain specific information, the researcher focuses on important data and avoids unimportant data from observations and interviews.

## 2. Data Display

After the data is reduced, it displays the data. According to (Sugiyono 2016:95) in qualitative research data presentation can be done in the form of descriptions, charts, relationships between categories and flo. Therefore, in this study, the researcher presented the data in a narrative way. This is because in this study, the current data is a description, which is descriptive means to give or show a description of the situation.

## 3. Conclusion/verification

The third step in data analysis techniques according to Miles and Huberman (1984), namely the conclusion or verification. The initial conclusions found are tentative and will change if no solid evidence is found to support them. But if the conclusions at an early stage are supported by valid evidence, the conclusions put forward are reliable conclusions.

Therefore, in this study, after transcribing the data into a written transcript, the researcher identified, selected, and grouped them based on the analysis that needed to be related to the research topic. Then, the researchers matched the data with the research questions to answer questions number one and two and the researchers concluded.

## F. Trustworthiness

In this study, to check the validity, the researcher used triangulation. According to William Wiersma (in Sugiyono 2016:125) "Triangulation is a qualitative validation". In this study, the researcher tested the validity of data through triangulation techniques, namely observation and interviews.

To measure the validity of observations, data collection was carried out several times. And for interviews, researchers used member check. According to Sugiyono (2016: 129), member inspection is the process of examining data obtained by researchers from data providers. It aims to test the credibility or validity of the data. In this study, after collecting data, a member checked previously examined respondents. Its purpose is to check whether the data is valid or not.



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## CHAPTER IV

### FINDINGS AND DISCUSSION

The research's findings and analysis are presented in this chapter. It seeks to respond to the inquiries raised in the first chapter. The research was done using observations and interviews as sources of information.

#### a. Finding

In this study the researchers found several elements that influenced students' anxiety in speaking English, namely lack of confidence, lack of vocabulary, lack of grammar, poor pronunciation, fear of being laughed at, fear of making mistakes, fear of negative evaluation, and lack of preparation.

researchers found several ways that students use to overcome anxiety during presentations using English, including by making preparations before presentations, relaxation, thinking positively, to listen to the mood, focus, discussion.

The conclusions drawn from observations made in order to address the study questions, namely the elements that influence students' anxiousness to speak in English during presentations in class.

Researchers discovered anxiety symptoms in class A students in semester 5 included anxiety, shaking, anxiousness, cold sweats, stomach ache, and difficulties concentrating from observations taken from October 10 to October 20, 2022. In order to better understand the signs and causes of students' anxiousness during presentations in class, researchers video taped student presentations while performing classroom observations. The researcher observed the students while they participated in an English presentation that consisted of three sessions: a presentation, a question-and-answer period, and a feedback period. The researcher then reviewed what the students had done throughout the lecture, noted it on the observation sheet, and conducted further analysis. The appendix contains the entire set of observational data.

Students pray as their first task before the lesson begins. Following that, the group designated to make the presentation is invited to stand in front of the class

and give a presentation based on the chosen review, as proposed at the course's first meeting. For parallel presentations, they were divided into 8 groups with a minimum of 2 students in each group. Then, based on the review guide, two students each presented a journal review.

The researcher saw through many observations that some students were not prepared to convey the content due to a lack of preparation prior to the presentation. For instance, several students failed to prepare the emphasis, the material, or the photocopies of the material to be given. Despite the fact that the lecturer had given the student in charge of the presentation the go-ahead to distribute the materials a week in advance. In actuality, most pupils has make photocopies of the readings before class, not a week before the presentation. Students are unprepared, which causes them to feel anxious in class. Some students who did not prepare the material displayed signs of worry, including tardiness, panicky appearances, and material that was not ready until they appeared anxious before giving a presentation.

After that, the first session began, when each student had the chance to present in front of the class using English. The researcher discovered that the majority of the pupils lacked confidence when presenting the content in English. This is evident from the findings of observations that demonstrate the symptoms of anxiety that result from a lack of confidence, such as facial expressions that appear embarrassed and nervous, making body movements that appear less confident, typically moving their head or feet quickly, and touching and playing something. The study also discovered that when students give presentations in front of the class, their communication problems develop in using appropriate language, vocabulary, and pronunciation. This mistake gives kids a nervous appearance. This is evident from the symptoms of anxiety that result from poor grammar, vocabulary, and pronunciation. These include forgetting vocabulary by looking up, flinching while making grammatical errors, and speaking too quickly or slowly out of nervousness, which obscures pronunciation.

After presenting the information, the presenter and audience engage in a question-and-answer period. During this session, audience members posed



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inquiries on the previously discussed topic. The majority of the students in this session, the researcher discovered, were terrified to make mistakes. This was demonstrated by anxiety symptoms including trembling bodies, looking uneasy, and holding papers while speaking. The researcher observed in this session that pupils lacked confidence while responding to audience queries.

The researchers also discovered that students were terrified of being laughed at when they made mistakes in the question and answer session, which was related to their lack of confidence and fear of making mistakes. Students experience anxiety due to a fear of being laughed at; observations demonstrate that this fear manifests as indicators of anxiety, such as an uncomfortable or ashamed demeanor when friends are made fun of. The researcher discovered that several speakers in this session used eye contact to seek their friends for assistance in answering queries. There were some presenters, though, who responded to queries from the crowd rather quickly. When the presenter is unable to respond to a question, the lecturer instructs the teaching presenter to ask for assistance from the audience. This occurs when a presenter misinterprets the text of the article being discussed. Most of the students in this situation who got help or comments from friends seemed anxious because they believed they had received unfavorable feedback from peers.

The instructor then provided feedback to the students at the last session. In this instance, the study discovered that the majority of students were apprehensive about receiving a lecturer's evaluation. Students who experience fear and anxiety when obtaining feedback exhibit symptoms of anxiety, such as shaking when receiving input and displaying nervousness when receiving comments from professors as well as other friends.

The researcher also identified strategies for helping students overcome their fear of speaking English from the information gathered from the interview data. In this study, 17 students from class A's fifth semester were questioned.



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The appendix, which includes interview transcripts, shows the results from the interview data. Researchers discovered from the interviews that the majority of students experienced anxiety due to a variety of reasons, including low self-esteem, a lack of vocabulary, poor grammar, poor pronunciation, a tendency to think negatively, a fear of making mistakes, a fear of ridicule, a fear that the prepared material was inappropriate, a fear that the audience would not be interested in what was being said, a fear of negative evaluations, and a lack of preparation. The researchers also discovered strategies for students to deal with their anxiety in class presentations from the interview data, such as preparation prior to the presentation, preparation of the material far in advance of the presentation, studying the material repeatedly, relaxation, optimistic thinking, playing with one's fingers, pausing, praying, repeating reading material, and focus.

In the description above, the researcher has categorized the interview data in order to respond to two research questions in particular what causes students' fear and how do students manage it during presentations in class. The samples or extracts on each discovery that the researchers provided served to highlight the findings.

### 2.1 Elements that raise students' nervousness during presentations in class.

According to the interview findings, there are a number of things that affect students' anxiety. Observations lend credence to these conclusions. These are some of the elements that affect student anxiety:

#### a. Lack of confidence

The biggest factor causing students' uneasiness during class presentations is a lack of confidence. The majority of the students who were interviewed stated that they lacked confidence when making an English-language presentation in front of the class. The findings from the interviews are detailed and explained below:

Extract 1

*"I feel nervous and nervous, Sis, I'm not sure about my own abilities, the problem*

*is that there aren't many friends, but it's the one who makes you feel inferior, Sis, especially when I think about it later, what if I get a difficult question and then there's no comment from the lecturer, Sis''(responden 3)*

*"I'm scared heheh, I'm kind of worried, bro, I'm afraid of being wrong, especially my pronouns and vocabulary aren't too like other friends, especially when you see your friends in front of you, you're really nervous, sis im shy"(responden 7)*

It is evident from the first statement up top that some of the students interviewed expressed a lack of confidence when giving presentations in front of the class. one of them remarked, *"I feel nervous and nervous, Sis, I'm not sure about your own abilities, there aren't many friends, but that's what makes you feel inferior, let alone think about what will happen if I get a difficult question and then there's no comment from the lecturer sis"* (respondent 3). This statement makes it abundantly evident that the student lacks confidence because he believes that his friends speak English more fluently than he does and that this makes him feel inferior to his pals. Anxiety or uneasiness has quickly manifest when you are feeling insecure. The second of the aforementioned quotes refers to kids who lack confidence because they are ashamed. From the assertion *"I'm scared heheh, I'm kind of worried, sis, I'm afraid of being wrong, especially if my pronouns and vocabulary aren't too much like other friends, bro, especially when you see your friends in front of you, you're really nervous, you're too lazy for us"* (respondent 7), quote This demonstrates how kids experience lower self-confidence when they are the center of attention. 13 students reported feeling less confidence, while 4 students reported feeling confident, according to the interview data. According to their observations, the researchers also discovered that the majority of students lacked confidence, as evidenced by anxiety symptoms including ashamed or nervous facial expressions when presenting information or when responding to questions from peers, as well as bodily movements. People typically move their hands or feet fast, touch something, or otherwise appear less assured. Confidence issues typically arise during presentations, question and answer sessions, and



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when professors offer feedback. . It is clear that students' low self-esteem plays a significant role in their anxiety during class presentations.

