STUDENTS' STRATEGY IN REDUCING ANXIETY IN PRESENTING ENGLISH PAPER
(ENGLISH LANGUAGE EDUCATION DEPARTMENT)

THESIS

Submitted by

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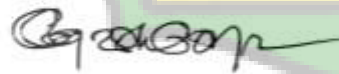
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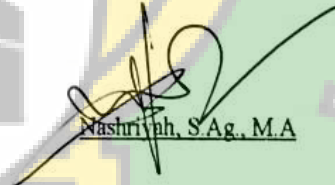
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DECLARATION OF ORIGINALITY

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Students' Strategy in Reducing Anxiety in Presenting English Paper

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

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yang membuat pernyataan,

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ABSTRACT

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Anxiety is a condition in which an individual feels unconfident and has doubts about what will happen and commonly described as a state of depression that is uncomfortable and chaotic with many regret feelings. Therefore, paying attention to this factor of learning should also be taken into consideration. This study aims to identify the causes and effects of anxiety, as well as to investigate strategies for reducing anxiety during the presentation. The population of this study was third semester of English Department students at UIN Ar-Raniry while the sample where five students. In this study, a qualitative approach is used. To gather the data, the researcher used two techniques namely observation and interview. The finding showed that there were four factors of anxiety (1) worried because their capabilities could not satisfy, (2) nervous because stage fright factor, (3) fear because afraid to make a mistake, and (4) shame because afraid of being ridiculed or embarrassed with their appearance. Further, the effects of anxiety were (1) Lack of confidence (2) Lack of Mastery Material, (3) Forgetting the material or blank, (4) Lack of concentrate, (5) Unsatisfactory Result. Furthermore, the researcher classified the strategies used by the students to reduce their anxiety in speaking English performance into several categories as follow: (1) Preparation, (2) Relax, (3) Self-confidence, (4) Peer seeking, (5) Ignoring audiences (6) Holding a script.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The standard of mastering a foreign language is to be able to deliver what we have in mind. Therefore, it is a must for students to enhance their speaking ability along with other skills (writing, reading, and listening). However, many students still feel anxious when they communicate not in their mother language. According to Sadighi and Dastpak (2017, p. 112), language anxiety is "…tension and apprehension specifically associated with second language context, including speaking, listening, and learning." In EFL classes, speaking or presenting in English help students improving their communicating competence.

Moreover, learning a foreign language is regarded as an exciting activity for some people. However, for those who are not brave enough to face the new challenges, it may seem something scary. This issue is also found out in the Department of English Language Education students at the Islamic State University of Ar-Raniry. Many people think that students who have chosen the English Education program must have better English knowledge and skills than other students in other faculties. However, in reality, many of these students still experience such problem.

In English Language Teaching Department, both teachers and students are encouraged to communicate in English to develop students' speaking skills. To reach this purpose, students do various activities in classroom, such as group

discussions, individual tasks, and presentations, either individually or in groups. When they do English presentations, students should deliver the materials to their friends. Because they are in an EFL class, they are instructed to speak in English when presenting. This requirement may lead students to be nervous. Although they have prepared to present, students may experience anxiety such as sweating, trembling, and having a blank mind during the actual presentation time (Hulu, 2018).

In general, anxiety can be defined as " a complex concept dependent on one's feeling of self-efficacy and appraisals concerning the potential and perceived threats inherent in certain situations" (Rumiyati & Seftika, 2018, P. 48). Many suffer from anxiety as it is one of the problems that is often observed in the language learning process. The common anxiety form in both college students and people in general is speaking anxiety. When we are anxious, we feel nervous, worried, and fearful to the point that it becomes so intense that it limits our performing ability.

Students who show communicating anxiousness will not feel comfortable communicating in the target language in front of others. They might think they have limited knowledge of the language, especially in speaking and listening skills. For student cases, this may lead them to avoid specific courses or majors where oral presentations are necessary, preferring to stay quiet in class, or deciding against specific careers as they would involve occasional speaking in a group. This difficulty leads many researchers to look into this reoccurring problem with the hope of curing it. Numerous factors contribute to students'

difficulties with English presentations. Anxiety is one of the factors. Anxiety among students is a real issue that most students face when learning English as a foreign language. It can be stressful to be expected to speak in a second or foreign language before they have achieved fluency. According to Nation and Newton (2009), some factors that can contribute to failure and cause an acute sense of anxiety in the presentation are a lack of vocabulary, improper grammar, and fears of making mistakes. According to Richards and Renandya (2002), when it comes to learning a second or foreign language, some students may claim to have a mental block against anxiety. It reduces students' confidence, stress, and nervousness, which impedes their learning process. The psychological factors should be identified early to cope with the mental block and reduce or control it. The condition necessitates the investigation of anxiety in English-speaking performance. Anxiety is a type of disadvantage that prevents students from performing competently. They know what they're going to say, but they're too nervous to say it. As a result, the problem should be identified to find solutions that will boost students' confidence and competence.

