

STUDENTS' EXPERIENCES TO RELIEF ANXIETY DURING THESIS EXAMINATION

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH

2022

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for

The Bachelor Degree of Education in English Language Teaching

by:

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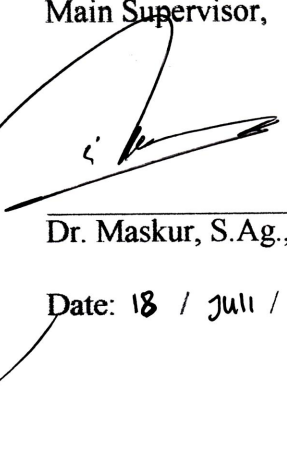
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In front of the board of the Examination for the working paper
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28 Dzulhijjah 1443 H

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STUDENTS' EXPERIENCES TO RELIEF ANXIETY DURING THESIS EXAMINATION

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ACKNOWLEDGEMENT



First of all, I would like to express the deepest praises and thanks to Allah Azza Wa Jalla, the almighty, the lord of the universe who has given mercy and blessings to this world. Peace and salutation be upon the prophet Muhammad SAW, peace be upon him, together with his family and companions who have brought the enlightenment into human life. I would like to express my sincere gratitude to my supervisors Dr. Maskur, S.Ag., M.A and Fithriyah, S.Ag., M.Pd for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thank all of English Language Education lecturers and staff who have inspired, lectured, and assisted me during my study in this department. May Allah grant you heaven and make ease your way.

The most prestigious thanks and love are addresses to my big family, the best support system in my life. To my father and mother, Wahiddin (Alm) and Hindun, thanks for always motivating me, supporting me, giving me much love and giving strength to live in this tough life. I also dedicate my love and thank all my beloved sisters and brothers, Willya Zulkarnina, Waizumar, and Wirdi Zanzibar, and also to my sisters-in-law, Rafika, and Nurlaila Pratiwi for always supporting and loving me. May Allah SWT always bestow them grace, health, and blessings in the world and in the hereafter.

My appreciation and thanks are also addressed to my beloved friends, Putri Nuralifah, Maulida, Maya, Rama, and Putri Ayu who given me unconditional

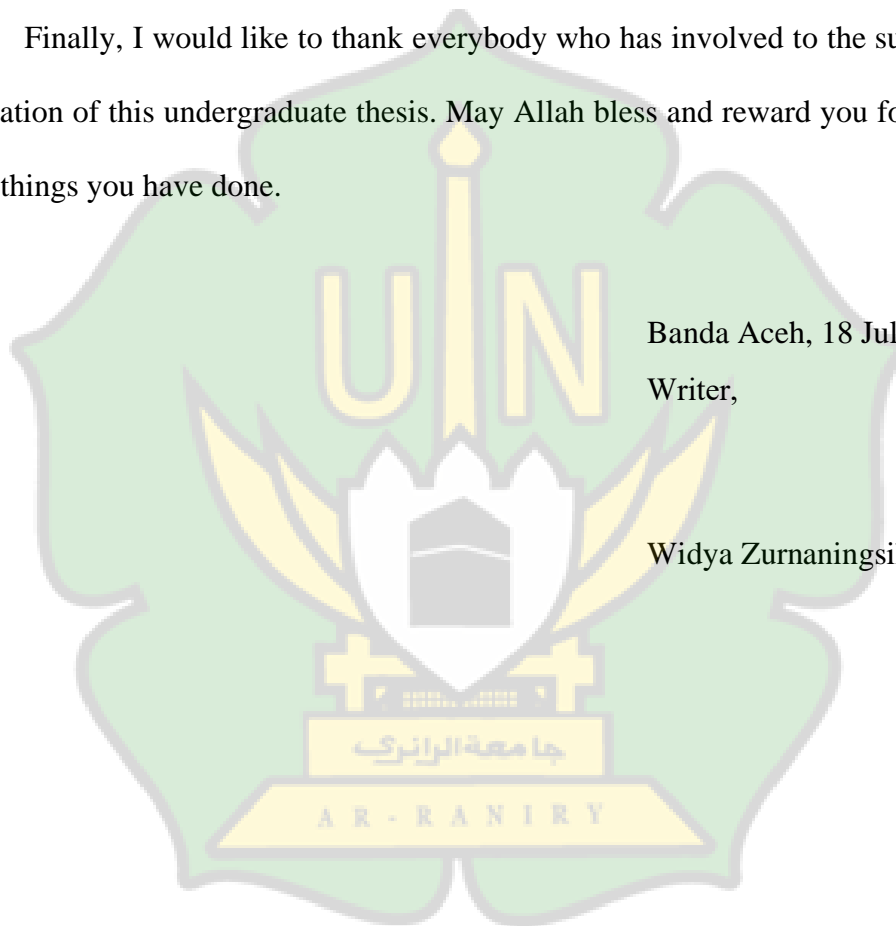
support, shared lots of happiness in my high and low situations. Also my thesis partner Dina, Ian, Gumilang, Mitha, Desviani who have assisted me and supporting each other to pursue the main target. For my day one partner since the first day of college Umay, Husna, Maulina, Caca, Syida,, Amalia, and Rahmad for helping me in any situation.

Finally, I would like to thank everybody who has involved to the successful realization of this undergraduate thesis. May Allah bless and reward you for all the good things you have done.

Banda Aceh, 18 Juli 2022

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ABSTRACT

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Major : Department of English Language Education
Thesis working : Students' Experiences To Relief Anxiety During Thesis Examination
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Keywords : English Foreign Language, Anxiety, Thesis Examination

English Foreign Language anxiety is a condition where the students who learn English feel uneasy and worried whenever they do an activity or presentation using English as a foreign language. This study was conducted to find out the causes, symptoms, and strategies of students in dealing with their anxiety during their thesis examination. The participants in this research were students who had finished their thesis examination in the current semester in the Department of English Language Education in UIN Ar-Raniry Banda Aceh. The research instrument used to collect the data was the in-depth interview. The data then were analyzed and described into patterns. The result of this research showed that the causes of students 'anxiety during the thesis examination were worried about failing the examination, worried about making mistakes, worried about correction, and impromptu questions from examiners, and low confidence toward the content of the thesis. Accompanied by the symptoms of anxiety such as trembling, avoiding eyes-contact, filler, unnecessary body movement and facial expression, and a speech impediment. Then, the strategies used to relief the anxiety were to prepare the materials properly, have talked before the thesis examination, practice the thesis examination, practice breathing, do small exercises, take leisure activities, focus their concentration toward themselves or the examiners, keep thinking positive and possess a strong will to finish the final examination. In conclusion, students experienced English foreign language anxiety and had some strategies to relief it during their thesis examination.

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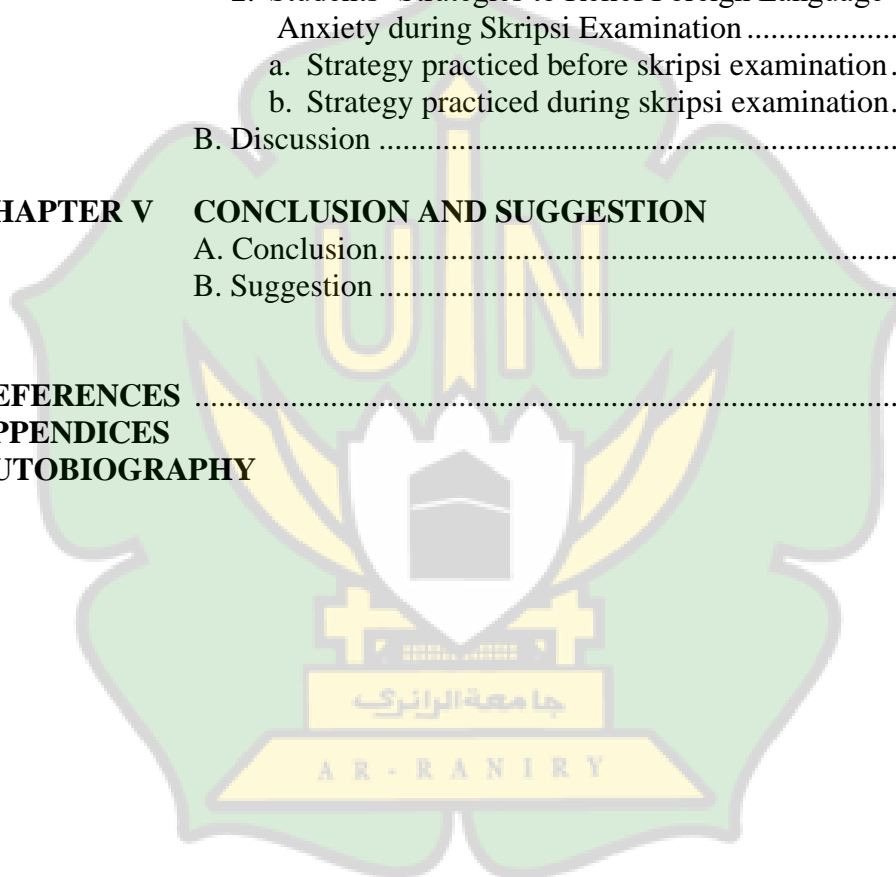
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CHAPTER I

INTRODUCTION

A. Background of Study

As one of the college majors at Ar-Raniry Islamic University, English Language Education Department students need to complete their studies by conducting research. All students are required to arrange scientific research called Thesis or Skripsi in Bahasa. Thesis/Skripsi becomes one of the regulations in a college because the aim of a university is to require the students to conduct a research. According to Khairunnisak (2019), thesis can be defined as a scientific paper written by undergraduate students which is conducted to find out the result of experimented variable, hypothesis, literature discussing of a specific topic.

After students complete their written thesis, students must present the results of their thesis final examination thesis defense or that is always called skripsi examination in English language education department. Although the presentation in front of the examiners and supervisor is a usual thing done by students, doing the presentation on thesis examination is something that causes anxiety for the students especially when they do some mistakes during the examination (Fadlan, 2020). Moreover, it is assumed that some of the foreign language learners or EFL (English as a Foreign Language) students at English Language Education Department of UIN Ar- Raniry Banda Aceh, who present their thesis, face some difficulties to become great public speakers for thesis examination. It is inferred that the necessity to deliver good ideas and materials in

front of the examiners, especially when they are being tested is a complicated presentation. Therefore, they become very nervous by the time they present their Thesis. Those feelings of fear are categorized into Foreign Language anxiety (Selvam et al., 2010).

Anxiety has been substantial interest in language education. It is also a topic that is critical to investigate. Male (2018) stated that there are many foreign language students who experience some levels of language anxiety. Moreover, foreign language anxiety has been an issue of considerable interest and research in recent years (Ellis, 2008). English foreign language anxiety is a significant factor that influences one level of achievement in foreign language learning (Dordinejad & Ahmadabad, 2014). Anxiety is the personal feeling of tension, apprehension, nervousness, and worry connected with an arousal of the automatic nervous system. The feeling of tension and apprehension related to the foreign language contexts, containing speaking, listening, and learning is dissimilar from a general feeling of anxiety and keep a student from reaching their goals.