### b. Lack of vocabulary

The absence of language has a significant impact on anxiety. Some of the students who were questioned said that they had a restricted vocabulary and found it difficult to choose the right phrases to use when giving presentations in front of the class. The following results of interviews performed by researchers are provided and explained:

#### Extrac 2

*"I'm scared heheh, I'm so worried, sis, I'm afraid of being wrong, especially if my pronouns and vocabulary aren't too much like other friends, especially if it's not"*  
(respondent 7)

From extract 2 above, it is clear that students experience anxiety while giving presentations owing to a lack of language. Therefore, they are concerned with speaking the terminology and translating it into English. As a result, they were unable to effectively convey the information, and the presentation suffered. like someone else stated. *"I'm scared heheh, I'm kind of worried, sis, I'm afraid of being wrong, especially if my pronouns and vocabulary aren't the same as other friends, especially if you do"* (respondent 7). This comment makes it quite evident that students are anxious about giving presentations in front of the class due to a lack of terminology. Four of the pupils who were questioned said that speaking English made them nervous because they lacked vocabulary. The researcher also discovered, based on the observations, that some pupils were unable to express what they intended to express, such as comments or ideas. For instance, because they have a restricted vocabulary, pupils find it difficult to convey their preferences during the question-and-answer period. Students that lack vocabulary are evident by the symptoms of anxiety that result from their lack of vocabulary, such as seeming anxious or terrified when speaking in front of the class, or

repeating the same phrases. Finally, it may be said that a lack of vocabulary contributes to students' anxiousness during class presentations

### c. Lack of grammar

One of the causes of students' worry during class presentations is poor grammar. The majority of the students who were interviewed stated that they prioritized using the proper grammar when speaking in class. So they'll decide to keep silent and consider using the proper grammar. As a result, anxiety has develop because most pupils would rather keep quiet than voice their concerns. Thus, the largest drawback that makes students feel uneasy while giving presentations in front of the class is a lack of grammar. Below is how the researcher explains and characterizes it:

#### Extract 3

*"Yes, Sis. Afraid to speak the wrong way with the placement of the language, it's a bit confusing, Sis" (responden 5)*

Based on quote 3 above, students said the reasons why they felt anxious in class presentations. As one of them said, *"Yes, Sis. I'm afraid to say the wrong word and the placement of the language is a bit confusing, Sis"* (respondent 5). It is clear from the sentence that he is concerned about making grammatical errors that can cause him to feel nervous. The second claim in the quotation above that students get uncomfortable during presentations because they don't know how to utilize grammar is similar. The researcher discovered from the findings of the interviews that 3 out of 17 student had anxiety as a result of the poor grammar. From the observations, the researcher also discovered that certain students who struggled with grammar displayed anxiety-inducing behaviors, such as seeming uncomfortable when they made grammar mistakes and appearing blank when they did.



#### d. Bad pronunciation

Students that pronounce words incorrectly talk less clearly. When friends are watching a presentation together as observers, this circumstance has lead to misunderstandings amongst the students. Additionally, this might obstruct learning, particularly during presentations in class. Below, researchers outline and explain it:

Extract 4

*"It's smooth but sometimes there are some obstacles such as lack of pronunciation skills which makes the audience less understand the material"(responden 2)*

*"I'm scared heheh, I'm kind of worried, bro, I'm afraid of being wrong, especially my pronouns and vocabulary aren't too much like other friends, especially when you see friends in front of you, you're really nervous, you're too lazy for us"(responden 7)*

From the quote above, it can be seen that students feel anxious because of problems in pronunciation. *"It's smooth but sometimes there are some obstacles, such as lack of pronunciation skills which makes the audience less understand the material"* (respondent 2) according to a responder. This claim demonstrates how pronunciation has a significant impact on student fear. The thoughts that students has express through presentations not be adequately communicated if they have bad pronunciation. From the aforementioned two remarks, it is evident that one of the things that makes pupils feel apprehensive is bad pronunciation. The researcher also discovered from the observations that the pupils' poor pronunciation caused them to feel uneasy. This is demonstrated by the features of bad pronunciation brought on by worry, such as a voice that speaks too quickly or slowly as a result of nervousness.



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### e. Fear of being wrong

Some students are worried of speaking English incorrectly in front of the class and upsetting them. The researcher discussed and expressed it as follows as a consequence of the interview:

#### Ektract 5

*"anxious, afraid of saying the wrong explanation, nervous, shaking, sis, it's just negative thinking, sis"*(responden 10)

*"I'm afraid, the problem is that I don't speak fluently, I'm nervous, I'm afraid I'm wrong, the main thing is"*(responden 15)

Students are terrified of making mistakes when presenting in front of the class, as can be seen from excerpt 5 above. Students who are anxious about making errors won't want to participate in class. According to a student, *"anxious, afraid of misinterpreting the wrong explanation, nervous, shaking, bro, it's just negative thinking, bro"* (respondent 10). Of course, this is a significant issue given that learners of foreign languages need to put in more practice in order to speak fluently. Seven of the 17 students who were questioned reported feeling uncomfortable because they were worried about making mistakes. Based on the observations, the researcher also discovered that the students' anxiety-related behaviors, such as nervousness-related facial expressions, not daring to look at the audience, and holding paper when speaking in front of the class, were evidence of their dread of making mistakes. It might be inferred that nervousness during presentations is a result of the worry about making mistakes.

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#### f. Fear of negative evaluation

The dread of receiving a poor grade is the next element that fuels student anxiety. Here, evaluation might take the form of criticism provided by the instructor or by other friends. When the presenter responds to audience questions in the question and answer session and when the professor spotlights the students in the feedback session, there is typically a fear of being negatively judged. The researcher discussed and expressed it as follows as a consequence of the interview:

Extract 6

*"Feeling nervous and nervous, Sis, I'm not sure about your own abilities, there aren't many friends, but there are things that make you feel inferior, let alone think about what will happen if I get a difficult question, next time, there's no comment from the lecturer, sis"(responden 3)*

*"The gazes of everyone who watches and are also afraid of making mistakes, especially the lecturer's feed back, Sis"(responden 6)*

It is clear from extract 6 above that some respondents to the survey experienced anxiety while receiving criticism or feedback from professors or peers. According to one responder, *"I feel nervous and nervous, Sis, I'm not sure about your own abilities, the problem is that there aren't many friends, but it's the one that makes you feel inferior, let alone thinking about what will happen if I get a difficult question and then there's no comment from the lecturer. sis"* (respondent 3) . It is obvious from this comment that the respondent is quite concerned about receiving an assessment from the professor. Additionally, according to the interviews, the majority of students stated that they preferred not to speak out of concern for what their professors or friends would say. This is undoubtedly highly upsetting for the educational process, especially when lessons are taught in English. Based on their observations, the researchers concluded that some students were afraid of receiving critical feedback from instructors or peers. This was evidenced by the symptoms of

anxiety that manifested as a result of this anxiety, such as shaking and displaying nervousness when receiving feedback. from lecture and other friends as well. It is evident that one of the elements causing student anxiety is the worry of receiving a poor grade.