According to Charles and Laura (2010), anxiety is defined as uneasiness, worry, apprehension, and fear. Anxiety can cause students to become stuck in the middle of a presentation and cause it to fail. Students will be unable to meet the expected learning objectives due to this. If anxiety is always present when learning a foreign language, this will undoubtedly be a severe issue for students. As a result, it is critical to investigate why this condition causes anxiety in English performance, particularly in-class presentations. Based on this explanation, it is

important to understand what factors contribute to students' anxiety and how they deal with it in classroom presentations.

Responding to students' problems above, the researcher is interested to analyse students' anxiety in classroom presentation. Thus, the researcher takes the title "Students' Strategy in Reducing Anxiety in Presenting English Paper".

B. Research Questions

Based on the problem above, this study aims to accommodate these questions:

1. What factors cause anxiety in Department of English language Education students when presenting an English paper?

2. What kind of effects did the students feel while doing the presentation in English paper?

3. What strategies do students use to overcome their anxiety when presenting an English paper?

C. Research Aim

Based on the research question above, the aims of this study are as follow:

1. To investigate factors that cause anxiety in presenting an English paper.

2. To know what are the effects that students feel during the presentation in English paper.

3. To identify strategies of Department of English Language Education students to overcome their anxiety in presenting English papers.

D. Significance of the Study

This study mainly concerned on students' anxiety in English presentation in the classroom environment. The researcher hopes this study will contribute significantly to foreign language learners and the community. This study is expected to be useful especially for students. Regarding the importance of the research, students with the strategies are expected to perform better in presentation by minimizing their anxiety. Moreover, by knowing the existence of anxiety in English performance, which is experienced by the students, teachers are expected to be able to reduce their anxiety in English presentation in the classroom. Furthermore, the result of this study provides some sources that can support other researchers in developing the factors, effects, and strategies in presentation anxiety and give additional information for other researchers who want to conduct further research on the related topics.

E. Research Terminologies

To avoid misinterpretations, several terms are explored as follow:

1. Anxiety

Anxiety is a human feeling that comes out because of worrying about something. In brief, anxiety, which is commonly connected with self-deprecating thoughts, fear of failing, or concern about performance processes, may compete for brain resources that standard cognitive processing would demand (Manipuspika, 2018). Anxiety is a negative feeling that might cause learners to be less confident in their performance. In this study, the meaning of anxiety refers to

the dread that students experience when giving presentation in English paper. Students who feel anxious believe they are terrified of generating something and would feel embarrassed if they make mistakes. (Anggita et al., 2020).

2. English Presentation

Widyastuti and Mahaputri (2015, p. 372) state, "Student's presentation might be given for: advocacy/persuasion, training, teaching and learning, informing, assessment student presentations are used increasingly on educational courses to encourage students to be more active in their learning." In short, an English presentation paper is about how someone introduces or conveys their subject to the audience. The audiences then observe how the person presents the topic, how they organize their arguments, presenting style, language, and how quickly and efficiently they respond to the audiences' questions.

3. Strategy

Strategy is an approach used for achieving the desired outcome. It is a plan to achieve a goal or find a solution to a problem by considering many factors and ways. In this situation, learning strategies are steps taken by students to enhance their own learning and each learner has a strategy in place to reduce their anxiousness when presenting English papers (Hardan, 2013).

CHAPTER II

LITERATURE REVIEW

A. An Overview of Anxiety

1. Definition of Anxiety

Anxiety can be said as one of the factors that hinders people in learning a new language. Anxiety is also defined as distress or uneasiness caused by fear of danger or trouble. It may mean that anxiety is a state of insecurity about information and cognitive aspects, which negatively impacts students' success when attempting to learn the language.