Arnold (2005) said there are three signs or symptoms of foreign language anxiety, such as general avoidance, physical action, and other signs depending on the situation. All students have anxiety, especially when they need to speak in front of an audience and this anxiety can be increased if it is done by using a foreign language. As mentioned by Dewi (2020) in Kompas.com, student in Samarinda almost harmed herself / himself because of the stress of thesis examination. It is a proof that the tension of anxiety faced by students toward thesis examination is a serious case. Based on the experience, the researcher

identifies that there are some anxieties faced by English students during their presentation of thesis examination. The anxiety can be observed by the physical activity they did during the thesis examination where they played with their hands too often and unnecessary. Then, they also said a lot of pause fillers such as um, hmm, etc. Especially, time they think that the thesis examination is an important part of their study so that they are too afraid to ruin this final presentation. As the result, their anxiety is increasing during the presentation. It is similar to several conditions when a student deals with anxiety during examination text proposed by Selvam et al., (2010).

To support this research, there are some previous studies that had been conducted to investigate the same field of research. The first research was conducted by Habibullah, Hastiana, and Hidayat (2019). They conducted a study aimed to identify the students' language anxiety in final thesis examination. The result showed that some factors influenced students' anxiety during thesis examination such as self-confidence, age, gender, understanding of the contents of the thesis, interaction relations examiners and supervisors, social support, ability to communicate, and mindset. Furthermore, Howritz (2010) found that there were three factors of foreign language anxiety such as apprehension of verbal communication, test anxiety, and fear of negative evaluation.

Then, Liu and Chan (2015) said that a list of thoughts from the students about their anxiety is mentioned. The students felt anxiety in English learning when they found that their classmates were much better in English than them. The fear of failing the test in class also contributed to their increasing anxiety. Because

of that, the instructor needed to be associated with factors of foreign language anxious learners. In addition, Pratiwi and Analido (2018) mentioned several psychological factors of foreign language anxiety, such as fear of making mistakes, shyness, and lack of motivation were also the causes of foreign language anxiety in Foreign Language classes or situations.

According to the background of this research, the researcher intends to conduct research which investigates the causes and strategies of Foreign Language Anxiety of EFL Students during Thesis Examination at English Education Department of UIN Ar-raniry Banda Aceh. The causes and the strategies of anxiety are the factors that the researcher wants to investigate in this study. The students who had completed thesis examination were the subject of this research.

B. Research Question

According to the study background described above, this research focuses on the causes and the strategies faced by students during thesis examination. Then the research questions are concluded into:

1. What were the students' experiences of anxiety during thesis examination?
2. What strategies did the students apply to relief anxiety during thesis examination?

C. Aim of Study

Based on the question above, this study aims to find out;

1. The students' experience of anxiety during their thesis examination.

2. The students' strategies that they apply to relief their anxiety during their thesis examination.

D. Significance of the Study

1. Theoretical Significance

For the English department, this study is expected to be useful in providing an understanding about the causes of English foreign language anxiety that happens to the students during thesis examination so that the disadvantages of this anxiety can be decreased. It is also hoped to be a foundation of knowledge to understand students' difficulties during examination especially that deals with their anxiety.

2. Practical Significances

a. For English Teachers

This research is expected to increase the lecturer's understanding and awareness toward students' anxiety during the examination. The awareness of this default can give a good impact. For example, the lecturer can anticipate students' anxiety during examination by observing the symptoms so that the students can do the thesis examination properly.

b. For the Students

This study hoped to give new knowledge and awareness to students about the causes of students' anxiety during thesis examination. the strategies to relief it. This brand new understanding can help them in preparing themselves well before the examination comes so that the tension of anxiety can be reduced

or avoided the causes. And also this idea is hoped to give them awareness about the various causes of anxiety.

c. For the Researchers

The result of this study is hoped to be a reference for other researchers in conducting relevant research. It also gives multiple materials about the English foreign language anxiety faced by English students during the final examination. By referring to this thesis, a new study can be conducted to enhance the better understanding about students' anxiety not only in the final examination but also in other field focus areas.

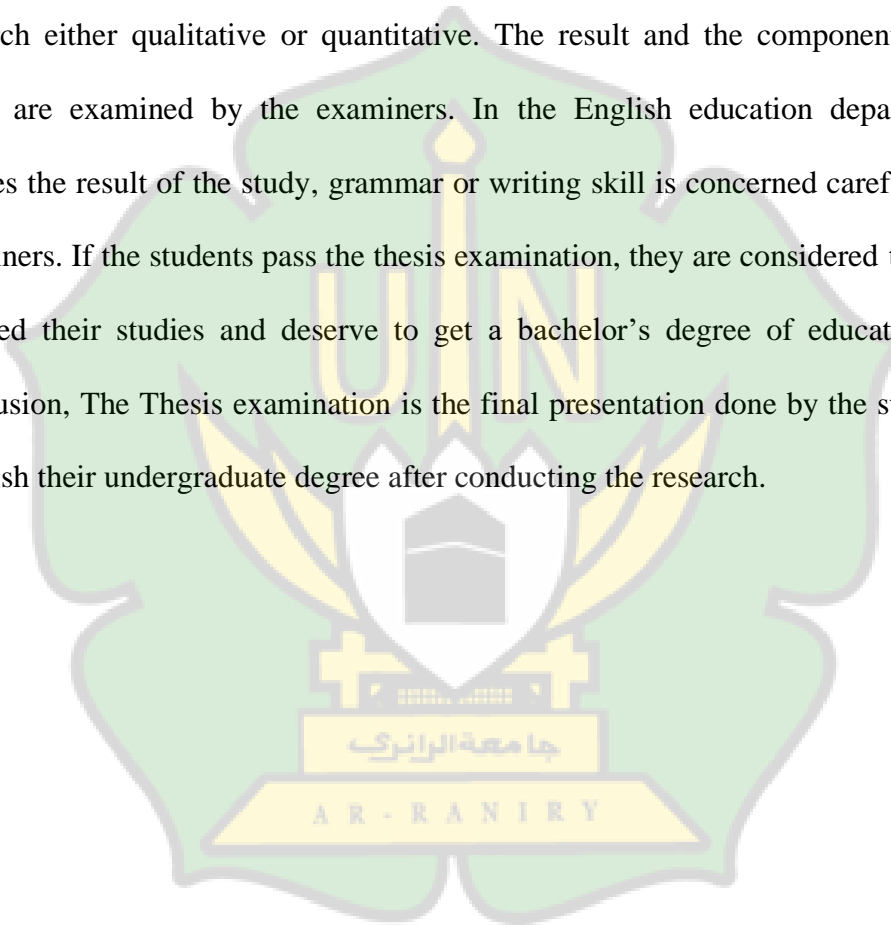
E. Terminology

1. English Foreign Language Anxiety

Anxiety is a feeling of uneasiness and worry; it is an exaggerated response to a situation subjectively perceived to be threatening (Bouras & Holt, 2007). Anxiety when associated with learning a foreign language is termed as “second/foreign language anxiety” related to the negative emotional reactions of the students towards language acquisition. Anxiety usually has very diverse symptoms. Symptoms of this condition can affect sufferers, both psychologically and physically. Some of the psychological symptoms include, always being worried, restless, fearful, grumpy, and having difficulty concentrating. It can be concluded that anxiety is excessive or uncontrolled worried that interferes when someone is speaking foreign language which is English in this study.

2. Thesis Examination

The final stage of pursuing a bachelor's degree is the *skripsi* or thesis examination. This exam at once can be a determinant of student graduation in completing his/her study at the level of college and attaining a degree bachelor. This final examination is done at the end of the study course or after conducting research either qualitative or quantitative. The result and the components of a thesis are examined by the examiners. In the English education department, besides the result of the study, grammar or writing skill is concerned carefully by examiners. If the students pass the thesis examination, they are considered to have finished their studies and deserve to get a bachelor's degree of education. In conclusion, The Thesis examination is the final presentation done by the students to finish their undergraduate degree after conducting the research.



CHAPTER II

LITERATURE REVIEW

A. Concept of Anxiety

1. *The Nature of Anxiety*

In everyday life, someone must have experienced anxiety. Most people do not recognize their anxiety for what it is or what it harms, and instead, think there is something wrong with them. Some people are concerned with the physical symptoms of anxiety (e.g., shortness of breath, increased heart rate, stomach ache, etc.), while others think they are weird, weak, or even going crazy, and that is normal because anxiety can be said as an invisible disorder (Alrabai, 2014). Therefore, the first step to successfully managing anxiety is to learn to understand and recognize it.

Kurniadi and Kasyulita (2019) mentioned that anxiety is a series of mind and body reactions that have experienced by people around the world especially when they speak in front of many people. The term anxiety refers to the complex set of negative emotions, which include fear, apprehension, and worry. Brown (2000) stated anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry. To put it in other words, anxiety can be generally associated with threats to self-efficacy and appraisals of situations as threatening.

Although anxiety and fear sound similar, both are actually different. Halgin (2007) describes the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a

feeling of apprehension and uneasiness about the possibility of something terrible might happen. Furthermore, according to Passer & Smith (2009), Anxiety responses consist of the emotional component, feeling of tension; cognitive component, worry, physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations. From the definition above, it can be concluded that anxiety is a feeling of being threatened, apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

2. Types of Anxiety

Several kinds of anxiety have been described as common one which happens to human. Two of the most well-known are state anxiety and trait anxiety. Anxiety that happens when people are faced with specific situations is called state anxiety. Most people experienced state anxiety which is also known as normal anxiety. According to Kurniadi & Kasyulita (2019) stated anxiety is a temporary feeling of anxiety that is caused by a threatening situation. It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful events but it is not a permanent feeling. For instance, a speaker who comes late for his presentation feels this type of anxiety especially when the audience has already been disappointed by the delay. And this anxiety will disappear after the presentation is over. In other words, it is a situational anxious feeling that disappears when a threatening situation goes away.

However, in certain cases, anxiety comes more intense and lasted for a long. This kind of anxiety is a pattern of responding with anxiety is called trait anxiety. According to Ormrod (2011, as cited in Kurniadi & Kasyulita, 2019), trait anxiety is a pattern of responding with anxiety even the people are not in threatening situations. This type of anxiety is a part of a person's character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. For example, an athlete before competing in his first event feels anxiety before and after attending the event. Another example is an English student who is going to present his/her paper but already saw his/her classmate had better speaking ability than she does. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he/ she is exposed to.

In addition, Scovel (1978, in Asnur, 2013) categorizes anxiety into two types based on its effects. Those are debilitating anxiety and facilitative anxiety. Firstly, facilitative anxiety can be defined as the anxiety which has a positive effect those who feel it. It can be concluded that this type of anxiety can increase the performance result because it alerts a learner to prepare the performance well so that a good result can be obtained. Secondly, debilitating anxiety can be defined as the anxiety that leads the learner to not focus on the things she/he will perform. It happens because the learner has already felt too anxious. Both worry and self-doubt bring the learner to avoid using the language or disturb the focus of the learner during the presentation or doing the jobs.

Based on the intensity, duration and situations, anxiety can be divided into two types: State anxiety; a feeling of apprehension and anxiousness as a reaction to threatening situations, and trait anxiety; more intense anxiety that depends on one's individual regardless of the situation. For effects caused by anxiety, it is divided into two categories; debilitating anxiety and facilitative anxiety.