#### **g. lack of preparation**

The second issue that raises students' nervousness during class presentations is a lack of preparation. The process of learning a foreign language is significantly impacted by lack of preparation. Less prepared pupils has produce less than ideal work that has be presented. Some students indicated in the interview data that they did not prepare the content in advance of the presentation. Researchers report and explain the findings of their interviews with students as follows:

#### Extract 7

*"forget the material sis"(responden 1)*

*["It's very important, Sis, especially when you print, you often forget, especially when you arrive in class, Sis"(responden 6)*

When the researcher questioned the respondents about how frequently they repeated the presentation material and whether they had prepared the content in advance. According to the reply in the first quote above, *"ohww, I forgot the material kk" (respondent 1). From this statement, it can be seen that students never repeat the material that caused them to forget during the presentation. Furthermore, another student stated "it's very important, Sis, especially when you print very often. forgot, let alone arrived in class, Sis" (respondent 6).* It is clear from the comment that the pupils did not adequately prepare the subject. Four students who were asked about this assertion said they did not thoroughly prepare the topic before the presentation. Based on their observations, the researchers discovered that students lacked preparation. This was evidenced by the anxiety-

inducing traits of tardiness and frantic appearances, as well as the fact that the content was not ready until the presenters appeared anxious.

## 2.2 How students deal with their anxiety in class presentations.

Only the interview's conclusions were used as findings, specifically to address study question number two. The researchers discovered how students deal with their fear of speaking in front of the class from the findings of the interviews. According to information gleaned from 17 student interviews, preparing for presentations, relaxing, positive thinking, attempting to lighten the mood, and revisiting the content are some strategies students employ to combat nervousness.

### a. Preparation before presentation

Preparation before to the presentation is the first thing students do to get over their fear while speaking in front of the class in English. According to the interviews' findings, some students claimed that learning the content beforehand would reduce stress. Below, researchers outline and explain it:

ekstract 8

*"Trying to be calm, and preparing ahead of time, you must understand all the material that will be presented, understand again or read the material again until you understand"(responden 3)*

The outcomes of the researcher's interview with the respondent are shown in excerpt 8 above. The researcher wanted to know how students handled their nervousness during or after class presentations. In order to combat their anxiousness, some students decided to prepare the content in advance of the presentation, according to the findings of the interviews. Students might lessen their anxiousness by preparing before the presentation. due to the fact that the presentation's content been prepared in advance

### b. Relaxation

Additionally, students most frequently employ relaxation to get over their worry. Students who are relaxed report that they are physically more receptive to learning. Below is how the researcher explains and characterizes it:

extract 9

*"eem...Prepare yourself as much as possible and pray, take a breath and read the positive thinking material sis"(responden 5)*

*"breathe deeply again and again sis"(responden 6)*

As seen in extract 9 above, students also employ deep breathing to help them relax and calm themselves and lower their nervousness during presentations. Utilizing this approach, *"eem...Prepare yourself as much as possible and pray, take a deep breath, read the material for positive thinking, Sis" (respondent 5), most of the students choose relaxation to overcome their anxiety, the same thing with the statement "breathing deeply repeatedly,Sis."*(respondent 6) From the sentence, it can be inferred that pupils still have some control over their emotions, and that being at ease has enable them to speak English smoothly in front of the class. From this comment, it is quite evident that he is a person who gets anxious easily, as one of the students put it. He thus inhaled deeply to expel his anxiety. wherein children might feel more at ease by taking long breathes. Therefore, it may be inferred that taking deep breaths is one technique to feel at ease.

### c. Think positively

Positive thinking is another method that students employ to manage their anxieties. Students can lessen worry with positive thinking since it can boost self-confidence. Below is how the researcher explains and characterizes it:

Extract 9

*"Eem...Prepare yourself as much as possible and pray, take a breath, read the material for positive thinking, Sis" (responden 5)*

From extract 10 above, it is clear that students may reduce their presenting nervousness by using positive thinking. According to a pupil, , *"Eem...Prepare yourself as much as possible and pray, take a deep breath, read the positive thinking material, Sis"* (respondent 5). This sentence makes it quite obvious that thinking positively is another strategy kids use to combat worry. Students feel more confident and be better able to deliver presentations if they think favorably. Positive thinking therefore assist pupils in gaining confidence in their English-speaking abilities. Students who think positively has have an easier time communicating their ideas, which help them avoid feeling anxious. Anxiety will go as a result of positive thought.

#### d. To lighten the mood

Trying to brighten the mood is another strategy students employ to manage their nervousness. Students can lessen nervousness by changing the environment since doing so can boost their confidence and make them feel more at ease and free to continue giving presentations. Below is how the researcher explains and characterizes it:

##### Extract 11

*"trying to be able to control the atmosphere sis"(responden 2)*  
*"Play with the pen, Sis, sometimes I look around and then it's like I'm trying to lighten the mood, eh, the ice cubes won't work, Sis"(responden 11)*

According to the aforementioned statement, many students are able to manage their anxiety by making an initially tense situation more friendly. Under such controlled circumstances, confidence can be increased, fear can be diminished, and the teacher can be more adaptable when presenting the material.

### e. Focus

Focus is the final strategy that pupils employ to combat their nervousness. The presentation be presented effortlessly if the students pay attention. Below is how the researcher explains and characterizes it:

Extract 12

*"Think positive, you learn a lot more, Sis, then it's like breaking the atmosphere and then take a deep breath, Sis, lastly, focus on the material, don't think about anything else, Sis"(responden 17)*

Focus is the final strategy that pupils employ to combat their nervousness. The lesson has be simpler to learn if the kids concentrate. Additionally, pupils need to focus in order to study, and once they do, nothing else can obstruct their ability to learn. Students that are focused won't be bothered by anything. due to the fact that they are solely focused on what they say throughout the presentation and not consider anything else.

### f. Discussion

The researcher explains the research results via observation and interviews in this part. The purpose of this study's findings is to identify the causes of students' anxiety as well as the ways in which they manage it.

First, the researchers discovered that many students lacked confidence when giving presentations in front of the class due to variables that cause student anxiety. This is evident from the signs of anxiety that appear as a result of insecurity, such as ashamed or worried facial expressions and unconfident-looking bodily motions, such as twitching hands and feet or fiddling with or touching objects like pens or phones. The majority of students claimed they lacked confidence during interviews, which is consistent with the findings of student interviews. Students who lack self-confidence worry about themselves. Nunan (1999) suggested that kids with low levels of English confidence would have trouble conversing. It might be detrimental if pupils are less self-assured in front

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of the class. Fadlan (2017) discovered similar findings, concluding that low self-esteem is the primary cause of student anxiety.

The lack of vocabulary was shown to be the second finding and a factor in students' anxiousness during class presentations. Students struggle to structure and develop thoughts because they have limited language. Some of them struggle with sentence structure since it is challenging to utilize words they are unfamiliar with. So that when they wish to express anything in a presentation, pupils may become apprehensive due to a lack of language. Similar findings were made by Indriyanti (2016), who discovered that pupils' anxiety levels were negatively impacted by a lack of vocabulary. According to a pupil, , *"I'm scared, hehe, I'm so worried, bro, I'm afraid of being wrong, especially if my pronouns and vocabulary aren't too much like other friends, especially when you see your friends in front of you, you're really nervous, you're too lazy for us* (respondent 7 ). The lack of vocabulary The majority of the student, the researcher discovered, lacked vocabulary. This is evident from the symptoms that student experience when they lack vocabulary, such as seeming scared, repeating the same phrases, and looking up to appear to recall them.

The third observation is that there is poor grammar, which also adds to pupils' anxiety. One of the main reasons why students get nervous during class presentations is a lack of grammar. Nunan (1999: 100) asserts that creating grammar contributes to dialogue. In other words, communication requires the use of grammar.

Of course, nervousness has readily surface if student struggle with grammar. The majority of the student who were questioned struggled with grammar. One of the student said *"yes, Sis. I'm afraid to say the wrong thing with the placement of the language, it's a bit confusing, Sis"* (Respondent 5). Based on her observations, the researcher concluded that some students found it challenging to employ the proper language while responding to audience queries during the presentation and question-and-answer session. Because they believe they should use proper language when speaking in this situation, pupils will undoubtedly find it easy to feel stressed and anxious. Similar findings were made by Tasyi

(2015:588), who discovered that students' anxiety over making grammatical mistakes in speech was the most often mentioned cause of stress.