According to the findings of Horwitz's study as cited in Oteir and Otaibi (2019), anxiety is a severe issue in EFL classes and can be attributable to various factors. Instead of taking action, EFL teachers have failed to detect students suffering from anxiety in speaking sessions, despite its significant influence on language learning. Thus, anxiety is one of the psychological phenomena best documented. He also claims that anxiety linked with learning a foreign language is a situation-specific form that arises from the uniqueness of foreign language learning rather than generic anxiety directed toward learning a foreign language. According to this hypothesis, other academic disciplines of study do not have the same level of self-concepts and self-expression as foreign language acquisition, which distinguishes this sort of worry from other theoretical concerns. Anxiety is defined as a fear conveyed by visual information as a dread of

expressing oneself verbally, which the physiological indications can identify. These symptoms are most likely to impede and inhibit one's communication capacity since an anxious person will be unable to focus on the speaking process (Caisido, 2020).

Zeidner (1998) is a complicated phenomenon, and there is considerable dispute over its definition and criteria. As a result, anxiety has been viewed as a sensory condition, a likelihood of a negative future event, and a response to a stressful environment. Anxiety has garnered the most attention in Second Language Acquisition (SLA) research, with lack of anxiety as a crucial component of personality traits or self-confidence. Anxiety correlates negatively with measures of second language competency, including grades in foreign language classes, implying that higher stress levels are associated with poorer learning achievement. In addition to self-assurance, lesser anxiety may be indicated by more risk-taking or adventurous behaviour. Students' anxiety is a common phenomenon that students confront. In general, students face numerous difficulties in their language acquisition efforts. Typically, there are some flaws in teaching methods that lead pupils to believe that English is difficult and creates fear about using the language in the classroom to connect (Huda, 2020).

2. Types of Anxiety

There are three main categories of anxiety as explored below by various experts (Leal et al., 2017):

a) *Trait Anxiety*. An anxious student as one who feels anxious in any situation. People with low anxiety are more likely to be calm, relaxed, and emotionally stable.

b) *Situation-specific Anxiety*. It refers to the persistent and multi-faceted nature of some anxieties (Putri, 2020). It occurs in specific situations or events such as public speaking, test-taking, or class participation.

c) *State Anxiety*. State anxiety, is the "moment-to-moment perception of anxiety." This anxiety is a transient emotional state characterized by nervousness that can fluctuate over time and intensity.

Furthermore, anxiety has been viewed mainly as a negative aspect influencing students' performance. However, this may not have always be the case because a certain level of anxiety should inspire the learner to perform better regardless.

3. The Symptoms of Anxiety

To know whether students feel anxious can be seen from the symptoms. Horwitz et al., (1986) as cited in Woodrow (2006) define that there are some symptoms of students feeling anxious, as for the symptoms as follows: sweating, palpitations, trembling, apprehension, worry, fear, threat, difficult concentration, forgetfulness, freezing, going blank, and avoidance behaviour. Liebert and Morris (1967) proposed that "anxiety was viewed as a bi-dimensional phenomenon, including a cognitive (worry) and an affective (emotionality) component" (Zeidner, 1998, p.10). After considering worry and emotionality, worry was defined as cognitive concern about the outcomes of failure, whereas emotionality was defined as perceptions of autonomic reactions elicited by

evaluative stress. On the one hand, emotionality is concerned with physiological reactions like blushing or palpitations and behavioral reactions like stammering and fidgeting. Worry, on the other hand, addresses cognitive reactions such as self-deprecating thoughts, irrelevant task thoughts, or negative critical worrisome thoughts (Woodrow, 2006).

4. The Level of Anxiety

According to Pertiwi and Suwartono (2019) there are four levels of anxiety that experienced by an individual:

a) Mild Anxiety

This anxiety is associated with tension in everyday life and causes someone to be a worry. Mild anxiety is typically characterized by irritating symptoms that persist. For example, you have constant worries but you can generally ignore. This kind of anxiety can be used to motivate and foster creativity.

b) Moderate Anxiety

Moderate anxiety allows someone to focus on essential things while excluding others, resulting in selective attention and more focused behaviour. In this state, each individual can still learn from others. Stimuli from outside are not properly internalized, but individuals pay close attention to the things that become the focus of their attention.

c) Serve Anxiety

Serves anxiety significantly reduces people's perception, focusing on something detailed and specific and not thinking about analyses. All behaviours

displayed are aimed at reducing tensions. To be able to focus on one thing, someone needs much help. In this case, someone will pay close attention to specific details and not think about anything else. The entire behaviour was designed to alleviate anxiety and required many directions to focus.

d) Panic

Panic is associated with fear because of loss of control. Individuals who are in a state of panic are usually unable to do anything, even with people's help. If this state of panic persists for an extended period, this will not be good for students in any presentation.