3. *Anxiety Symptoms*

Anxiety Symptoms are easy to be observed especially when the speaker presents something such as a paper, research, or opinion. In speaking performance, usually, the speaker or student who has anxiety promotes some symptoms which are mentioned by Asnur (2013). These symptoms can be occurring separately or together. The first symptoms can be observed from students' voices that might sound like quivers or trembling, too slow or too fast and monotonous. Secondly, the verbal communication looks stammer, too many unnecessary pauses, and the idea is delivered fast. Thirdly, the mouth and the throat repeatedly produce much air, breathe heavily and the facial expressions do not give proper looks such as no eye contact, rolling eye, tense face muscle, grimaces, and a deadpan expression. Fourthly, the arms and hands are hardly moving or are suddenly rigid and the fingers do motionless movement or stiff and gross body movements, or uncontrolled movement. For example, the speaker's feet are trembling or shuffling.

Syarifuddin (2006, in Asnur, 2013) said that some indications can be found in people having stage fright or the anxiety that happens before doing the activity or performance. The indications are: the heart beats so fast; the palm and

back perspire; the breath is panting; the muscle of the hands, neck, and feet are tense; the voice is unclear; the concentration is hard to be done; forget everything that he says or listens.

Arnold, (2005) stated that there were three signs or symptoms of foreign language anxiety. Firstly, general avoidance which means forgetting the answer or forgetfulness, arriving unwell-prepared, low levels of verbal production or avoidance of using language, and seeming inability to answer even the simplest questions. Secondly, physical actions involve fidgeting, playing with hair or clothing, touching nervously objects, stuttering or stammering. The last symptoms were depending on the culture. It means that social avoidance or avoiding interaction, conversational withdrawal, lack of eye contact, exaggerated smiling, laughing, nodding, or joking.

4. English Foreign Language Anxiety

According to Liu and Huang (2010), foreign language anxiety is students' negative emotional reactions to language learning that requires them to understand the total foreign language and culture. This means that the anxiety comes from the condition where the student needs to learn a foreign language and he/she thinks that the language can be hard to be studied. This thought leads the students to anxiety every time they deal with foreign language learning. In addition, Horwitz (2010) proposed conceptual foundations of foreign language anxiety that promote communication apprehension, test anxiety, and fear of negative evaluation.

The first is communication apprehension, which is a type of shyness that is felt when communicating with people and that manifests itself through anxiety, test anxiety, and fear of negative evaluation. The second is test anxiety which was defined as a type of performance anxiety that arises from fear of failure felt in academic evaluation environments. Performing spoken English in front of an audience can be a very difficult task for some students as they may experience anxiety, which hinders them from giving a successful oral performance. The third is fear of negative evaluation which stems from an individual's concern of being evaluated negatively, leading to the individual avoiding others evaluations and evaluative situations.

In a foreign language learning context, students are prone to have a fear of negative evaluation from both teachers as the only fluent speaker in the class and peers. However, Horwitz (2010) also believed that foreign language anxiety is not simply the combination of those performance anxiety related to the foreign language learning context. It also proposed that foreign language anxiety is a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Based on the description above, it could be said that English foreign language anxiety is a feeling of uneasiness, nervousness, worry, and apprehension experienced when students learn or deal with English learning. The feeling can be triggered by the condition of the speaker when he/she is faced with a tough evaluation or exam and the difference in ability among the English students.

B. Factors of Anxiety in Presentation

1. Internal Factors

Asnur (2013) divides the factors of anxiety in the presentation into two, namely internal factors and external factors. The first factor is coming from the internal aspect. The speaker often fears social blunders and mistakes that could happen during his/her presentation. This factor comes from the fright when the speaker cannot answer the questions given by the audience or the lecturer during the presentation. Especially the speakers face unpredictable questions that lead to anxiety. The second internal factor is fear of criticism. This factor comes when the learner has low self-esteem which leads him/her to think negatively. The learner is worried that his performance is not as good as he thought and then comes to the conclusion that other people will give a bad response or criticism. For some people, they are not really preparing for criticism from others.

The next internal factor is conflicting emotions. Some speakers experience conflicting emotions in their minds. It happens whenever the speaker thinks to give the best performance but suddenly he thinks of his speaking ability, the quality of the presentation he will deliver, etc. This kind of factor can give two impacts. If the speaker can use this fear to prepare the presentation well, a better result can be achieved but the opposite will happen if the speaker thinks otherwise. Then, speech anxiety is the condition where the speaker sometimes is worried about their linguistic competence such as the pronunciation, variety of vocabulary, grammar, intonation, and appropriate pause in speaking. The more speakers make mistakes during their speech, the more anxiety he feels. It can

trigger the speaker to forget the speech, idea, or anything he wants to say (Fadlan, 2020).

Negative experience is also categorized as one of the internal factors that cause anxiety. For some speakers or learners who have a bad experience, it is common that they will feel anxious to speak in front of many people again. The fright comes at the time they remember the bad situation that leads them to look incompetent, awkward, or in the worst scenario bullied. The next factor is being fear of losing the materials. For some speakers or learners who have remembered the materials, they are afraid to forget those materials when they come to present. The negative thought that comes before the presentation leads the speakers or learners to forget the materials. The last internal factor that causes the students' anxiety is the fear of being stopped by someone or an examiner. The speakers or learners who are going to perform usually are afraid to be paused during the presentation. The fright comes from the assumption the idea or the theory the speaker delivering is wrong so that the presentation is stopped. The fright is also triggered by the assumption of their presentation is not good enough so that the lecturer or examiner stops their performance (Male, 2018)

2. External Factors

Dordinejad and Ahmadabad (2014) said some external factors that cause someone's anxiety during the presentation. The first is a condition of the presentation room. This factor involves the capacity of the room, the audience, the examiners, or supervisors. The way of they stare and follow the speaker's presentation sometime triggers the anxiety of the speaker. And also the new

situation of the room gives the speaker a new experience that he is not prepared for. At the end, the speaker is anxious about the room. The second external factor is failing to practice. Failing to practice the speech and techniques of public speaking may cause public speaking anxiety because the speaker may feel unprepared and unworthy to stand in front of many people (Fadlan, 2020). Since being a good public speaker, great practice is needed to present a good performance.

According to Nur, Baa, and Abduh (2021), there are some factors that can make people feel anxious. Self-prediction toward fear, or a person with anxiety disorder often predicts copiously how great fear or anxiety in a situation. For example, people with phobic snakes will feel trembling whenever they meet with snakes even though the snakes do not attack or run from them. It is the same as students who feel trembling if he/she forward in front of the class for performance and think if the other students have a bad impression. The second is an irrational faith. Self-defeating can increase anxiety disorder if a person faces problems. For example, she/he would think “I should get out from here” or “my heart will come out from my chest” whenever he/she thinks that the problem cannot be solved. That suggestion will disturb the plan; encourage the behavior to avoid, decreasing hope.

Then, Nur, Baa, and Abduh (2021) added other factors such as over-sensitivity toward the threat. Over sensitivity toward threat is like a fear of threat. Other people feel in a safe situation but for he/she will happen that makes afraid. For example, when someone enters a room full of many strangers he/she thinks

that among those people there is someone who probably hurts him/her. Then, the sensitivity of anxiety, a fear of anxiety people who have high sensitivity toward anything that can cause excessive fear. They were afraid of emotions unmanageable resulting from something that detrimental they feel panic when having signs of anxiety are heart breathing or short breath. For example, someone with high anxiety sensitivity might fear the dizziness that comes with being anxious, thinking it means they're going to snap and have a mental breakdown. Finally, the last factor is low self-efficacy. Low self-efficacy tends to feel more anxious in a situation where one doubts the ability on one own. And anxiety will impede performance. People with low self-efficacy will have less confidence in their ability to perform the task with success.

3. Foreign Language Anxiety Factors

Horwitz (1986 in Pratiwi & Analido, 2018) mentioned three factors of foreign language anxiety. This anxiety is related to the condition when someone feels something wrong in his/her body in foreign language use or learning a foreign language. The first factor is the apprehension of verbal communication. This factor can be defined as a person who has fear or anxiety whenever it comes to real communication with another person or people. It occurs because the person has psychological pressure of making mistakes such as having poor vocabulary, slow response or inappropriate response, being too, wordy, etc. This factor comes from the lack of communication skills of the student or speaker in dealing with the rsituationstion.

The second factor is test anxiety. This factor is an unpleasant experience that concerns the fear of academic evaluation based on the failure of the test. This anxiety occurs when a learner faces an unfamiliar test form or too difficult test that leads to fear of failure. Besides task difficulty, the lack of preparation and the fear of getting low grades also contribute to increasing anxiety.

The last factor is Fear of Negative Evaluation. This factor involves apprehension about others' evaluations, avoidance of evaluation situations, worry, fear of committing verbal error, and the anticipation that others would evaluate one negatively. To specify this factor, this is a condition when someone is too afraid to be evaluated negatively, or the teacher explains the mistake the student made during speaking performance in front of other students. Thus, this makes the situation of awkward, foolish, and incompetent for someone.

C. Strategies to Cope Anxiety in Presentation

Kondo and Ling (2004) state that there are several strategies that can be concerned and applied to the students to deal with the anxiety they might feel before the presentation of the thesis or any research presentation. Those strategies are mentioned below:

a. Preparation

It is crucial for the students to prepare the presentation well such as PowerPoint slides, materials, appearance, the speech, etc. Preparing these things will reduce the fear of the students of the presentation. Adler and Rodman (2006) say that the speaker needs to divide the time effectively in presentation. For example, the speaker should divide how long each topic should be presented and

explained so that the presentation runs smoothly. Thus, the level of anxiety can be reduced.

b. Relaxation

Asnur (2013) says that relaxation is important to keep the mind positive and reduce fear. Making the body relaxed can increase the mood of the students and the positive energy. It is important to keep calm before the presentation and it will make the students remember the materials or ideas they want to convey in front of the audience. Relaxation can be done before the presentation such as taking a deep breath, sitting, and praying. Sometimes those people who let everything run by God will give them calmer and at ease.

c. Positive Thinking

Being positive is important to building and maintaining a positive attitude toward the audience, the speech, and the speaker himself (Adler & Rodman, 2006). This strategy is intended to divert the focus on the stress to the positive and pleasant thought which brings relief from the anxiety. A strategy that can be concerned by the student is imagining oneself giving a good performance fluently and believing that the audience adores the presentation.

d. Rehearsal

This strategy is good to be done before the presentation, especially for those who have problems with speaking and anxiety. This strategy asks the speaker to do some practice with his peer, friend, or even the supervisor to watch his performance first. The people who are asked to assist the speaker's practice

need to provide positive feedback and keep giving positive support for the speaker so that the speaker has much more confidence to do the presentation.

e. Resignation

The last strategy provided is the last option for the speaker who cannot burden the stress and anxiety he/she has. It is crucial for the students to stay calm or resign from the presentation she/he will do especially when the tension of the stress and fear are too strong to handle. The classmates and the supervisor need to consider this as a serious condition for the students. Since the stress can lead someone to feel sick and attack the mental.

f. Receiver-Oriented

Adler and Rodman (2006) added another strategy that can be used by the students to reduce the tension of anxiety. This type of category requires the students to concentrate on the audience rather than on themselves. When the speaker gives his attention and focuses more on the audience such as the audience's interest and audience interaction, it will help the speaker to forget what he is feeling during the presentation. Thus, a good presentation can be achieved when the speaker can control his tension of stress and anxiety.