The fourth discovery that stresses out kids is bad pronunciation. According to the interview's findings, the majority of students indicated that their nervousness was caused by poor pronunciation. One of them stated, "Sometimes I feel anxious because I am afraid to say the word" (Respondent 7). This is consistent with Price's argument (in Fadlan 2017) that students' anxiety is a result of their fear of pronouncing words incorrectly in front of the class. Based on the observations, the researcher discovered signs of anxiousness brought on by bad pronunciation, such as a voice that was too sluggish or too quick, making it difficult to understand the pronunciation.

The dread of being laughed at, according to the fifth study, is the component that makes pupils anxious. The researchers learned through the interviews that some pupils were terrified of being teased. one of them remarked, , *" Smooth but sometimes there are some obstacles such as lack of pronunciation skills that make the audience less understand the material "* (Respondent 2). Based on the findings of the observations, it was also shown that anxiety symptoms, such as stressed-out gestures when others laugh, come from a fear of being laughed at.

The conclusion of the six causes that cause student anxiety in class presentations is the fear of being incorrect. "Students' anxiety of making mistakes rises, especially when they speak before a critical audience," according to Fadlan (2017) *" From the interviews, the researchers found that some students were afraid to make mistakes. As one of them said "*. I'm afraid, about Mrs. I'm not so fluent in speaking, I'm nervous, I'm afraid you're going to be wrong, Ms. on student anxiety.

The seventh finding, the factor that contributes to making students feel anxious in presentations is the fear of negative evaluation. Based on the results of interviews conducted, many students admitted that they were afraid of negative assessments. As one respondent said, , *"The stares from everyone who watch and are also afraid of making mistakes, especially the lecturer's feedback, sis"*.

(Respondent 6). Language anxiety may be influenced by a concern of receiving unfavorable feedback from others, according to Horwitz (1986:127). Students may be afraid to display their performance for fear of receiving a poor evaluation from others. Tasyi (2015: 588). (2015: 588). As a result, receiving unfavorable assessments may cause students to experience anxiety or worry about speaking in front of the class. When professors or other friends provide feedback on speaking performances, some students experience worry or anxiety. Some of them could be concerned about coming across as foolish in front of others. They can be concerned about making a mistake and try to avoid the lecturer's remarks or corrections.

The eighth result is that students' lack of preparation for class presentations is a factor that increases their nervousness. In other words, students may experience anxiety if they haven't prepared for a presentation. If students don't prepare the information to be given, they may become anxious when classmates or professors inquire about it. When pupils are not well-prepared, they find it difficult to respond to the audience's inquiries. According to one responder, *"if you forget the material, you forget to print it, you forget to bring the material with you normally"* (Respondent 7). It is clear from the statement that students do not adequately prepare the subject and do not even repeat it before delivery. Students were instructed to start preparing a week before the presentation by everyone who taught them. The majority of student, however, did not prepare the content. so that while giving content in front of the class, pupils seem bad. Similar findings were made by Fadlan (2017), who discovered that a lack of preparation is a factor that contributes to students' anxiety during presentations.

The researcher also learned from the findings of the interviews that the students used preparation for their presentations, relaxing, positive thinking, attempting to break up the environment of reviewing the content, and focused to get over their fear.

Preparing the information in advance of the presentation is the first strategy that students employ to deal with their anxieties. Students can improve their presentation skills via preparation. A presentation's preparation can help

students develop the habit of regularly learning English, which has improve their performance in front of the class. Kondo and Ying-Ling (2004:256) have discovered that preparatory techniques can help students feel less anxious about their language lessons. Students who have done their homework are more certain while speaking in front of the class.

Relaxation is the second strategy used by pupils to combat their nervousness. Students make an effort to de-stress and breathe deeply. According to a student, "*Eem...Prepare yourself as much as possible and pray, take a deep breath and read the material for positive thinking, Sis*" (Respondent 15). Although this tactic may not always be effective, it can reduce students' anxiousness before the session. Tseng (2012) discovered similar results: the less tense you are, the less anxious you are.

Thirdly, pupils use positive thinking to get over their fear of speaking in English. Maintaining a positive outlook might help pupils feel more capable. Kondo and Ying-Ling (2004:256) claim that this tactic serves the purpose of "*suppressing the cognitive processes that underlie feelings of anxiety*". When speaking English in class, pupils might visualize themselves performing brilliantly by thinking positively.

Fourth, temper the environment or dilute it Trying to brighten the mood is another strategy students employ to manage their nervousness. Students can lessen nervousness by changing the environment since doing so can boost their confidence and make them feel more at ease and free to continue their presentations, as one student put it. "*trying to be able to control the atmosphere Sis*" (respondent 2).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on research data collected through observation and interviews in the English Department the State Islamic University of Sulthan Thaha Saifuddin Jambi namely 5<sup>th</sup> semester A class, the researcher was draw conclusions as followed:

First, the researcher found the factor that contributes to students' anxiety in speaking especially in classroom presentation was caused by several factors. Those are lack of confidence, lack of vocabulary, lack of grammar, poor pronunciation, fear of making mistake, fear being laughed, fear of negative evaluation, and lack of preparation.

Second, from the results of interviews, the researchers found several ways that students did to overcome their anxiety as follows: the way most students used to overcome their anxiety in class presentations was relaxation. Followed by preparation before presentation, some of the students interviewed chose preparation as a way to overcome anxiety. Then there are some students who try to think positively to overcome anxiety during presentations. Melting the atmosphere and focus is also used by some students to reduce anxiety in presentations.

#### B. Suggestions

From the findings that were presented in chapter four, here are some suggestions that can be taken as consideration:

##### 1. For the lecturers

The researcher hopes that lecturer can help the students to deal with anxiety. For example, lecturer can give motivation to the students if they looked anxious. Because, motivation from the lecturer can improve their confidence to speak in front of class. With good motivation will certainly make students comfortable when learning foreign languages. Motivation here can be in the form

of praise or additional value in order to improve students' ability, especially in foreign language learning.

## 2. For the next researcher

By knowing the factor contributes to students' anxiety and students' way to reduce it. The writer hopes for the next researcher can find another factor contribute to students' anxiety and another strategy that students can use to deal with anxiety. The writer also recommends to the next researcher conduct interview with the lecturer, to add data from the point of view of the lecturer on factors that contribute to students' anxiety and students' ways to deal with their anxiety.

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Table 4.1 List of Respondents

Students	Name
S1	AD
S2	ML
S3	MS
S4	AIP
S5	DWO
S6	AA
S7	LA
S8	LJ
S9	RW
S10	KK
S11	NA
S12	RA
S13	IN
S14	AH
S15	SA
S16	NA
S17	CF

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## Appendix I: Interview Question

1. How is the presentation of the speaking lecture in the speaking class?
2. How do you feel when you make a presentation?
3. do you use full english during the presentation?
4. Do you have any breathing problems?
5. Do you break out in a cold sweat during your presentation?
6. Did you experience nausea, vomiting and stomach pain during the presentation?
7. What makes you anxious during a presentation?
8. How do you deal with anxiety when presenting in English?

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## INTERVIEWER 1

---

Student : AD

Day : Thursday 13 October 2022

Time : 11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S : ananta dharma

R : where is the address from?

S : eem...ibrahim R: just the first question

R : How is the presentation in speaking class?

S : The presentation is good, Sis, the delivery is also good

R : How do you feel when you make a presentation?

S : I'm nervous sis

R : did you use full English during the presentation?

S : it's not full, sis, mix it up sis

- R : Do you have breathing problems?
- S : yes, sis, I'm nervous, my breath is not regular, sis
- R : Did you break out in a cold sweat during the presentation?
- S : yes, sometimes
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : no sis
- R : What makes you anxious during presentations?
- S : ohwww, forgot the material sis
- R : How important is preparation for you for a presentation?
- S : it's very important, the presentation will be bad
- R : How do you deal with anxiety when presenting in English?
- S : Eeeem, stay quiet for a moment, OK? R: Apart from that, is there anything else?
- S : play with your fingers, let's calm down
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb

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## INTERVIEWER 2

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Student : ML

Day :Thursday 13 October 2022

Time :11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S : M. lutfi

R : where is the address from?