Anxiety is a reaction to a real or imagined threat, an emotional state of diffuse fear of the unknown characterized by a vague feeling of being threatened. Elevated anxiety levels may indicate a lack of emotional adjustment to certain social situations, and students who exhibit a high level of anxiety may have a negative attitude toward the weak. Anxiety students typically do not have a recognized standing in the group; they are frequently among the least popular because they are often diffident, closed, and unsociable (Yurtsenyuk, 2015).

B. Anxiety in Language Learning

1. Sources of Anxiety in Language Learning

Horwitz as cited in Kráľová (2016) identifies there are three sources of anxiety in language learning.

a) *Communication Apprehension*. This type of anxiety occurs when students feel unable to speak, discuss, and answer questions in oral class. They fail to communicate effectively and fluently.

b) *Test Anxiety.* When someone is faced with a test-taking situation, they are overly worried of failing the test. Test anxiety is apprehension over academic evaluation. It is a fear of failing in tests and an unpleasant experience held consciously or unconsciously by learners. It comes from a fear of failure (Aydin et al., 2012).

c) *Fear of Negative Evaluation.* Students are concerned about other people's evaluations. They also avoid this situation and anticipate to be evaluated negatively (Rafek et al., 2015). It can happen in any social situation, such as a job interview or daily foreign language presentation in class.

In summary, from the explanation above researcher conclude possible factors that can contribute to foreign language anxiety adapted from Horwitz, Lucas, Liu and Tseng namely communication apprehension, lack of confidence, fear of making mistake, fear of being laughed, fear of negative evaluation and lack preparation.

2. Strategy in Dealing with Anxiety in Language Learning

There are two types of strategies, direct and indirect strategies, Oxford (1990 as cited in Putri, 2020) namely:

a. Direct Strategies

Direct strategies are the language learning strategies that directly involve the target. Direct strategies require mental processing of the language, but the three groups of direct strategies do this processing differently and for different purposes.

1) Memory Strategies

Memory strategy is the strategy with use grouping or using imagery. Storage and retrieval of new information are the two keys of functions of the memory strategy. These strategies help the learners store the memory the important thing they hear or read in the new language, thus enlarging their knowledge base. These strategies also enable learners to retrieve information from memory when they need to use it for comprehension or production.

Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. Memory strategies help language learners to cope with this difficulty. They enable learners to store verbal material and then retrieve it when needed for communication. In addition, the memory strategy of structure reviewing helps move information from the fact level to the skill level.

2) Cognitive Strategies

Cognitive strategies are the strategy will use summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. Cognitive strategies are essential in learning a new language.

Such strategies are a varied lot, ranging from repeating to analysing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language the learners. These strategies are also typically found to be the most popular strategies with language learners

3) Compensation Strategies

Compensation strategies are the strategy like guessing or using synonyms, allow learners to use the language despite their often-large gaps in knowledge. The compensation strategies help the learners to reducing knowledge limitations in all four skills. For beginning and intermediate language learners, these strategies may be among the most important. The compensation strategies are also useful for more expert language users, who occasionally do not know an expression, who fail to hear something clearly, or who are faced with a situation in which the meaning is only implicit or intentionally vague.

b.   Indirect Strategies

Indirect strategies are the strategies can support and manage language learning without directly involving the target language. The indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills: listening, reading, speaking and writing. There are three types of indirect strategies:

1) Meta-cognitive Strategies

Meta-cognitive strategies are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process. Meta-cognitive strategies are essential for successful language learning. It is like organizing, setting goals and objectives, considering the purpose, and planning a language task, help learners to arrange and plan the language learning in an efficient, effective way. The meta-cognitive strategy of seeking practice opportunities is especially important. Learners who are seriously interested in learning a new language must take responsibility to seek as many practice opportunities as possible, usually outside of the classroom.

2) Affective Strategies

The term affective refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance the affective factors influencing of language learning. Language learners can gain control over these factors through affective strategies. The affective side of the learners is the probably one of the very biggest influences on language learning success or failure. Good language learners are often those who how to control their emotions and attitudes about learning.