D. Thesis Defense Examination

1. The Meaning of Thesis Defense Examination

Thesis Defense Examination (TDE) or Skripsi Examination is a final examination that must be done by the university student at the end of their study by delivering the results of the research in front of examiners (Ahmed et al., 2017). The terms are differently used in the world. For example, the university in

the US uses Institutionalized Pedagogical Activity as the final exam for those who will finish their degree Samad et al., (2022). Meanwhile, in most European countries, this examination is called a Public Defense and Viva Voce in the UK. In the Indonesian context, different terms are used depending on the level of degree someone is pursuing. For undergraduate study, the final presentation is called Sidang Skripsi, or Script Defense Examination.

TDE is a systematic process where it has some elements that are related one to another. These elements include the purpose of the examination, the examiners, the terms used, and the criteria of the assessments (Samad et al., 2022). The final examination requires the students to deliver the result they get conducting the length of research either qualitative or quantitative or even in both methods. The examiners have their specific roles in the thesis defense examination. There is an examiner who has the responsibility to check the ideas delivered in the thesis, the other deals with the background and the purpose of the research and the other one discusses the result of the research. The student surely needs to be able to answer any question and defend the result he get from the research. This process takes a long time to be finished so the student needs to prepare it properly.

2. Strategies in Delivering Presentation

In the thesis examination, it is clear that the final examination needs good preparation and strategies in presentation. Since TDE is a formal presentation, the students need to consider some strategies in order to give a proper presentation.

The strategies are proposed by Ambekar (2010, in Asnur, 2013). Those strategies are:

a. Speaking through Eyes

The first thing that students need to consider is to look at the audience or examiners and takes a pause before starting the presentation. This strategy gives helps the students to present a good impression on the examiners. During delivering the idea, the students should keep their eye contact properly; not too often but consistently. It is important to keep the students' confidence because by keeping eye contact, the students think that they are being ignored by the examiners.

b. Keeping Voice Level Properly

The second strategy that should be concerned by the students in presentation is the level of voice which should be clear and audible to the examiners or audience. The voice level determines the important part or point of the ideas from the students. Thus, students should properly raise their intonation in some parts of their presentation. And also, the tone of voice from the students helps the examiners know the important point of the result of the study. The students also should know that too much high intonation is not good in presentation.

c. Audience Awareness

To make the communication successful, the students should get a clue of the interest of the audience. Some points are needed to be considered by the speaker in order to keep the audience's stay for a long time. In delivering the

presentation, the speaker needs to understand the audience's interest by considering their gender, age, and background. By considering those points, the speaker can value a suitable approach to get the audience's attention. The speaker also needs to show the depth of knowledge of the topic he/she is presenting in order to make the examiners sure that he/she masters the topic well.

d. Facial expressions

The next strategy is about the facial expressions of the students during the presentation. Facial expressions reveal the thoughts and feelings of the students. For example, the sudden opening of eyes reveals the excitement or surprise of the students towards unexpected questions or statements or comments from the examiners. When the students show these kinds of expressions, they are considered unprepared for the presentation or the topic. Thus, the students need to express appropriate expressions such as the expression which tend to be interested in the topic.

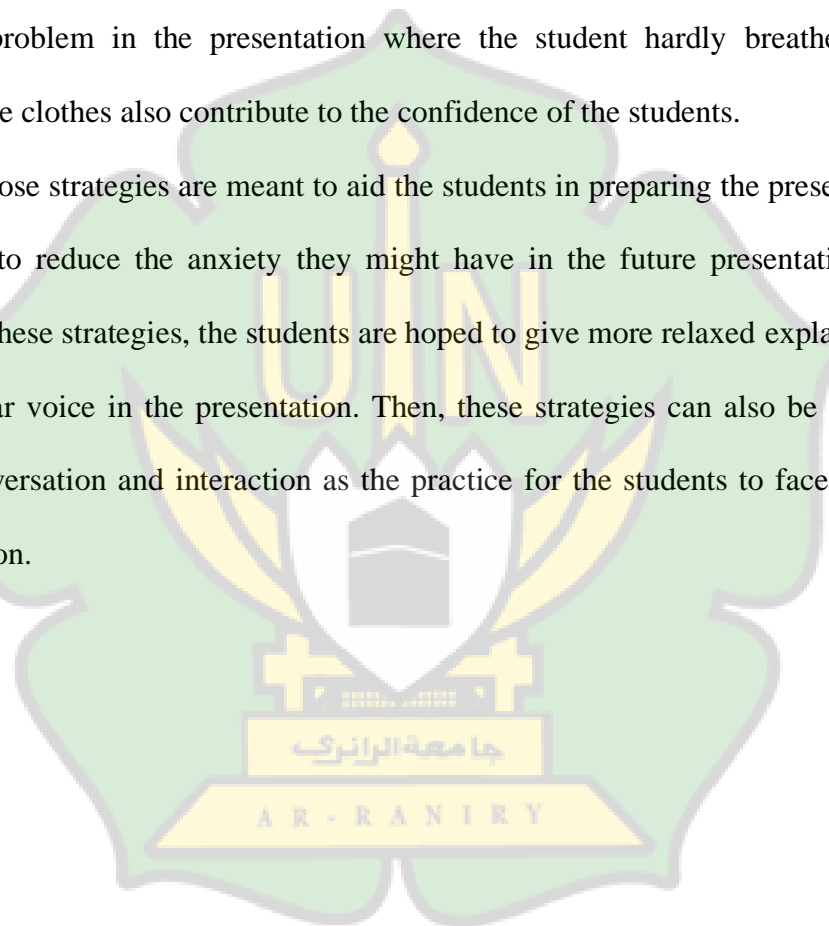
e. Postures

As part of public speaking, the presentation needs good body movement as part of the interest in the topic of the presentation. The body movements should coordinate with the students' convincing power. Thus, a more convincing statement can be made. It is crucial for the students to avoid some inappropriate movements. For example, a head down indicates the speaker is not confident, doubtful, and has low self-esteem. This body movement can lead the examiners to think the explanation is invalid and not strong enough. Then, more inappropriate movements indicate confusion and hurry from the students.

f. Dress Sense

The last strategy offered is the clothing type in presentation. It is important for the students who are going to present their research in a formal presentation to wear suitable cloth. The cloth must allow the students to feel free and relaxed during the presentation. If the cloth complicates the breath of the student, it will cause a problem in the presentation where the student hardly breathes. The appropriate clothes also contribute to the confidence of the students.

Those strategies are meant to aid the students in preparing the presentation well and to reduce the anxiety they might have in the future presentation. By applying these strategies, the students are hoped to give more relaxed explanations and a clear voice in the presentation. Then, these strategies can also be used in daily conversation and interaction as the practice for the students to face formal presentation.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method of study used in this research was a qualitative method. Since the researcher wanted to find out the causes of English foreign language anxiety faced, and the strategies to relief anxiety by the students during the thesis examination. According to Sugiyono (2013), a qualitative method is an approach that investigates the phenomenon that happens in the location of interest.

Creswell (2014) stated that qualitative methods can be divided into five groups: ethnography, narrative, phenomenology, grounded theory, and case study. This research used a case study which involves a deep understanding through multiple types of data sources and “case studies can be explanatory, exploratory, or describing an event” (Creswell, 2014, p.33). The main purpose of a case study is “to understand and interpret thoroughly the individual cases in their own special context and to find information concerning the dynamics and the processes” (Mills et al., 2010, p.66). Thus, it is the most suitable approach for this research.

B. Research Participants

This study which is conducted in the Department of English language education of UIN Ar-Raniry involves English department students as the participants. The researcher used purposive sampling to find suitable

participants for the research thus researcher can choose participants based on their qualities to achieve depth understanding of this study. This technique also has some advantages such as acquiring useful information in real-time situations, being far less complicated to organize, being considerably less expensive, and can prove to perfectly qualify the finding of the research. Based on purposive sampling technique, the researcher used the criteria for the research participants, which are the students who completely finish the thesis examination in the graduate English program 2020/2021 academic year which consists of 59 students.

Creswell (2014) stated that the sample size of case studies is about four to five cases. The sample in this research is the students who currently had presented their research in thesis examination. The purpose of this characteristic is to ensure the researcher that students have already experienced the real situation in the thesis examination. Then, the experience also influences their attitudes, feeling, and thoughts about the thesis defense examination and the anxiety itself. As mentioned by Majid (2018), the Sample is representative of the population of interest.

Therefore, in order to be able to involve the representativeness of the sample group, the researcher selected purposive sampling by selecting five undergraduate students of English language education at UIN Ar-Raniry who had fulfilled all requirements.

C. Research Instrument

Interview

Mackey and Gass (2005) said that interview was an activity to investigate the phenomenon or information about a certain issue or topic. Interview was a significant way to check the accuracy of the participants' points and also to investigate participants' thoughts. In this research, a semi-structured interview was applied. As mentioned by McIntosh and Morse (2015), a semi-structured interview was a part of an interview where the researcher asked new questions to obtain further information from the interviewee. This type of interview aided the researcher to gain deeper information from the participant then, to ease the researcher analyzes the data, the researcher recorded the interview activity. Thus, the researcher used semi-structured interviews in this research.

D. Techniques of Data Collection

Before collecting the data, the researcher firstly searched the information about the English students who had finished the thesis examination. After finding the information, the researcher contacted those students to do an interview.

The interview approximately took 15-30 minutes since a semi-structured interview was applied in this research. During the interview, the researcher used the recording device to record the interview process. Each participant was asked whether they were allowed to be recorded or not. The list of questions surely

had been agreed upon by the supervisor before it was used. The interview was held in English but the researcher also allowed the participants to use Bahasa in order to ease participants in conveying their thoughts, opinions, and idea. Finally, the audio-recorded will be transcribed into written form for the analysis.

E. Data Analysis

Creswell (2009) stated data analysis is a process of reducing the data, arranging the data into some systematic forms, and interpreting the data into descriptive conclusions. Firstly, the researcher transcribed the audio into written data. In transcribing the data, the audio was repeated several times in order to give a proper transcription of information from the participants. Secondly, the researcher reduced the data from bias and inappropriate data. Systematically, the data were arranged into categories to be easily analyzed. The further steps were coding the information, segmenting sentences, and identifying the causes of the anxiety. Then, the steps were followed by organizing the data through descriptive results in order to answer the research questions. Finally, the last step was to sum up the result in interpretation of data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the findings and discussion of the research. It consists of an explanation on students' anxiety and strategy they did during thesis examination. This chapter analyzes the research findings based on the obtained data from the interview process with 5 EFL students of UIN Ar-Raniry English Language Education Department as the interviewees. The participants of this study are referred by initials which are AM, AN, LA, NB and RD.

A. Research Findings

In relation to the research question, this research presents the findings in the description of the interview questions to obtain the information about the anxiety the felt during thesis examination and the strategies to cope with it. The interview was held from 21 – 30 June 2022. The first twelve questions of the interview were meant to identify students' anxiety experience/causes/symptoms the students felt during thesis examination. Then, the next seven interview questions were meant to identify the strategies used by students in relieving the anxiety during thesis examination.