S : Kuala Tungkal

R : How is the presentation in class?

S : Smooth but sometimes there are some obstacles such as lack of pronunciation skills which makes the audience less understand the material

R : How do you feel when you make a presentation?

S : It depends on my mood, if I am happy then it will go well, but if my mood is not good, then sometimes I am not enthusiastic or sometimes I appear nervous

R : did you use full English during the presentation?

S : Yes, I'm trying to do full English, although sometimes it's mixed with other languages

R : Do you have breathing problems?

S : no

R : Did you break out in a cold sweat during the presentation?

S : yes sometimes

R : Did you experience nausea, vomiting and stomach pain during the presentation?

S : no sis

R : What made you anxious during the presentation?

S : lecturer killer sis

R : How important is preparation for you for a presentation?

S : very important

R : How do you deal with anxiety when presenting in English?

S : trying to be able to control the atmosphere sis

R : okay thank you for your time

S : yes, you're welcome

R : Assalamualaikum wr.wb

S : Waalaikumsalam wr.wb

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### INTERVIEWER 3

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Student :MS

Day : Thursday 13 October 2022

Time :11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S : mia syahnan

R : where is the address from?

S : Jalan Regano No. 25 RT. 18 Perumnas Kotabaru

R : How is the presentation in speaking class?

S : Often practice speaking, sometimes make video conversations, video speeches, etc

R : How do you feel when you make a presentation?

S : I feel nervous and nervous, Sis, I'm not sure about your own abilities, the problem is that there aren't many friends, but it's the one who makes you feel inferior, Sis, especially when I think about what will happen if I get a difficult question and then there's no comment from the lecturer, Sis

- R : did you use full English during the presentation?
- S : no, but a lot of English is mixed, about 70 percent, sis
- R : Do you have breathing problems?
- S : sometimes yes, Sis, the problem is that you are nervous, so your breath goes up and down, doesn't work like that
- R : Did you break out in a cold sweat during the presentation?
- S : no sis, just pounding sis
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : no it's just pounding sis
- R : What made you anxious during the presentation?
- S : For fear of not being able to answer questions from the audience or lecturers
- R : How important is preparation for you for a presentation?
- S : It's important, because if we can't answer a question given by the audience/lecturer, we won't get a grade. And also we are considered not to master the material that we present
- R : How do you deal with anxiety when presenting in English?
- S : Trying to stay calm, and prepare well in advance, you have to understand all the material that will be presented, understand again or read the material again until you understand
- R : okay thank you for your time
- S : yes, you're welcome

R : Assalamualaikum wr.wb  
 S : Waalaikumsalam wr.wb

#### INTERVIEWER 4

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Student :AIP  
 Day : Thursday 13 October 2022  
 Time :11.30 a.m  
 Place : kh.ahmad dahlan building  
 Class : five semesters, class A  
 R : Assalamualaikum wr. wb S : Waaalaikumsalam  
 R.researcher  
 S.student  
 R : what's his name?  
 S : adhelia irsanty daughter  
 R : where is the address from?  
 S : Jalan rb siagian lrg sdn 78 rt. 11 white sand villages, south Jambi district, Jambi city kk  
 R : How is the presentation in speaking class?  
 S : Often practice speaking, sometimes make video conversations, video speeches, and presentations too, OK?  
 R : How do you feel when you make a presentation?

- S : I'm scared, Sis, how do you explain it, I'm nervous, I've been thinking negative first, sis, that's what it is, kk
- R : did you use full English during the presentation?
- S : no, why not mix it, usually at most 70 percent, right?
- R : okay, do you have breathing problems?
- S : It's a bit tight, sis, if you're already nervous
- R : Did you break out in a cold sweat during the presentation?
- S : It's just that your hands are so cold, your feet are too kk
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : No, Sis, it's just a stomachache, sometimes
- R : What made you anxious during the presentation?
- S : For fear of not being able to answer questions from the audience or lecturers, are you afraid if you get difficult questions?
- R : How important is preparation for you for a presentation?
- S : It's important, because if we can't answer a question given by the audience/lecturer, we won't get a grade. And also we are considered not to master the material we are presenting, Sis. R: If there is no preparation, it will be very confusing, like, how about that, right?
- Heheheheh yes it's okay sis
- R : How do you deal with anxiety when presenting in English?
- S : Trying to be calm, and have to understand all the material that will be presented, preparation is also like printing materials etc

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- R : Alright, that's enough questions from you. Thank you for your  
time
- S : Yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waaliakumsalam

### INTERVIEWER 5

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- Student :DWG
- Day : Thursday 13 October 2022
- Time :11.30 a.m
- Place : kh.ahmad dahlan building
- Class : five semesters, class A
- R : Assalamualaikum wr. wb S : Waaalaikumsalam
- R.researcher
- S.student
- R : what's his name?
- S : deo revelation gustiansyah
- R : where is the address from?
- S : the river gelam tank kk
- R : How is the presentation in speaking class?
- S : You could say it's quite interesting

- R : How do you feel when you make a presentation?
- S : nervous, anxious, and afraid
- R : did you use full English during the presentation?
- S : Yes, if the lecturer asks
- R : Do you have breathing problems?
- S : no
- R : Did you break out in a cold sweat during the presentation?
- S : yes sis
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : ummm no
- R : What made you anxious during the presentation?
- S : Yes, Sis. I'm afraid to speak the wrong way with the placement of the language, it's a bit confusing, Sis
- R : How important is preparation for you for a presentation?
- S : It's very important, Sis, because if the preparation isn't done, how can we get satisfactory results?
- R : How do you deal with anxiety when presenting in English
- S : um... Prepare yourself as much as possible and pray, take a breath, read the material for positive thinking, sis
- R : okay thank you for your time
- S : yes, you're welcome

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R : Assalamualaikum wr.wb  
S : Waalaikumsalam wr.wb

### INTERVIEWER 6

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Student :AA  
Day : Thursday 13 October 2022  
Time :11.30 a.m  
Place : kh.ahmad dahlan building  
Class : five semesters, class A  
R : Assalamualaikum wr. wb S : Waaalaikumsalam  
R.researcher  
S.student  
R : what's his name?  
S : Anita Amalia  
R : where is the address from?  
S : JL. Karya Maju, Simpang IV Sipin Village, Telanaipura District, Jambi.  
R : How is the presentation in speaking class?  
S : The presentation will run smoothly if it is in the form of a group  
R : How do you feel when you make a presentation?  
S : like feeling anxious and restless, every time you make a presentation, you will feel uneasy, Sis

- R : did you use full English during the presentation?
- S : No, but if the provisions given by the lecturer require the use of full English, then I will do it.
- R : Do you have breathing problems?
- S : no bro
- R : Did you break out in a cold sweat during the presentation?
- S : yes sis
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : I have never had nausea or vomiting, but I often have stomach ache every time I make a presentation
- R : What makes you anxious during presentations?
- S : The gazes of everyone watching and also afraid of making mistakes, especially the lecturer's feed back sis
- R : How important is preparation for you for a presentation?
- S : it's very important, sis, especially when you print, sis, you often forget, especially when you arrive in class, sis
- R : How do you deal with anxiety when presenting in English?
- S : take a deep breath repeatedly sis
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb

## INTERVIEWER 7

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Student : LA

Day : Thursday 13 October 2022

Time : 11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S : Lola Amerina

R : where is the address from?

S : Jln. West Circle 3 Get to know big, natural barajo, jambi city

R : How is the presentation in speaking class?

S : in the form of several groups, bro, so every time you study, sometimes 1 sometimes 2 groups appear

R : How do you feel when you make a presentation?

S : I'm scared heheh, I'm kind of worried, bro, I'm afraid of being wrong, especially if my pronouns and vocabulary aren't too much like other friends, bro, especially when you see your friends in front of you, you're really nervous, bro, are you lazy? long time too.