3) Social Strategies

Language is a form of social behaviour. It is communication and communication occur between and among people. Learning a language thus, involves other people and appropriate social strategies are very important in this

process. Social strategies help the students learn through interaction with others. Social strategies involve interacting with one or more people to improve language skills. These strategies are the basis of social learning, which not only increases learner‟s language performance but also enhances self- worth and social acceptance. In the area of language learning, social strategies have accrued the same benefits, as well as the following additional advantages: better students and teacher satisfaction, stronger language learning motivation, more language practice opportunities, more feedback about language errors, and greater use of different language function.

C. English Presentation in The Classroom

Nilsson, T. (2011) explains that this issue often turns into a vicious circle because one bad experience from presentation often becomes a reminder when the next opportunity arises. If a student with those anxiety experience failure, they will rather remain quiet than take the risk of failing again. This situation drags them into a silence that becomes more and more difficult to break since it contributes to a role as "the quiet one" in class. Presentation anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing.

1. Presentation in The Classroom

In learning English as a foreign language, particularly in speaking, classroom presentation engages students in the process during teaching and learning activities. It is a type of activity in which students present their work individually or in groups in front of the class. However, because not all students

are fluent in English, teachers in EFL classrooms can use this to build up and improve the students' speaking abilities. Students' motivation, confidence, sense of community, speech fluency, and accuracy can all benefit from this (Wardoyo, 2018). According to the information presented above, it was necessary to conduct research to describe the process of teaching and learning English through the classroom presentation technique.

According to Widyastuti and Mahaputri (2015), student presentations may be given for the following purposes: advocacy/persuasion, training, teaching, and learning, informing, and assessment. Student presentations are increasingly used in educational courses to encourage students to be more active in their learning. Most educational institutes require oral presentations in courses. These can be extremely beneficial learning experiences but giving an oral presentation in class can be stressful for students. Not only are they nervous about speaking in front of an audience or group, but many have had little training in what constitutes an effective presentation.

Brown (2004) Points out that there are some basic speech types, such as the following taxonomy:

a) *Imitative*. The ability to simply imitate a word, phrase, or possibly a sentence is one end of a series of oral expressions.

b) *Intensive*. Is a short piece of spoken language designed to demonstrate ability in a specific set of grammar, phrases, vocabulary, or phonetic relationships?

c) *Responsive*. Interaction and test comprehension are included in the response but are limited to concise conversations, standard greetings and small chats, simple requests, and comments. This is a short answer to a question or comment raised by a teacher or student, providing instructions and guidance. These responses are usually sufficient and meaningful.

d) *Interaction*. Interaction can take two forms: transaction language used to exchange specific information and interpersonal communication used to maintain social relationships. Interactive speech refers to the length and complexity of the interaction, sometimes involving multiple exchanges or multiple participants.

e) *Extensive* (monologue). Speeches, oral representations, and storytelling are examples of extensive oral production tasks. The opportunity for oral interaction from listeners is either severely limited (perhaps to nonverbal responses) or ultimately ruled out.

2. Concept of Presentation

All presentations share a common goal: they are given to inform, train, persuade. A presentation can also be defined as a talk that provides information about something. Based on the previous definitions, we can conclude that a presentation is a formal talk given by someone to another person or group in which information about something, an idea, a product, or work is explained to the audience. The presentation is a talk to someone segments and some main points. The following are the primary characteristics of presentation performance based on (Wahyuni, 2017):

a) A focus on both messages and audience

b) Predictable organization and sequence

c) Importance of both form accuracy

d) Language is more like written language

e) Often monologic

Furthermore, Wahyuni (2017) also add some of these skills involved in using talk as performance are:

a) Using a relevant format

b) Presenting information in an appropriate sequence

c) Maintaining audience engagement

d) Using correct pronunciation and grammar

e) Creating an effect on the audience

f) Using appropriate vocabulary

g) Using a suitable opening and closing

From the point above it can be seen that the presentation has several stages and criteria that must be followed when doing a presentation; using a relevant format, giving the information, using correct grammar, create a fun situation on the audience, and the important part is using a suitable opening and closing. These seven points are the skill that involved the presenter in giving a good performance.

3. The Component of Presentation

A presentation is a method of communication. All components of presentations consist of three basic parts: speakers, listeners, and utterances. All

these basic parts are related and complementary and cannot be separated. Dolan, (2017), explain that there are 3 basic components of presentations, these components are:

a) Speakers: Speakers are the person who creates sound. They can be used to express one's thoughts or feelings to the listener. As a result, if there are no speakers, the opinion, feelings will not be expressed.

b) Listeners: Listeners are individuals who receive or acquire the speaker's opinions or feelings. A listener is someone who accepts the speaker's messages or meaning. If there are no direct interlocutors, the speakers will express their thoughts in writing.

c) Utterances: Utterances are sentences or words, which speakers produce in order to express their opinions.