1. Students' Experiences of Anxiety during Thesis Examination

Based on the result of the interview, it was obtained that there were several symptoms of anxiety, causes of the anxiety and strategies to overcome the anxiety during thesis examination. The categories were grouped to ease the researcher in describing the obtained data.

a. Students' Anxiety Symptoms during Thesis Examination

a) Body's trembling during thesis examination

There are several participants who said that their bodies were trembling during thesis examination.

RD said:

Yes, I was trembling, since I was nervous for thesis examination especially if I failed it.

It was stated that the student was trembling during thesis examination because of the worry of failing the thesis examination.

Then, NB stated:

Well, at the beginning I was trembling but after a while I did not feel anything even I started being ease.

The participant indicated that she/he was trembling at the beginning of the thesis examination but after a while, she/he could handle it until the trembling was gone.

b) Avoiding eyes-contact during thesis examination

There was a student who avoided the eyes-contact with the examiners during thesis examination as the result of the anxiety.

AM said:

During thesis examination, there were four examiners in front of me, but I kept looking at the secretary and sometimes looking at the examiners.

It could be noticed that the student tried to avoid the examiners' eyes because she/he was anxious about the atmosphere in thesis examination and the thesis itself.

c) Fillers during thesis examination

Most of the students stated that their speech during thesis examination was filled with many filler sounds.

NB said:

Definitely, whenever I confused and did not know how to explain something, I often produced sound like eumm, aaa, eee, it's just like long loading.

The first participant indicated that the filler sounds were produced whenever he/she confused and was not able to explain something during thesis examination.

AM also mentioned that:

Yes, whenever I was asked by the examiners and I did not know the answers of the questions.

The participant indicated that the filler sounds were produced when she/he did not know the answers of the questions asked by the examiners.

Then, LA said:

I produce the filler sounds like eummm when I tried to explain my thesis in English not in Bahasa. So whenever I did not know the words, suddenly it came out from my mouth like ummm eeuu.

The next indication revealed that the filler sounds were produced by the students during thesis examination when she/he did not know appropriate words used to deliver the idea.

d) Unnecessary body movement

Most of the participants stated that they did some unnecessary movements during thesis examination as the result of anxiety.

RD said:

Of course, it was not clear whether I realized or not that I just made some body movement such as knocking on the table.

Then, LA stated:

I kept holding my pen, and I did not know for what purpose was that.

The second unnecessary body movement was about the student kept holding his/her pen during thesis examination.

AM respond:

I move my toes during thesis examination, but since my feet were covered by my shoes so that it was exposed.

The third unnecessary body movement was the student moved his/her toes during thesis examination.

Next, AN said:

Yes of course, because I'm really nervous. So I'm usually do holding hands.

The forth unnecessary body movement was about the student kept holding his/her hands during thesis examination.

e) Unnecessary facial expressions

The student also revealed that they gave some unnecessary facial expressions.

NB said:

Well, It's more like I made a worried face since I was afraid and nervous.

The first unnecessary facial expression during thesis examination was a worried face when the student often frown his/her face.

Then, AM stated:

I guess I did not smile too often but rather giving a flat expression, and sometimes I smiled to relief my anxiety.

The second facial expression was giving flat face during examination as the result of being nervous.

f) Speech impediment

Most of the students have speech impediment during Thesis examination such as they could not fluently speak and explain the thesis.

AN said:

When I'm explaining the thesis maybe sometime I stopped because I'm nervous. And then while I can't answer the question of the examiners, I chose to stop or only silent.

The first speech impediment came from AN who indicated that she/he could not speak fluently during examination because of nervous. It affected his/her speech which led to stop speaking or chose to be silent.

It was accompanied by LA who said:

Yes, sometimes I stopped to speak.

In conclusion, there were several symptoms of anxiety that were experienced by the students during thesis examination such as body's trembling,

avoiding examiners' eyes-contact, filler sounds, unnecessary body movement and facial expression and speech impediment.

b. Causes of Foreign Language Anxiety during Thesis Examination

The result of this study also revealed that the causes of foreign language anxiety. The foreign language anxiety is the situation of the anxiety where a person feels anxious whenever she/he deals with foreign language activity in this case in presentation or thesis examination.

a) Worries of failing the examination

The majority of the students mentioned that they were afraid to fail in thesis examination. This worry led the students to feel anxiety about their thesis examination whether or not it would be successful.

NB said:

Definitely, I am afraid if I fail in this thesis examination.

This worry affected the concentration of the student during thesis examination.

AN stated that:

While I cannot explain the answer what the question the examiners ask to me. That is part of being afraid of me.

The students' anxiety was also caused by the time they could not answer the questions by the examiners which brought them to be worried about their thesis. When the students could not answer the questions of the examiners, they became afraid that they could not be able to pass the thesis examination.

b) Impromptu questions from examiners

The result of this research also indicated that the participants felt anxiety whenever they got the unexpected questions.

AM said:

I felt more anxious when I could not answer the impromptu questions given by the examiners.

From this statement, it could be noticed that the anxiety came from the thought of the student if he/she could not answer the unpredictable questions given by the examiners. He/she assumed that the thesis examination could be failed.

It was added by LA who said:

But after being asked by first and second examiners, I just thought that the probability I might not pass this examination.

It was showed that the student had negative thought about he/she might not pass the thesis examination. It was considered as the cause of the student's anxiety during thesis examination.

c) Worries to make mistake

During thesis examination the students made some mistakes that caused them anxiety.

RD said:

Definitely it is, such as kept repeating and using the same words, even though the examiners could understand it but because of nervous yaa, it made the words that I wanted to say became messy.

It was noticed that the cause of the anxiety of the students during thesis examination was nervous after making a mistake such as repeating and using the same words too often. The student was afraid because he/she made the thesis examination became less varied words used.

Then, LA said:

But eehhm, there was a small mistake that I made in explaining the theory which made the examiner asked me to repeat my explanation and I felt so tense at that time.

It showed that the student made a mistake in explaining the theory in his/her thesis and at the time the examiner asked for repetition, it caused him/her to be tense and anxiety.

AM stated:

It's just, the thing that I was afraid was the time I speak English especially the pronunciation, fluency and grammar.

It indicated that the student was afraid to make any mistake during thesis examination such as pronunciation, fluency and grammar of English.

d) Worries of being corrected

The participants also revealed that they faced any worry of being corrected by the examiners during thesis examination.

AM stated:

For sure that I was afraid to be corrected during examination, but Alhamdulillah, I did not get to many correction in my thesis.

It indicated that the student was afraid to be corrected during explaining his/her thesis especially if the examiner corrected the main part of the thesis. It

was considered as the cause of the anxiety because the student might think that his/her thesis was incorrect with full mistake of its structure.

Then, RD stated:

Surely it would be problem if the examiners corrected our thesis but it has to be like that.

It was indicated that being corrected during thesis examination would cause the anxiety of the student because his/her thesis was not written correctly.

e) Low confident toward the thesis

It was obtained that some students were not confident about their thesis during final examination.

NB said:

At the beginning, I felt some doubts about my research especially about the participants whether or not they were suitable for this research.

It indicted that the student was not confident about his/her research especially its participant.

The second statement came from AN who said:

Again and again I'm not confident when I explain the data because it's really hard since I used SSPS.

From this statement, it was obtained that the student was confident toward his/her thesis especially because the data analysis was difficult to be explained. Thus, the thought of not being confident cause the students to be anxiety during thesis examination. In conclusion, there were several causes of anxiety during thesis examination such as worries for failing the examination, worries of making

mistakes, worries for correction, and impromptu questions from examiners and low confident toward the content of the thesis.

2. Students' Strategies to Relief Foreign Language Anxiety during Thesis Examination

a. Strategy Practiced Before Thesis Examination

a) Preparing the materials related to thesis examination

The participants revealed that there were several students prepare their thesis properly before the exam day.

NB said:

Definitely I prepared everything before examination day, such as at the presentation section what idea that should explain first. So it's like the order of the points that I should explain properly from its opening and closing. Also when the examiners asked the question, I needed to prepare for its answer.

From this statement, it could be obtained that the student prepared the presentation properly such as the sequence of the ideas and prediction of the questions from examiners. Thus, the students could arrange the proper questions for the predicted questions.

AM added:

After registration thesis examination, I started to write notes from my thesis on small paper. I always kept holding the paper for three days until the examination day came.

Another preparation was done by writing essential points of the thesis on small paper and kept holding and reading the note until the day of examination came.

b) Having talks before thesis examination

One of the strategies used by the student in order to reduce the anxiety was to talk with his/her friends right before the examiners came to the chamber of thesis examination.

NB said:

So at that time I tried to chat actively with my friends who came at my thesis examination. So by talking actively I could be calmer and when the examiners came in the chamber, I was not that nervous anymore.

It was clear that this strategy practiced by a student could reduce the tension of anxiety before having thesis examination.

c) Practicing the thesis examination

The next strategy used before doing thesis examination was to practice the thesis examination with the colleagues.

AN mentioned:

For the strategy that I used before thesis examination is I used talked with my friend. I try to explain what will I explain in the day. And I also try to explain to the sister who has better than me. So they respond and I know where the point that was minus from my explanation. Maybe how pronunciation I use the vocabulary.

Before thesis examination day came, the student did practice of thesis examination in order to be more ready so that the tension of anxiety could be reduced properly.

d) Practicing the breathing

Another strategy to reduce anxiety before thesis examination was practiced by AM.

The participant said:

Yeah, I used to take a long breath before skripsi examination. Perhaps 15 minutes before examination, I practice my breath like taking long breath then relief’.

The statement indicated that the participant practiced his/her breath in order to reduce the level of anxiety before starting the thesis examination.

e) Doing some exercises

One of the strategies that were obtained from the result was to do some exercises.

RD stated:

I have an exercise that I did but not really excessive, It was just like light jump.

The student did an exercise as the strategy to relax or reduce the anxiety such as doing light jump before the thesis examination started.

f) Having leisure activity

The strategy of reducing the anxiety of thesis examination was also revealed by RD.

The participant said:

So, a day before thesis examination, I had afternoon stroll to reduce my nervous and anxiety of the thesis examination.

The student also did an activity to reduce the level of anxiety by taking leisure activity such as afternoon stroll in the day before thesis examination. Thus, there were several strategies that were practiced by the students to reduce their anxiety before doing thesis examination such as preparing the materials properly,

having talks before thesis examination, practicing the thesis examination, practicing the breathing, doing small exercise and having leisure activity.

b. Strategy practiced during thesis examination

a) Focusing students' concern

There are some students who focused on themselves instead of other people during thesis examination in order to reduce the anxiety.

NB said:

During thesis examination, I cared the most for myself.
It indicated that the student put all his/her focus for herself to avoid any other interruption from other people.

Similar with this strategy, LA said:

During thesis examination, as I remembered, I only focused on myself such as thinking about the ideas of my thesis and how the ways to share it to the examiners.

It was obtained that the student focused more about the ideas that he/she should delivered to the examiners on the board. However, there were students who focused on another people such as the examiners.

AN said:

I am focused on the examiners.

RD also replied:

I focused on one examiner whom I made I mistake with before thesis examination, so I focused on him/her more.

It revealed that some students focused on the examiners in thesis examination. The concentration that the students did during thesis examination either for themselves or the examiners helped to reduce the anxiety.

b) Thinking positive

Most of the students conveyed that they kept thinking positive during thesis examination.