- R : did you use full English during the presentation?
- S : no, sis, it's usually mixed in Indonesian, sis
- R : Do you have breathing problems?
- S : Yes, Sis, it's like the heart is about to burst out, it's tight
- R : Did you break out in a cold sweat during the presentation?
- S : sometimes bro
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : sometimes it depends on your preparation
- R : What makes you anxious during presentations?
- S : if you forget the material, forget to print it, you forget to bring the material, usually, bro
- R : How important is preparation for you for a presentation?
- S : it's very important that you use it
- R : How do you deal with anxiety when presenting in English
- S : take a deep breath, make sure your eyes read the material and then start the presentation again bro
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb

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## INTERVIEWER 8

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Student :LJ

Day : Thursday 13 October 2022

Time :11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S : lilies juniarti sis

R : where is the address from?

S : east cape jabung sis

R : How is the presentation in speaking class?

S : So far, it's been smooth going forward in groups and then discussing as usual, sis

R : How do you feel when you make a presentation?

S : I'm nervous, sometimes I'm shaking like that, bro, even if you say it, it's like you're stammering and then the material you've memorized is gone, sis.

R : did you use full English during the presentation?

- S : No, Sis, mix it, because it doesn't work, Sis
- R : Do you have breathing problems?
- S : yes sis
- R : Did you break out in a cold sweat during the presentation?
- S : yes bro often
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : Yes, Sis, when you're worried, it's like cramps, Sis, I want to throw up, but it doesn't make it really bad, Sis
- R : What makes you anxious during presentations?
- S : afraid of getting difficult questions afraid of not being able to answer the question then afraid of the lecturer too, sister, afraid that it will be ugly, shocked our grades
- R : How important is preparation for you for a presentation?
- S : the preparation really matters, sis, so very important bro
- R : How do you deal with anxiety when presenting in English?
- S : take a deep breath, pray trying to turn things around sis
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.w



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## INTERVIEWER 9

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Student :RW

Day : Thursday 13 October 2022

Time :11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S : razmia wati

R : where is the address from?

S : attacking, west cape jabung

R : How is the presentation in speaking class?

S : it's going smoothly, okay, it's just that sometimes there is a blasphemy, sis

R : How do you feel when you make a presentation?

S : I'm really scared, especially with the lecturer who demands 100% English

R : did you use full English during the presentation?

S : it's mixed, honestly, can't it be done, if it's full, sis

- R : Do you have breathing problems?
- S : Yes, Sis, it's like you're congested
- R : Did you break out in a cold sweat during the presentation?
- S : yes sis, especially your hands
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : Yes, Sis, sometimes the stomach can't be compromised, the default is wanting to go to the toilet all the time
- R : What makes you anxious during presentations?
- S : Due to lack of material preparation and fear of not being able to explain the material
- R : How important is preparation for you for a presentation?
- S : It is important to be able to better understand the material and be able to convey the material well
- R : How do you deal with anxiety when presenting in English?
- S : Understand the material before the presentation and learn the difficult words that will be said sis
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb



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## INTERVIEWER 10

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Student : KK

Day : Thursday 13 October 2022

Time : 11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S : khusnul khotimah

R : where is the address from?

S : Bukit Sari, Muaro Sebo Ilir

R : How is the presentation in speaking class?

S : It's regular, Sis, because it's been divided into groups and it's organized

R : How do you feel when you make a presentation?

S : worried, afraid to say the wrong thing, wrong explanation, nervous, shaking, bro, it's just negative thinking, bro

R : did you use full English during the presentation?

S : when you mix it, sometimes the vocabulary seems easy, it's full, bro

R : Do you have breathing problems?

S : yes sis

R : Did you break out in a cold sweat during the presentation?

S : yes sis

R : Did you experience nausea, vomiting and stomach pain during the presentation?

S : erm yes sometimes sis

R : What makes you anxious during presentations?

S : I'm afraid that the presentation won't be successful, Sis, then I'm afraid of being wrong, I'm afraid that I can't answer your questions

R : How important is preparation for you for a presentation?

S : it's very important

R : How do you deal with anxiety when presenting in English?

S : take a deep breath then let it out, Sis, trying to calm yourself down

R : okay thank you for your time

S : yes, you're welcome

R : Assalamualaikum wr.wb

S : Waalaikumsalam wr.wb

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## INTERVIEWER 11

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Student :NAZ

Day : Thursday 13 October 2022

Time :11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S : nur azizah

R : where is the address from?

S : jambi sis

R : How is the presentation in speaking class?

S : Like a normal presentation, Sis, it starts with greetings and then displays the material, questions and answers and then the feedback from the lecturer is the most terrible, Sis.

R : How do you feel when you make a presentation?

S : I'm nervous, sometimes you're shaking, you're shaking sis

R : did you use full English during the presentation?

S : no bro, mix it up sis

- R : Do you have breathing problems?
- S : yes sis
- R : Did you break out in a cold sweat during the presentation?
- S : yes bro
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : sometimes sis
- R : What made you anxious during the presentation?
- S : afraid of forgetting the material, afraid of lecturers, afraid of bad grades, afraid of friends who are not interested in what we present, sis.
- R : How important is preparation for you for a presentation?
- S : very important sis, our bias is like 4 days before that we have started preparations sis
- R : How do you deal with anxiety when presenting in English?
- S : play with the pen, sis, sometimes I look around and then it's like trying to lighten the atmosphere, eh, it's ice cubes, isn't it, Ms. R: it's confusing, hehe
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb



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## INTERVIEWER 12

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Student : RA

Day : Thursday 13 October 2022

Time : 11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S : rizki abdulloh

R : where is the address from?

S : mayang mangorai

R : How is the presentation in speaking class?

S : pretty good sis

R : How do you feel when you make a presentation?

S : Nervous, I'm afraid I'm going to look backwards, bro, the language is hehehe

R : did you use full English during the presentation?

S : mix it up, you use Indonesian

- R : Do you have breathing problems?
- S : yes sometimes
- R : Did you break out in a cold sweat during the presentation?
- S : yes, often especially your hands
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : no sis
- R : What made you anxious during the presentation?
- S : the preparation isn't dead, sis
- R : How important is preparation for you for a presentation?
- S : It's important, Sis, the most important thing in a presentation is preparation, Sis
- R : How do you deal with anxiety when presenting in English?
- S : trying to cover up the nervousness and shaking, use your movements so it's not too stiff
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb

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## INTERVIEWER 13

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Student :IN

Day : Thursday 13 October 2022

Time :11.30 a.m

Place : kh.ahmad dahlan building

Class : five semesters, class A

R : Assalamualaikum wr. wb S : Waaalaikumsalam

R.researcher

S.student

R : what's his name?

S :isnaini nia

R : where is the address from?

S : from the coast of Rasau, Tanjung Jabung, East

R : How is the presentation in speaking class?

S : How's the presentation? R: easy to understand or difficult or confusing sometimes" or what? S: it's easy because the lecturers are also good so it's easier, eeee friends also because the lecturers are good so it's more flexible, enjoy it more so it's easy to understand

R : So it depends on the lecturer. How do you feel when you make a presentation?

S : yes, most of the time I was nervous from the start," before the presentation, I was already nervous

R : did you use full English during the presentation?

S : I mix it, I use Indonesian, but mostly use English too

R : Do you have breathing problems?

S : I'm just nervous about the fast breathing, but if it's hard to breathe, isn't it?

R : Did you break out in a cold sweat during the presentation?

S : Yes, Sis, you often wipe your hands even though it's cold

R : Did you experience nausea, vomiting and stomach pain during the presentation?

S : If you vomit, it's not that bad, Sis, but if you have a stomachache, yes, you often do

R : What made you anxious during the presentation?

S : I'm afraid I can't speak, because if you use English, you forget what say, then you're afraid that it will affect your grades, always think about that, bro.

R : How important is preparation for you for a presentation?

S : it's really important because if you're not prepared, you don't know what you want to show, it's already negative, thinking is getting messy.

R : How do you deal with anxiety when presenting in england?