Following the gathering of components, the speaker must introduce themselves, usually beginning with a general identification. Then, state the topic of your presentation, including the major points you will cover, and highlight the main points you made or emphasize what the audience should have learned. Refrain from restating everything you said in the body, and never introduce new information at this time so that the listeners accept the speaker's messages or meaning.

4. *Types of Presentation*

Presentations should be as unique as your company and the information you're attempting to convey. Certain types of presentations, however, are common

across industries and teams. There are four types of presentations. According to Caisido, (2020), there are four different types of presentations:

a) *Persuasive*. This type of persuasive presentation advice the audience that the presenter is knowledgeable and understands the material well. The presentation's carrier attempts to pique their interest in the presentation material to understand.

b) *Explanatory*. The style of explanation provides a broad overview, highlighting the issues or critical points, improving comprehension, and providing explanations about items that are still unclear to the audience. As a result, the audience can get a better understanding.

c) *Instructional*. For teaching audiences, typical instructional presentation styles are presented. This presentation necessitates require audience participation. Presentation products should be plain and straightforward. The audience can be straightforward and understand without much thought.

d) *Report*. The presentation report style aims to provide details. The point of this presentation is specific, leads directly to the problem or key points, and the most crucial aspect is the accuracy of the information presented.

A presentation must be well-structured to have the most significant impact on your audience. Unstructured presentations can be challenging to understand and even frustrating to listen to. The main points of your speech should be supported by evidence, and your transitions should help the movement between points and clarify how everything is connected. Although each presentation type has its benefits and is appropriate for specific situations, some are universal and

can be used almost anywhere with some modification. Still, the presenter must determine which presentation is best for the audience.

5. Kinds of Presentation

Heaton (1991) as cited in Nurhawuni (2019) defines two types of oral presentations as follows:

a) Individual Presentation: Individual presentations can help students gain confidence when speaking in front of a large group on their own, or they can help students take personal responsibility for critically understanding and responding to questions. Students become localized "experts" on specific subjects due to this process.

b) Group Presentation: There is substantial benefits to assigning presentation in groups. Groups encourage teamwork and help students get feedback from each throughout developing the presentation. Groups can prepare presentations during or outside of class. Group presentations require students to work together to plan and prepare for their presentations. During group work, students can be encouraged to use English to negotiate meaning with the other group members and to work together in English to plan how they will present their ideas to the other class members. This facilitates English use to meet a specific goal authentically and with very little intervention from the teacher (Brooks & Wilson, 2014).

6. Situation in Presentation

In a presentation, a situation is a relative position or combination of circumstances at a given time. There are three types of rhetorical situations: interactive, practically interactive, and non-interactive. Here are some explanations for each situation: here are three kinds of situations as stated in Mardiningrum and Ramadhani (2020), there are:

a) *Interactive*. In this situation, there will be no chance to ask for repetition, clarifications, or requests for a slower speech from the conversation partner. Interactive speaking situations are the most practical for both the speaker and the listener as they can understand the matter without further doubt. Telephone calls and face-to-face conversations are included in this situation, where speaking and listening are alternatives in English.

b) *Partially Interactive*. Partially interactive is one of the speaking activities primarily performed by some or all the participants in the interaction. For example, they are giving a speech in front of a live audience and presenting a presentation. In partially interactive conversations, the speaker can directly see the audience and also judge from their facial expressions and gestures whether the participants have understood their speech or not.

c) *Non-Interactive*. For this kind of situation, there will not be any audience interaction where speakers have to just record their speech for a radio broadcast.

Each of these three types of situations is covered in each presentation. This is determined by the type of presentation used and the situation encountered during the presentation.

D. Presentation Anxiety

Herwanto (2013) discuss about presentation anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Nevertheless, in these situations researchers prefer to use the term tension.