LA mentioned:

The thing that I did at that time was to not think anything that caused me anxiety especially for the bad things that might happen. So I avoided all negative thoughts which disturbed my concentration.

The strategy that the student used in this section aided the student to avoid any bad thoughts that might disturb his/her concentration during thesis examination.

RD also added:

I did think positively at that time, I tried to not let any negative thought come into my mind such as the thought of failing in this thesis examination. This thought surely might make me anxious so that I avoided those negative thoughts during thesis examination.

Thus, avoiding negative thoughts during thesis examination was a strategy used to reduce student's anxiety.

c) Bolding to finish thesis examination

All the participants mentioned that they did not walk out from the chamber during thesis examination even though they were anxious.

As mentioned by LA who said:

No, I kept continuing my presentation until it's all finished.

It was obtained the student kept continuing his/her thesis presentation even she/he was anxious.

It was supported by AM who said:

Alhamdulillah, No, I could pass all the things in that day even though a day before that, I had a thought that I should not come.

The participant revealed that she/he did not resign from the thesis examination.

NB also replied:

Alhamdulillah, I did not resign during thesis examination even though I did felt nervous at the beginning but it was getting better later.

It was obtained that all students did not resign during thesis examination even though they were nervous at the beginning or a day before examination. It indicated that they were brave to face any risk, pressure and anxiety in thesis examination. Thus, it could be concluded that the majority of the students did some strategies during thesis examination such as focusing their concentration toward themselves or examiners, keeping thinking positive and having a strong will to finish the final examination.

B. Discussion

In this section, the researcher analyzed the result of the interview in order to answer both research questions in this research. The aim of this research was to find out the students' experiences to relief their anxiety during thesis examination. The research questions were formulated in order to investigate the students' experience during thesis examination.

The first research question was “What were the students’ experiences of anxiety during thesis examination?” It was obtained that the students experienced the anxiety during thesis examination. The symptoms of anxiety during thesis examination were body’s trembling, avoiding examiners’ eyes-contact and unnecessary body movement. As mentioned by Arnold (2005) who stated that there were three common signs of foreign language anxiety such as avoidance, lack of eyes-contact and physical action such as holding a thing, knocking the table, moving fingers and feet. It was also supported by Asnur (2013) who said that foreign language anxiety can be observed by the trembling condition experienced by student during speaking/presentation in English.

The result also revealed that most of the students produced too many fillers or pauses during thesis examination such as umm, ermm, ehhhh, etc. It was in line with Asnur (2013) who stated that student who is anxious during presenting in English usually often produces fillers or unnecessary pauses. Facial expression also was part of anxiety symptoms during thesis examination. As obtained from the result, the student gave a flat expression and frowning during thesis examination. It was in line with Asnur (2013) who said that student with high tension of anxiety usually could not express a proper facial face but the student gave deadpan expressions instead. It was also revealed that another symptom of anxiety was students’ heart was beating fast during thesis examination. It deals with Passer and smith (2009) who said that anxiety response that is made by the body is the increase of heart rate of someone. The last symptom was about speech impediment when the student hardly explained his/her ideas during thesis

examination. It was supported by Arnold (2005) who said that the effect of too high tension of anxiety is the student forgets the ideas, answers or anything that he/she has remembered.

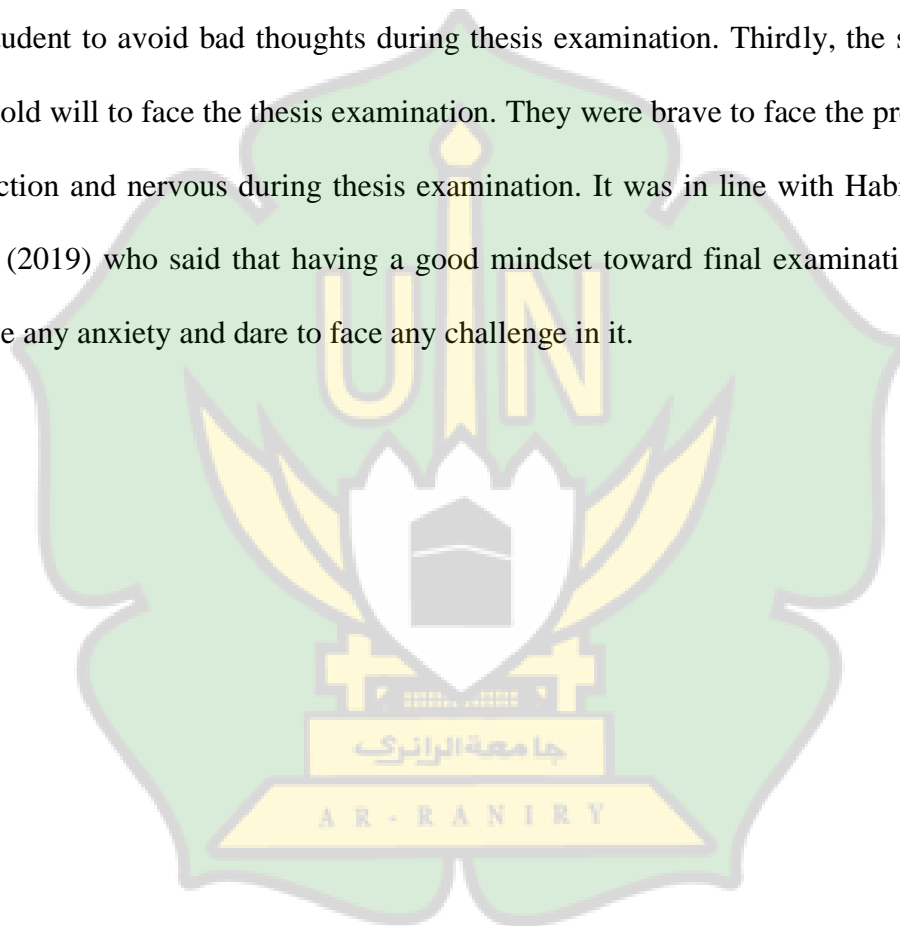
There were also several factors that caused the anxiety among the students during thesis examination. Firstly, the student was afraid to fail in thesis examination. As mentioned by Liu and Chau (2015), one of the factors that cause the student feel anxious during final examination is fear of failing the test itself. Secondly, the student was afraid to make mistakes during thesis examination. Pratiwi and Analido (2018) said that the fear of making mistake during thesis examination causes the student's foreign language anxiety. Thirdly, students worried about being corrected during presentation or after presentation. It was clear too many corrections or bad evaluation could trigger the student to be so anxious. Fourthly, impromptu questions also contributed to students' anxiety during final examination. It was said by Asnur (2013) that fear of criticism and inability of answering unpredictable questions are the causes of the anxiety in presentation. The last factor that contributed to students' anxiety was self-doubt of the students toward their thesis. The students were not confident about their thesis such as its linguistic, grammar and lexical use. As mentioned by Habibullah et al. (2019), low understanding of thesis content can trigger student's anxiety during thesis examination.

The second research question was "What strategies did the students apply to relief anxiety during thesis examination?" It was obtained that there were several strategies that students used to relief their anxiety during thesis examination.

These strategies were divided into two parts; before and during thesis examination. Firstly, before thesis examination, the student prepared the materials such as arranging the points or ideas of the thesis and writing essential points on small note. Secondly, the students practiced their breathing before thesis examination especially the time before the examiners came in the chamber. Thirdly, the student did a small exercise such as light jumping. Fourthly, the student took a time to do leisure activity such as afternoon stroll a day before examination. It was in line with Kondo and Ling (2004) who said that there are several strategies that can be used to reduce the foreign language anxiety such as properly preparing the materials and contents, doing some relaxation activity, and practicing rehearsal before presenting. The fifth strategy was to practice or demonstrate the thesis examination with the help of friends and someone who has an experience about thesis examination. The last strategy practiced by student was to have talks with her/his friends before the thesis examination. It was in line with Habibullah et al. (2019) who said that social support is important to reduce someone's anxiety especially when it comes to foreign language anxiety which needs other people to help the student ready.

The next strategies were done by the students during the thesis examination. Firstly, the student focused on themselves to avoid any disturbance from other people during thesis examination. Self-focus helped the student to think about the ideas and the sequence of proper explanation in the examination. In addition, there were also students who focused on the examiners. It was contrary with Adler and Rodman (2006) who said that in receiver-oriented, the student should focus on the

audience or someone else's rather than herself during presentation. Secondly, during the thesis examination, the student kept thinking positive in order to make them ease in delivering the ideas and reduce their anxiety. It was supported by Halgin (2007), which one of the factors that influence the student's anxiety is bad thought about bad things that could be happened in future. Thus, it is essential for the student to avoid bad thoughts during thesis examination. Thirdly, the student had bold will to face the thesis examination. They were brave to face the pressure, correction and nervous during thesis examination. It was in line with Habibullah et al. (2019) who said that having a good mindset toward final examination can reduce any anxiety and dare to face any challenge in it.



CHAPTER V

CONCLUSION AND DISCUSSION

A. Conclusion

This study has explored students' experiences to relief anxiety during thesis examinations. The result showed that used some strategies to relief the anxiety during the thesis examination. Based on the findings, several conclusions can be obtained in this study.

The first conclusion is about the symptoms of anxiety that happened during thesis examination. The symptoms of the anxiety that the students experienced were bodies trembling. Some students also avoided the examiners 'eyes-contact and gave deadpan expressions during the thesis examination. It was also obtained that the students often produced fillers or unnecessary pauses during thesis examination. Then, the student also made unconscious body movements such as moving their fingers, and feet and holding the pen for almost all periods during thesis examination. Finally, the student had a speech impediment where they hardly to speak or express their ideas during thesis examination because of the tension of anxiety.

The second conclusion relates to the factors that cause foreign language anxiety during thesis examination. The first factor that caused the anxiety was the worry of failing the thesis examination. The second factor was the worry of making any mistake during examination such as wrongly explaining the research method or speaking full of grammar errors. Then, the students were also worried

about being corrected during thesis examination. They were afraid that the correction given in the middle of the explanation would disturb their concentration of the thesis. The anxiety also came whenever the students were asked impromptu questions or unpredictable questions. These types of questions usually triggered students' anxiety especially when they could not answer the questions. The last factor which caused anxiety during thesis examination was students had low confidence toward their thesis such as its grammar issue and its contents.

The last conclusion presents the strategies used by the students to relief their foreign language anxiety during thesis examination. The first strategy was to prepare the proper presentation for thesis examination such as arranging the ideas or points of the thesis and practicing the explanation with friends or experienced students. The second strategy was to have talks with someone before doing the thesis examination or before the examiners come to the chamber. The next strategy was to have small exercises such as light jumping and practicing or controlling the breathing before thesis examination. The student also used a day before thesis examination to have leisure activity in order to reduce the anxiety of thesis examination. In addition, the students also gave full concentration toward themselves in order to keep the focus on the ideas contained in the thesis. The students also kept thinking positively during thesis examination in order to be calm and stay focused on thesis examination. The last strategy used by the students used to reduce anxiety during thesis examination was to have a strong will to finish the thesis examination with all risks and pressure.

B. Suggestions

Based on the findings of this research, there are several suggestions that the researcher would like to offer. The suggestions are proposed for students and the further researcher. Firstly, for the students of the English Language Education Department who will face thesis examination, they should apply the strategies that have been mentioned in the result such as preparation before presentation. Since the strategies are divided into two parts; before and during thesis examination, the students are given many references of activities they can do to reduce the tension of anxiety of thesis examination.