S : I'm repeating the material, sis, the prayer is calm, don't think this is just a friend, so just enjoy it

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R : okay thank you for your time  
 S : yes, you're welcome  
 R : Assalamualaikum wr.wb  
 S : Waalaikumsalam wr.wb

### INTERVIEWER 14

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Student :AH  
 Day : Thursday 13 October 2022  
 Time :11.30 a.m  
 Place : kh.ahmad dahlan building  
 Class: five semesters, class A  
 R : Assalamualaikum wr. wb S : Waaalaikumsalam  
 R.researcher  
 S.student  
 R : what's his name?  
 S : Anisa hasanah  
 R : where is the address from?  
 S : eee the real one? R: is there a fake one?  
 Hehehe, I don't mean that we are originally from Bengkulu, but your domicile is already Jambi Mayang.  
 R : okay, first question. How is the presentation in speaking class?



S : sometimes we zoom, sometimes the material is given before the presentation so that it can be read before it is shown

R : How do you feel when you make a presentation?

S : I'm nervous, which is definitely nervous, but if we've mastered the material, we'll enjoy it too sis

R : did you use full English during the presentation?

S : eeem depending on the lecturer, sometimes there are lecturers who ask for full English, some don't, sometimes only in Indonesian

R : Do you have breathing problems?

S : There are light to heavy depending on the season

R : Did you break out in a cold sweat during the presentation?

S : no cold sweat, just shaking his hands

R : Did you experience nausea, vomiting and stomach pain during the presentation?

S : never

R : What makes you anxious during presentations?

S : doesn't master the material and looks of intimidation from the lecturer hihhi

R : How important is preparation for you for a presentation?

S : it's important, because what I say later will be heard by friends, maybe it can be a charity, right. R: how long does it usually take to prepare? If we take 3 days, we can do it, but if it's only overnight, we can't sleep

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- R : How do you deal with anxiety when presenting in English? R:  
How long does it usually take to prepare? If we take 3 days, we can  
do it, but if it's only overnight, how can we sleep?
- S : more familiar with yourself, like breaking the atmosphere, take a  
breath is also very important
- R : okay thank you for your time
- S : yes, you're welcome
- R: Assalamualaikum wr.wb
- S: Waalaikumsalam wr.wb

### INTERVIEWER 15

---

- Student :SA
- Day : Thursday 13 October 2022
- Time :11.30 a.m
- Place : kh.ahmad dahlan building
- Class : five semesters, class A
- R : Assalamualaikum wr. wb S : Waaalaikumsalam
- R.researcher
- S.student
- R : what's his name?
- S : Silvia andriani
- R : where is the address from?



- S : tebo ilir
- R : Just go ahead, how is the presentation in speaking class?
- S : it's good, you're organized in groups like that, bro
- R : How do you feel when you make a presentation?
- S : I'm afraid, about Mrs. I'm not very fluent in speaking, I'm nervous, I'm afraid you're wrong, Mrs
- R : did you use full English during the presentation?
- S : most profesors are demaning to use english full of sisters sometimes it's all in indonesian
- R : Do you have breathing problems?
- S : have it ado, sis, if you talk about lamo, it's a bit long, so it's hard for you, sis, it's so tight
- R : Did you break out in a cold sweat during the presentation?
- S : I don't sweat, but my body temperature is cold, sis. R: Isn't it the same? Owah, yes, Sis, hehehehe, yes, it's watery.
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : it's okay, doesn't it make you feel sick and throw up
- R : What makes you anxious during presentations?
- S : afraid of being wrong, afraid of saying the wrong thing sis
- R : How important is preparation for you for a presentation?

- S : it's important that it's as expected, if you have a lot of presentations in front of your friends, you have to prepare but if you zoom, read the material, bro
- R : How do you deal with anxiety when presenting in English?
- S : you don't have to look at the audience too much, you don't have to just focus on what you want us to say
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb

### INTERVIEWER 16

- 
- Student :NA
- Day : Thursday 13 October 2022
- Time :11.30 a.m
- Place : kh.ahmad dahlan building
- Class : five semesters, class A
- R : Assalamualaikum wr. wb S : Waaalaikumsalam
- R.researcher
- S.student
- R : what's his name?
- S : Nur azizah



- R : where is the address from?
- S : Valencia sis
- R : How is the presentation in speaking class?
- S : eeee easy to understand but often confused too sis
- R : How do you feel when you make a presentation?
- S : when you're nervous, you're scared a lot
- R : did you use full English during the presentation?
- S : mix English and Indonesian sis
- R : Do you have breathing problems?
- S : no sis
- R : Did you break out in a cold sweat during the presentation?
- S : yes, my body is j super cold
- R : Did you experience nausea, vomiting and stomach pain during the presentation?
- S : Sis stomach hurts
- R : What makes you anxious during presentations?
- S : maybe our English is not adequate, the vocabulary is a little bit, the preparation is not mature enough because I am afraid of the teacher, because the lecturers are not familiar with the daily life, eeeee, the principal, Mrs.
- R : How important is preparation for you for a presentation?
- S : very important, R: how long does it usually take to prepare?  
usually a week before the presentation

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- R : How do you deal with anxiety when presenting in English?
- S : Calm down, make sure you're a little bit repeating the material to make it even more mature, sis
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb

### INTERVIEWER 17

- 
- Students : CH
- Day : Thursday 13 October 2022
- Time : 11.30 a.m
- Place : kh.ahmad dahlan building
- Class : five semesters, class A
- R : Assalamualaikum wr. wb S : Waaalaikumsalam
- R.researcher
- S.student
- R : what's his name?
- S : cahaya fadila
- R : where is the address from?
- S : Lampung sis

R

: How is the presentation in speaking class?

S

: It's good, Sis, we were organized from the start, divided into several groups, Sis

R

: How do you feel when you make a presentation?

S

: I'm afraid that you're afraid, instead R: what are you afraid of? I'm afraid, sis, because our vocabulary is lacking, sis, Mrs. Jugo's language was the first, in the middle, we are still confused, sis, sis, the grammar, sis, sis, are you afraid of being wrong

R

: did you use full English during the presentation?

S

: gado gado, sis, but we are trying to make it possible for you to speak in full English

R

: Do you have breathing problems?

S

: yes sometimes sis

R

: Did you break out in a cold sweat during the presentation?

S

: often bro

R

: Did you experience nausea, vomiting and stomach pain during the presentation?

S

: stomach ache sis

R

: What makes you anxious during presentations?

S

: lack of preparation, eeeee, don't understand the material, lack of vocabulary, then our pronouns are bad sis

R

: How important is preparation for you for a presentation?

S

: it's important bro



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- R : How do you deal with anxiety when presenting in English?
- S : think positively, I'm learning a lot more bro, then it's like breaking the atmosphere then eeeem take a deep breath sis last focus sis just focus on the material don't have to think about anything else sis
- R : okay thank you for your time
- S : yes, you're welcome
- R : Assalamualaikum wr.wb
- S : Waalaikumsalam wr.wb

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### Appendix III: Observation Field Notes

#### Field note 1

Lecturer : wahyuni fitria m.pd

Students : NIN

Class : 5th semester, class A Time : 11.00 – 12.30 a.m.

Day / Date : monday, 10th october 2022

Place : Kiai Hj. Ahmad dahlan

Activity	Revlective Note of Students	Characteristic Anxiety	Conclusion
Opening	Lecturers open lessons, students (NIN) are in class on time. And prepare a focus for presentation tools and share reviewed journals to be shared with other friends.		
Presentation section Student 1	Then enter the presentation session. When presenting, students present the results of the review. During this session the	-A lot of thoughts,lack of fluency in english -Often not using v2 in pronouncation	-Fear of making mistake -Lack vocabulary

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	<p>researcher looked at many of the anxiety traits created by (NIN). For example, he is clearly visible when he makes grammatical errors, such as not using V2 when presenting . Looks like remembering vocabulary by repeating the same words before. playing hands quickly, looking at the cellphone And when delivering a presentation his voice is too fast so that what is conveyed is not very clearly audible. He also looks insecure and afraid of making mistakes during presentations by showing his characteristics for</p>	
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	fear of being wrong, he does not dare to reveal the audience when delivering material.		
Students 2	Then the second student named (ML) presented the results of his journal review. During the presentation session, the researcher also found symptoms made by (ML) as seen stammering in speech and repeating the same word before.	-Slurred speech, poor english pronunciation and a steady look at a cellphone with trembling hands	-Scared of making mistake -Lacking in pronounciation -grammar
Question answer session	In the question and answer session, the researcher found many symptoms that were too surprising for		



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	<p>students, such as eye contact, not daring to look at the audience, slow voice or when giving answers to the audience. After answering two of the three questions he seemed anxious because he was not sure of the answers he gave, then the other friends allowed him to add and improve the answers. This shows that if he did not prepare the material well, so he could not answer the questions properly.</p>		
Feedback sessions	After the question and answer session was completed, then	-Looked nervous -when given feedback by	-Fear of negative evaluation

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	they got feedback from the lecturer about the review journal they made. When got feedback from lecturer (NIN&ML) looked nervous. It is indicate her fear of negative evaluation.	lecturer	
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### Appendix III: Observation Field Notes

#### Field note 2

Lecturer : wahyuni fitria m.pd

Students : 1.AI  
: 2.APH

Class : 6th semester, class A Time : 11.00 – 12.30 a.m.