1. Factors Creating Presentation Anxiety

To better understand how anxiety creates classroom dynamics, consider the following factors that may influence the level of anxiety and how it shapes learners' behaviours.

a) Gender

In general, gender is a factor that is frequently investigated in relation to various aspects of developing second language proficiency. A study was conducted by Mahmud and Suryana (2015) discoverd that there is a significant difference in speaking anxiety between male and female learners at the beginning of the course.

b) Low Self-esteem

Self-esteem is a learners' personal opinion or evaluation of their skill and abilities. When learners who do not believe in their skills and possibilities show

more significant stress, which ultimately generates poor performance (Huda, 2018). According to Muluk et al., (2021, p. 127) There is something unique or unusual about the person who has low self-esteem. Differences in personality, performance, opinions, and behaviour may exist. "What appears is that maybe because he does not fit into his group, then he is considered different. There were some bullies that were caused due to different appearances, somewhat like that, so it was considered inappropriate." Differences usually cause one person to become the centre of attention, which may rise curiosity of others while also increasing the chances of lacking confidence.

c) Fear

Fear is one of the most powerful impediments to doing anything positive in life. Fear is an emotional reaction to danger. Fear is a basic survival mechanism triggered by a specific stimulus, such as pain or danger. Aside from happiness, sorrow, and anger, some psychologists believe fear is one of the basic emotions.

d) Worried

Worrying is overthinking or anxiety about a problem or situation. Worry is frequently accompanied by pain and fear. This mindset makes a person distracted, focus on potential negative situations, and be overwhelmed by unjustified and baseless anxieties.

e) Competitiveness

Anxiety caused by competitiveness is also linked to the risk-tasking versus risk-aversion personality dichotomy. Such students compare themselves to other

group members in a group task, viewing their performance as better and their skills is worse. Intellectual jealousy among university students can be a serious problem at times as part of the normal competitiveness. Intellectual jealousy is one of the most persistent causes of competitiveness in university classrooms. Some students are particularly concerned about being abandoned by classmates and teachers, as well as neglected by their parents, if they appear to be intellectually incapable (Muluk et al., 2021). As a result, they would rather avoid interaction than make mistakes to avoid inner group competition.

f) Negative experience

It is natural to notice that learners' experience in the FL classroom influences their attitude toward future situations, activities, or concepts. This is evident in motivation, which means that when a learner succeeds in a given task, they might be more willing to handle a similar task the next time. This causes a chain reaction that successfully generates more confidence and motivation. A higher level of motivation, in turn, generates a greater likelihood of a learner's success when handling a given task (Grieve et al., 2021).

2. *How to Overcome the Anxiety*

Hashemi (2011) stated that the most basic approach for reducing anxiety of ESL learners is making the language classroom environment less formal and more enjoyable. Teachers must understand if students make mistakes, and should create enjoyable class activities rather than being strict. According to Kondo & Ling (2004), there are five cluster solutions to organize the main problem of

presentation anxiety, including: preparation, relaxation, positive thinking, peer-seeking, and resignation .

a)   *Preparation*. It is worth noting that preparation was the most frequently used strategy since it attempts to minimize the possible challenges by doing more preparation. Many second language learners become worried when they do not prepare for class. Because of its positive results, preparation appears to be a suitable solution. What they need is a good preparation, which may lead to a better outcome (good performance). What students must understand is that feeling worried, anxious, and nervous is completely normal. What they should focus on is how to transform such feeling into learning motivation.

b)   *Relaxation*. Relaxation involves techniques for reducing anxiety symptoms. Many nervous students may experience "audience anxiety" when speaking in front of their peers or when the teacher chooses them to answer a question. Relaxation is one of several techniques for overcoming this anxiety.

c)   *Positive Thinking*. Trying to be confident, thinking of something pleasant, and giving an outstanding performance without thinking of any sequences are various ways to reduce anxiety and develop a positive self-image for learners. Preparation and positive thinking strategy should be applied side by side. Having positive thinking without any preparation may lead to bad performance, and this lousy performance may contradict with students positive thinking and wish.

d)   *Peer Seeking*. Peer seeking is defined by students' desire to seek out other students who seem to have trouble understanding while moderating their anxiety.

Seeing that others are dealing with the same problem might help an anxious student gain emotional control through social comparison.

e)   *Resignation.* The last one is resignation. Resignation is characterized by students' unwillingness to do anything to ease their language anxiety. Students who deal with resignation appear to be attempting to minimize the impact of worry by refusing to confront the problem. Sleeping in class, stopping paying attention, accepting the worse situation, and stopping making any effort are many ways to reduce stress and tension for students.