The second suggestion is to the further researchers who will conduct the research with the same background and purpose. It is suggested that the further researcher conduct observation research. Since this research used the interview as the instrument to obtain the data, the further researcher can use more samples for the data and put the assessment of student grade when they presentation in thesis examination. The student's grades sheet to find out the strengths and the weaknesses of student's during thesis examination.

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APPENDIX 1


SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 7106/Un.08/FTK/KP.07.6/06/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-15305/Un.08/FTK/KP.07.6/7/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Oktober 2019
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-15305/Un.08/FTK/KP.07.6/7/2021 tanggal 11 Oktober 2021
- KEDUA : Menunjuk Saudara:
1. Dr. Maskur, MA Sebagai Pembimbing Pertama
2. Fithriyah, S. Ag., M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Widya Zurnaningsih
NIM : 150203093
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Experiences to Relief Anxiety During Thesis Examination
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 22 Juni 2022
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

APPENDIX 2



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6602/Un.08/FTK.1/TL.00/06/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **WIDYA ZURNANINGSIH / 150203093**
Semester/Jurusan : XV / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lamreung, Ds. Meunasah Baktrieng, Lr. Tengku Arsyad, Kecamatan Krueng Barona Jaya, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Experiences to Relief Anxiety During Thesis Examination***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 Juni 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. M. Chalis, M.Ag.

Berlaku sampai : 13 Juli 2022

APPENDIX 3



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id. Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-19/Un.08/PBI/TL.00/07/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6602/Un.08/FTK.I/TL.00/06/2022 tanggal 9 Juni 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Widya Zurnaningsih
NIM : 150203093
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

“Students’ Experiences to Relief Anxiety During Thesis Examination ”

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Juli 2022
a.n Ketua Prodi Pendidikan Bahasa Inggris,
Sekretaris Prodi,

Syarifah Dahliana

AR-RANIRY

APPENDIX 4

List Of Interview Questions about Students' Experiences Anxiety

Name :

Gender :

Students' year :

Thesis Examination Date : / /

Interview questions:

A. Anxiety Experiences/Causes/Symptoms

1. During thesis examination did you experience anxiety such as nervousness, body shaking, heart beathing fast? Please explain
2. Did you make eyes-contact with your examiners properly during the thesis examination? Please explain.
3. During the thesis examination, did you often move a certain part of your body when you felt anxiety?
4. During thesis examination, did you often produce too many inappropriate sounds like “ehhm, aaahh, eee” when you felt anxiety?
5. During the thesis examination, what type of facial expressions you did? Could it be a smile, flat, frown, sour face, etc?
6. During the thesis examination, did you speak fluently, or did sometimes you stopped to explain because you forget the idea?
7. Were you afraid that you could fail in thesis examination?
8. Do you have any bad experience that makes you fear presenting something in English?
9. During the thesis examination, were you afraid to make any mistakes in front of examiners?

- a. Did you make any mistakes during the thesis examination? If it is yes, please tell me about it and how did you feel at that time?
10. During the thesis examination, were you afraid that the examiners correct your presentation? Please explain.
11. During the thesis examination, were not you confident about your research? Please explain why you did not feel confident about your research.

B. Strategy to relief anxiety during Thesis Examination

1. Before the thesis examination, did you make any preparation to deliver your research?
2. Did you practice your breathing before the thesis examination or during the thesis examination?
3. Before presenting your thesis, did you do some body relaxation? If yes, please explain it.
4. During the thesis examination, to whom you were concerned the most, did you focus on yourself, the examiners, or the audience?
5. During the thesis examination, did you think positively to reduce your anxiety?
6. Did you resign from the chamber of thesis examination because you cannot bear the anxiety any longer?
7. Do you have any other strategy that you did during thesis examination to relief your anxiety?

APPENDIX 5

INTERVIEW GUIDELINE

Place : UIN Ar-Raniry
Interviewees : English Language Education Department Students of UIN Ar-Raniry
Respondent : NB
Interviewer : Widya Zurnaningsih (The Researcher)

A. Anxiety Experience/Cause/Symptoms

- I : During the thesis examination did you experience anxiety such as nervousness, body shaking, or heart breathing fast? Please explain
R : Yes, I must have been nervous at first but after that, I didn't feel it anymore, so I went with the flow.
- I : Did you make eyes-contact with your examiners properly during the thesis examination? Please explain.
R : When my examiner asks a question, I make eye contact with him
- I : During thesis examination, did you often move a certain part of your body when you felt anxiety?
R : Yes, especially when I feel anxious, the part of my body that I move, namely my fingers, is like tapping on the table.
- I : During thesis examination, did you often produce too many inappropriate sound like “ehhm, aaahh, eee” when you felt anxiety?
R : Yes, if I start to feel empty and don't know how to say anything, I often say words like eem, aaa, euu, and u like long loading.
- I : During the thesis examination, what type of facial expressions you did? Could it be a smile, flat, frown, sour face, etc?
R : more of a worried and scared or nervous face, so it looks like it wants to lighten the mood.
- I : During the thesis examination, did you speak fluently or did sometimes you stop to explain because you forget the idea?
R : To be more precise 50-50. sometimes I answer fluently, and sometimes blankly, forgetting what I wanted to say. but later the lecturer will also help remind.
- I : Were you afraid that you could fail in thesis examination?
R : Of course, I'm afraid I fail the thesis examination.

I : Do you have any bad experience that makes you fear presenting something in English?

R : Doesn't seem to exist for now.

I : During the thesis examination, were you afraid to make any mistakes in front of examiners?

R : Of course, I am afraid of making mistakes, because that fear must exist, and during the examination of this thesis I did not make any mistakes.

I : During the thesis examination, were you afraid that the examiners correct your presentation? Please explain

R : I am not afraid of the examiner correcting, because I am grateful if the examiner corrects my thesis, because during the revision we already know which mistakes will be corrected.

I : During the thesis examination, were not you confident about your research? Please explain why you did not feel confident about your research.

R : Initially, yes, I had my doubts about this research, and the reason might be that these sources could not be included in the study, and coincidentally, my research was also interviewed. So, at the time of the interview, I also sorted them out, I thought that the first respondent could not be included in my research. So, doubts like those that create this dilemma and confusion can be taken or not.

B. Strategy to Relief Anxiety During Thesis Examination

I : Before the thesis examination, did you make any preparation to deliver your research?

R : Yes, of course, I prepared various preparations, such as later in the session I would like to explain what the points are. after explaining the points, how to open and close the presentation, and also when the examiner asks what we have and how to do it. Also, small things like that I have prepared beforehand.

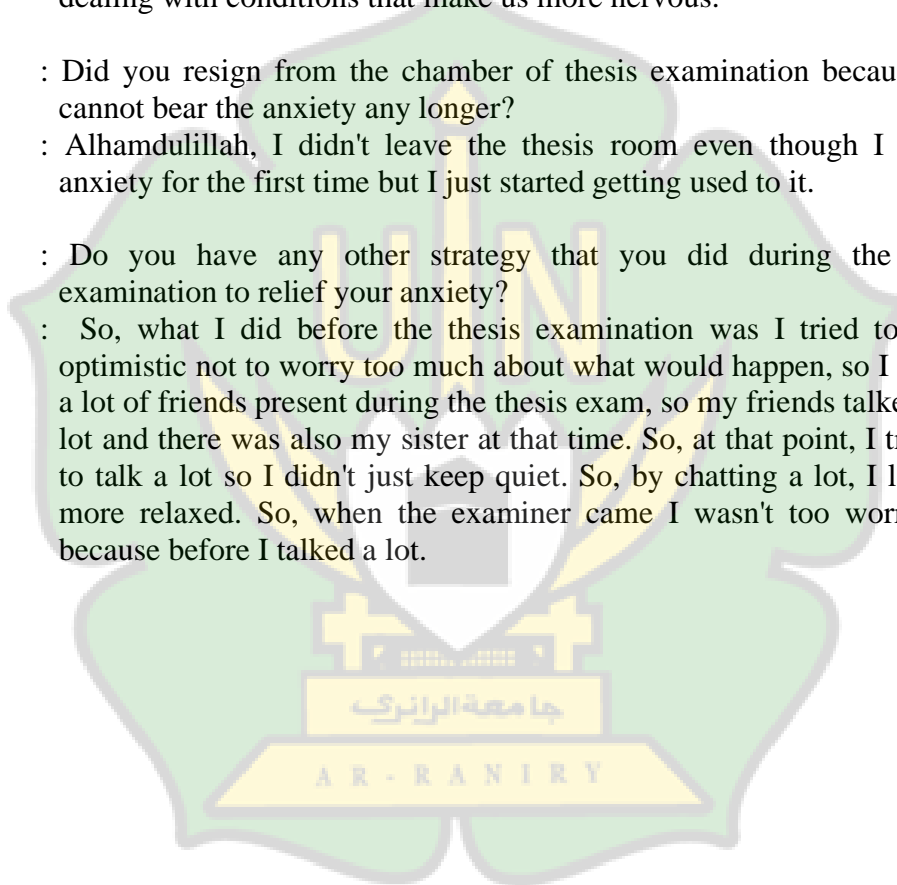
I : Did you practice your breathing before the thesis examination or during the thesis examination?

R : for that, it seems I did not do any breathing exercises before the thesis examination.

I : Before presenting your thesis, did you do some body relaxation? If yes, please explain it.

R : I don't do anybody relaxation before taking the thesis examination.

- I : During the thesis examination, to whom you were concerned the most, did you focus on yourself, the examiners or the audience?
- R : During the thesis exam, I focused more on myself. but on the one hand, I also focus on examiners. so I see how the examiner reacts when I answer a question for example. so I focus more on myself and the examiners.
- I : During the thesis examination, did you think positively to reduce your anxiety?
- R : Of course, by thinking positively, I am more relaxed, and calm in dealing with conditions that make us more nervous.
- I : Did you resign from the chamber of thesis examination because you cannot bear the anxiety any longer?
- R : Alhamdulillah, I didn't leave the thesis room even though I had anxiety for the first time but I just started getting used to it.
- I : Do you have any other strategy that you did during the thesis examination to relief your anxiety?
- R : So, what I did before the thesis examination was I tried to be optimistic not to worry too much about what would happen, so I had a lot of friends present during the thesis exam, so my friends talked a lot and there was also my sister at that time. So, at that point, I tried to talk a lot so I didn't just keep quiet. So, by chatting a lot, I look more relaxed. So, when the examiner came I wasn't too worried because before I talked a lot.