Day / Date : Thursday , 113 th october 2022

Place : Kiai Hj. Ahmad dahlan

Activity	Revlective Note of Students	Characteristic Anxiety	Conclusion
Opening	The lecturer starts		



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	the lesson with greetings. After starting with greetings, the lecturer invited the presentation group to come to the front of the class. At this meeting, two people came forward and presented the journals that had been completed.		
Presentation section Student 1	The first student (APH) presents the material. When presenting the material, the researcher saw of symptom of anxiety including often playing pen and feet, and voice too fast when present material until pronunciation unhearable clear. she felt anxious	-Making body movements that looked lack confidence playing pen and feet.  -Voice too fast untilpronunciation unhearable clear	-Lack confidence  -Poor pronunciation



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	because to be center of attention.		
Students 2	Than the second student named (AI) presented the results of her review journal. When presentation process, the researcher found symptom of anxiety made by (AI) such as panic shaking hands and remembering the vocabulary, voice too slow, facial expression looked nervous.	Looked panic and as remembering the vocabulary by looked up  -Voice too fast until pronunciation unhearable clear.  -Facial expression looked nervous	Lack vocabulary -Poor pronunciation  -Lack confidence
Question answer session	In question and answer session, researcher found they felt anxious. All of them saw lack confidence when giving an answer to their friend. it can be seen from	-Facial expression looked nervous  -Making body movements that looked lack confidence i.e. usually move feet quickly, plays phone and pen,	-Lack confidence


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	<p>symptoms of anxiety are facial expression looked nervous, and usually making body movements looked lack confidence. For example, (AI) usually move feet quickly, (APH) plays phone and pen.</p>	<p>touching book and usually move head</p>	
Feedback sessions	<p>After that, the lecturer told the students to revise of review journals and collected them to add the middle semester test scores. When teacher give feedback one of them looked trembling when given feedback. (AI) looked trembling this indicate that she fear of evaluation.</p>	<p>-Looked nervous when given feedback by lecturer</p>	<p>-Fear of negative evaluation</p>

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### Appendix III: Observation Field Notes

#### Field note 3

Lecturer : wahyuni fitria m.pd

Students : 1. DWO

:2.AA

:3.KK

Class : 5th semester, class A Time : 09.00 – 10.00 a.m.

Day / Date : monday, 16th April 2022

Place : Kiai Hj. Ahmad dahlan

Activity	Revlective Note of Students	Characteristic Anxiety	Conclusion
Opening	After starting with greetings, the lecturer invited the group in charge of the presentation to come to the front of the class. At this meeting, 3 people at a time came forward to		

	the present they review journal.		
Presentation section Students 1	The first student named (DWO) presented the material, when presenting the material the researchers was found a symptoms of anxiety that she carried out including, eye contact not dare to looked the audience, usually moves the head.	-Eye contact did not dare to looked audience  -Making body movements that looked lack of confidence and play fingers	-Fear of making mistake  -Lack confidence
Students 2	Then the second student named (IFM) presents the results of his journal review. When the presentation sessions, researcher also was found symptoms of anxiety made by	-Looked panic and repeating same words before  -Going blank when making grammar mistakes	-Lack vocabulary  -Lack grammar

	(AA) such as looked nervous and repeating same words before.		
Students 3	Next presenter named (KK) presents the results of her journal review. When the presentation sessions, the researcher was found a symptoms of anxiety such as nervous when making grammar mistake, speaking too slow until pronunciation unhearable clear, and facial expression looked nervous.	-Looked nervous when making grammar mistakes  -Voice too slow until pronunciation unhearable clear.  -Facial expression looked nervous.	-Lack grammar  -Poor pronunciation  -Lack confidence
Question answer session	In this question and answer session, the researcher found that three students	-Making body movements that looked lack confidence and usually move feet	-Lack confidence



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	<p>looked less confident (DWO, AA, KK) by showing symptoms of anxiety due to lack of confidence. For example (DWO) usually moves their feet and hands quickly, (kk) touches a book (PP) usually moves their head and tries to get the audience interested. During the questioning session, another friend laughed (dwo) for wrongly answering a question that made his friends laugh. And he looks stressed and embarrassed when friends laugh.</p>	<p>quickly, touching book, usually move head</p> <p>- Gesture looked stress and shy when friend laught at.</p>	<p>-Fear of being laught at</p>
Feedback sessions	After the question and answer	Keep head down Repeatedly review	Fear of negative evaluation



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	the material	<p>session is completed, then the six students get feedback from the lecturer about the review of the journal they made. After that, the lecturer told the students to revise the lack of review journals and collected them to add the midgrade test to the semester</p>
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### Appendix III: Observation Field Notes

#### Field note 4

Lecturer : wahyuni fitria m.pd

Students : 1.NK

:2.CF

:3. SA

Class : 5th semester, class A Time : 11.00 – 12.30 a.m.

Day / Date : Thursday , 20th April 2022

Place : Kiai Hj. Ahmad dahlan

Activity	Revlective Note of Students	Characteristic Anxiety	Conclusion
Opening	After starting with greetings, the lecturer invited the group in charge of the presentation to come to the front of the class. At this meeting, 3 people at a time came forward to the present they review journal.		
Presentation section	After that, (NK) presented the	-Looked nervous when making	- Lack grammar

Students 1	results of her review. When delivering review journal, she looked felt anxious because lack grammar, she want to say third person but she make mistake and looked felt anxious. And researcher also found she lack vocabulary by looked panic when she not know what vocab that she want to say.	grammar mistakes when say third person  -Looked panic when want to say vocabulary and repeat same words before.	-Lack vocabulary
Students 2	Fifth student (CF) presented the results of the review. When presentation session, she looked anxious by showing symptoms of anxiety such as looked panic, going blank when	-Looked panic and repeating same words before  -Going blank when -making grammar mistakes  -Facial expression looked shy	-Lack vocabulary  -Lack grammar  -Lack confidence

	making grammar mistake, looked shy when present the material in front of class.		
Students 3	The last student named (SA) presented the results of his review. She showed some symptoms of anxiety when delivering a presentation such making body movents move feet quickly, eye contact not dare to look at the audience. And read the material by brought paper in front of class.	-Making body movements that looked lack confidence move feet quickly  -Eye contact not dare to looked audience  -Looked nervous and brought paper when speak.	-Lack confidence  -Fear of making mistakes
Question answer session	students (NK,CF,SA) looked fear making mistake.	-Eye contact not dare to looked audience	-Fear making mistake

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	<p>Researcher found symptoms anxiety by fear making mistake such as facial expression did not dare to looked audience. When question and answer session, their friend give feedback and two of them looked fear of negative evaluation. They looked tembling and nervous when given feedback from their friends. (CF and SA)</p>	<p>-Looked trembling and nervous when given feedback from their friends</p>	<p>-Fear negative evaluation</p>
Feedback sessions	<p>session was completed, then they got feedback from the lecturer about the review journal they made. When got feedback from lecturer (CF,SA) looked nervous. It is indicate her fear</p>	<p>-Looked nerveous when given feedback by lecturer</p>	<p>-Fear of negative evaluation</p>



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	of negative evaluation		
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## DOCUMENTATION



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## CURRICULUM VITAE



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### Educattion background

no	Education	place	Graduation year
1.	Sd 11/09 desa keroya	pamenang	2011/2012
2.	Mts ponpes azzakariyah	Muaro panco	2014/2015
3.	MA ponpes azzakariyah	Muaro panco	2018/2019