INTERVIEW GUIDELINE

Place : UIN Ar-Raniry
Interviewees : English Language Education Department Students of UIN Ar-Raniry
Respondent : AN
Interviewer : Widya Zurnaningsih (The Researcher)

A. Anxiety Experience/Cause/Symptoms

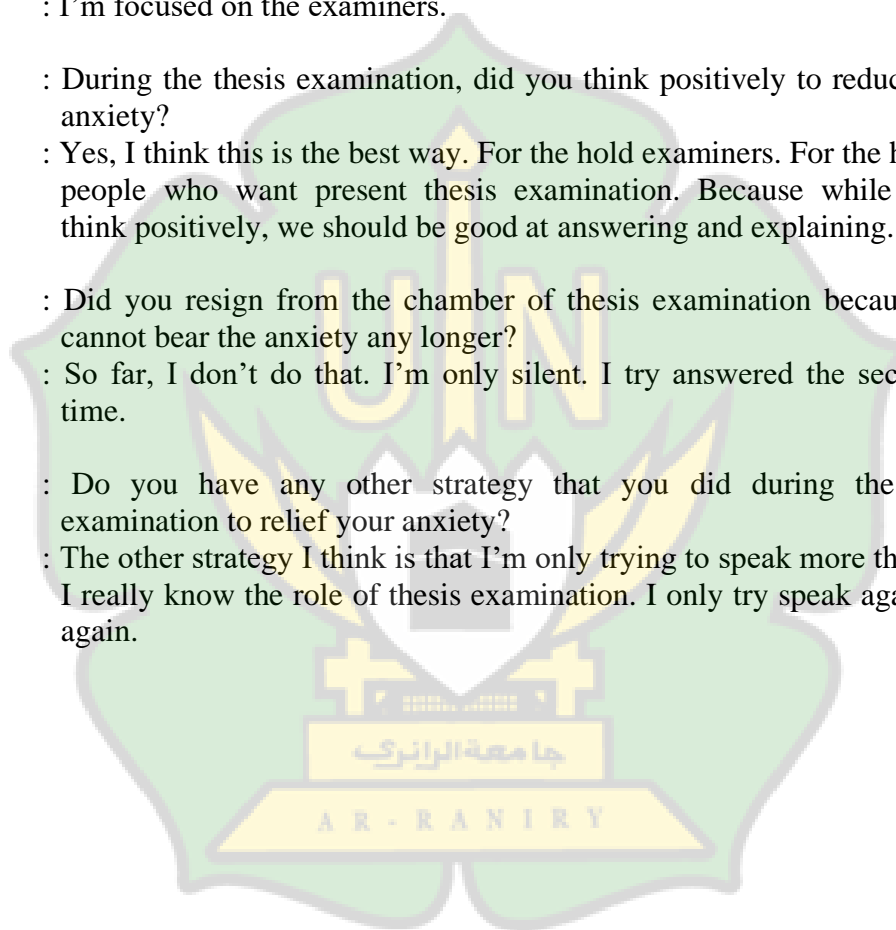
- I : During the thesis examination did you experience anxiety such as nervousness, body shaking, or heart breathing fast? Please explain
- R : Ok well, during thesis examination, I feel nervous and then my sleep is not tight and then maybe we can say like overthinking because how can I do this thesis examination, how to be good in speaking, good explanation but while that time my nervous like is something lose while I see again to examiners.
- I : Did you make eyes-contact with your examiners properly during the thesis examination? Please explain.
- R : I think the second question is eye contact which means between the examiners and me as people who want to present thesis examination, eye contact is really important. So that I have done that eye contact because it takes my focus more than before I make eye contact.
- I : During the thesis examination, did you often move a certain part of your body when you felt anxiety?
- R : Yes of course, because I'm really nervous. So, I usually do holding hands.
- I : During thesis examination, did you often produce too many inappropriate sound like "ehhm, aaahh, eee" when you felt anxiety?
- R : Yes of course when thesis examination sometimes I said hmm, eee when I can't answer the question and forget about my material
- I : During the thesis examination, what type of facial expressions you did? Could it be a smile, flat, frown, sour face, etc?
- R : Well, during thesis examination actually my face like sad maybe and then like people too much think, because I feel how can I explant with a good way.
- I : During the thesis examination, did you speak fluently or did sometimes you stopped to explain because you forget the idea?

- R : Eee.. for the first I'm introducing myself fluently but when I'm explaining the thesis maybe sometimes, I'm stopped because I'm nervous. And then while I can't answer the question of the examiners, I chose to stop or only be silence.
- I : Were you afraid that you could fail in thesis examination?
- R : While I can not explain the answer what the question the examiners ask me. That is part of being afraid of myself.
- I : Do you have any bad experience that makes you fear presenting something in English?
- R : Especially my experience so far nothing. But I feel when I talk with people. She doesn't understand what I say.
- I : During the thesis examination, were you afraid to make any mistakes in front of examiners?
- R : The mistake is like the technique of collecting the data. Like the examiners said that I'm wrong about using the strategy. Almost the examiners correct me. How to collect the data. Because I use the wrong strategy and technique. And then they teach me in the right way.
- I : During the thesis examination, were you afraid that the examiners correct your presentation? Please explain
- R : While the examination Alhamdulillah the examiners neither corrected my pronunciation.
- I : During the thesis examination, were not you confident about your research? Please explain why you did not feel confident about your research.
- R : Again, and again I'm not confident when I explain the data because it's really hard. Because I use SSPS.

B. Strategy to Relief Anxiety During Thesis Examination

- I : Before the thesis examination, did you make any preparation to deliver your research?
- R : For the strategy that I use before thesis examination is I'm usually to talk with my friend. I try to explain what will I explain in the day. And I also try to explain to the sister that the next level me. So, they respond I know where the point that minus from my explanation. Maybe the pronunciation of how I use the vocabulary.
- I : Did you practice your breathing before the thesis examination or during the thesis examination?

- R : I think I don't use that strategy.
- I : Before presenting your thesis, did you do some body relaxation? If yes, please explain it.
- R : About body relaxation, I'm only. I don't touch the thesis from the beginning I come to the class up to the examiners come to the room.
- I : During the thesis examination, to whom you were concerned the most, did you focus on yourself, the examiners, or the audience?
- R : I'm focused on the examiners.
- I : During the thesis examination, did you think positively to reduce your anxiety?
- R : Yes, I think this is the best way. For the hold examiners. For the hold people who want present thesis examination. Because while we think positively, we should be good at answering and explaining.
- I : Did you resign from the chamber of thesis examination because you cannot bear the anxiety any longer?
- R : So far, I don't do that. I'm only silent. I try answered the second time.
- I : Do you have any other strategy that you did during the thesis examination to relief your anxiety?
- R : The other strategy I think is that I'm only trying to speak more then. So, I really know the role of thesis examination. I only try speak again and again.



INTERVIEW GUIDELINE

Place : UIN Ar-Raniry
Interviewees : English Language Education Department Students of UIN Ar-Raniry
Respondent : AM
Interviewer : Widya Zurnaningsih (The Researcher)

A. Anxiety Experience/Cause/Symptoms

- I : During the thesis examination did you experience anxiety such as nervousness, body shaking, or heart breathing fast? Please explain
- R : So during the exam, there must be anxiety, from the day of registration, I started to feel anxious, especially on the day of the exam, and Alhamdulillah I got the second schedule. Since morning, I really feel anxious like I don't want to eat like I'm not in the mood. after I've arrived at campus. I can't sit down and I always hold the paper for my presentation later. On the day of the trial, when the examiner first came, I thought it was strange, maybe not, I was afraid I could answer no if I failed, but because I made my own thesis, so I will master it. But maybe more anxious about the problem of answering questions that will arise later.
- I : Did you make eyes-contact with your examiners properly during thesis examination? Please explain.
- R : During the exam, I made more eye contact with the secretary. but occasionally look to my testers and mentors. But to the secretary almost every time so I can get rid of my nervousness.
- I : During the thesis examination, did you often move a certain part of your body when you felt anxiety?
- R : Yes, I do that by moving my toes, because wearing shoes makes it less visible, like shrinking my feet and I'm also holding a pen but it doesn't make a sound like knocking on a table.
- I : During thesis examination, did you often produce too many inappropriate sound like “ehhm, aaahh, eee” when you felt anxiety?
- R : Of course, when answering questions, it is more important to answer questions because we don't prepare answers. If we were presenting at the beginning, we would have known, because we had already prepared what we had to say in court. But when I answered the examiner's question, that's where I started to say words like ehmmm, aaa, eeuuu. It can also eliminate the gross as well.

- I : During the thesis examination, what type of facial expressions you did? Could it be a smile, flat, frown, sour face, etc?
- R : If the smile is not at least flatter, keep going every now and then because we are trying to get rid of anxiety so try to smile at the examiner who may take a break for us to answer. be a flat and just smile
- I : During the thesis examination, did you speak fluently, or did sometimes you stopped to explain because you forget the idea?
- R : Of course, during the presentation, sometimes people forget certain parts. And when answering the lecturer's question there will be a pause.
- I : Were you afraid that you could fail in thesis examination?
- R : If you are afraid of failure, you must be afraid. It's just because it's certain that we are on our own with the thesis that we wrote ourselves, most of all because we are afraid of not being able to answer the reflex questions given to the examiner.
- I : Do you have any bad experience that makes you fear presenting something in English?
- R : It was during the seminar, that's where I started to feel oh like this, the exam. That's when I think I'm even more afraid of the examination.
- I : During the thesis examination, were you afraid to make any mistakes in front of examiners?
- R : My mistake when the examiner asked what research technique. Well, there I can not answer. Because I was told to mention the sub. So I don't know what part of my research is. Finally, the examiner did not ask for more details. I just got another question.
- I : During the thesis examination, were you afraid that the examiners correct your presentation? Please explain
- R : Fear for sure, but Alhamdulillah there are not too many certain corrections in the thesis. Because I wrote the script for almost a year. Until the second supervisor said I was just dizzy with the thesis and why it took you almost a year to write a thesis.
- I : During the thesis examination, were not you confident about your research? Please explain why you did not feel confident about your research.
- R : Alhamdulillah because I really like my research at that time. So I feel I can master the thesis. The only thing I'm afraid of is when I speak English, the pronouns, the speaking, and the grammar during the trial. But in terms of content, Alhamdulillah, I'm not afraid at all.

B. Strategy to Relief Anxiety During Thesis Examination

- I : Before the thesis examination, did you make any preparation to deliver your research?
- R : Of course, from the first day of the trial list, the main points in the thesis were written on small paper. It is always held for three days until the day of the trial. The next preparation was on D-1, at dawn, I always read, and in the morning did not hold it at all until the trial took place.
- I : Did you practice your breathing before the thesis examination or during the thesis examination?
- R : At least take a deep breath before starting the trial. Maybe about 15 minutes before the examination I started to regulate my breathing like inhaling and exhaling.
- I : Before presenting your thesis, did you do some body relaxation? If yes, please explain about it
- R : There is nothing more to regulate breathing because of nervousness.
- I : During the thesis examination, to whom you were concerned the most, did you focus on yourself, the examiners, or the audience?
- R : Focus more on the content of the thesis so I focus on what I answer in the trial, so I focus on myself.
- I : During the thesis examination, did you think positively to reduce your anxiety?
- R : It seems that in the trial, I can't think positively anymore. Must have thought it was weird. What is the next question, the mind is already negative.
- I : Did you resign from the chamber of thesis examination because you cannot bear the anxiety any longer?
- R : Alhamdulillah, I was able to get through it all in one day, but on the previous day, I thought about coming or not.
- I : Do you have any other strategy that you did during the thesis examination to relief your anxiety?
- R : In my opinion, if the thesis we write is what we like, it will make us calmer during the trial. But if the contents of the thesis that we have made are not mastered, then we will feel that we cannot answer later. So the strategy is to prefer our thesis first and make small notes for us to study, don't take our thesis directly.