E. Previous Studies

This study focuses on how to reduce ESL students' language anxiety during in-class oral presentations. Chen (2015a) investigates the connections between ESL students' speaking in-class anxiety and their presentation performance, the factors that cause oral anxiety during presentations, and solutions for controlling students' speaking anxiety. Their findings reveal that anybody could get nervous during in-class oral presentations. Moreover, in-class speaking anxiety has little bearing on ESL students' presentation skills. This is because speaking anxiety coping methods engage in presentations impact ESL students' presenting performances. Aside from that, it is the role of teachers to create a low-anxiety environment during speaking skill enhancement sessions, particularly during class presentations (Chen, 2015b).

According to Zhiping and Paramasivam (2013), it is essential for lecturers to understand the reasons for anxiety among students and find possible solutions to alleviate anxiety while enhancing students' oral competency. The findings may

also aid lecturers in recognizing some of their reactions that may enhance or reduce students' fear of speaking in class. Furthermore, this study informs students about potential factors that may trigger anxiety and offers solutions to coping with them.

According to Tsiplakides and Keramida (2010), teachers should take on the role of the researcher in their classrooms. Before implementing strategies to help students reduce foreign language speaking anxiety, foster motivation, and improve foreign language performance, practitioners need to know students' attitudes toward oral production and the reasons for their low performance and unwillingness to engage in speaking activities. It is proposed that using a "teacher as a researcher" approach is beneficial. A method like this, which combines theory and practice, can positively impact English teachers' professional growth and students' anxiety, motivation, and language learning.

Dollah (2009) conducted a study on the effect of self-esteem, anxiety, gender, and the relationship between the independent variables on EFL learners' oral communication. Based on the research findings, the author concludes that (1) discrete self-esteem influences EFL Learners' oral communication. (2) Anxiety significantly impacts EFL learners' oral communication. They are anxious because of not only linguistic factors but also non-linguistic factors, (3) Gender does not significantly affect the oral communication of EFL learners, which means that both female and male students have an equal chance of learning English oral communication, and (4) self-esteem, anxiety, and gender (independent variables)

collectively affect the oral communication of EFL learners, with only anxiety showing a significant effect on the oral communication.

Learners with higher anxiety levels in the language classroom tend to be less motivated and independent in their language acquisition. Anxiety has a devastating effect on their language learning, evidenced by its substantial correlation with foreign-language performance. According to the regression analysis results, autonomy and foreign language anxiety were the most significant predictors of language competency among the tested factors (Liu, 2012).

The previous research on student anxiety was dominated in investigating Asian students who study in English speaking country (e.g, Tsiplakides 2009, Liu 2012, Zhiping & Paramasivam 2013, and Chen 2015). In Indonesia, most of the researchers like Tupang (2015), Dibryanti (2019), Darmawati (2021) investigated senior students with the aim that they had more experience than those below them. However, in my opinion, those who are still in third year have very fresh experience because they are still doing presentations in class. It is important to know about the factors and strategies affecting the students' anxiety.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology and explores how the research is conducted. It will discuss more specifically the process of the study's investigation. This chapter consists of research design, research location, population and sample, data collection method, and data analysis.

A. Research Design

Research design is the arrangement of data collection and analysis conditions, aiming to combine relevance with research purposes with economics and procedures. The research design should be carried out after selecting and formulating the research topic and questions.

In this study, the qualitative research designs is used to find answers to all research questions. Qualitative research is a dynamic process. The researcher must be able to look at a case from multiple perspectives, looking at it from one vantage point and then from another. This research attempts to look into various points of view from students (Thorne, 2000). To support the qualitative data, the researcher uses an interview method that can be used to answer all questions. The data are gathered from respondents' perceptions during field interviews. The goal is to find and investigate some characteristics of a specific situation. This study describes the use of anxiety.

B. Research Location and Participant

The participants in this study are the students of the Department of English Language Education at Ar-Raniry Islamic State University Banda Aceh. Ar-Raniry Islamic State University Banda Aceh was established on October 5, 1963, and is known as one of the largest universities in Aceh. The researcher obtains the data by purposive sampling, a technique for selecting informants based on specific criteria. The participants for this research are five students of the Department of English Language Education who were selected based on their presentation score, 2 students were the highest score, 2 students were the lowest score and 1 student with middle score. For the participants, there is no specific criteria, through this case, the researcher used convenience sampling because only five students are available and those participants are the easiest for the researcher to access. Third-year students are selected because they have had enough experience where they have to face anxiousness and found ways to overcome that more times than those in their lower year of studies. They are also chosen since those feelings are still fresh. Therefore, there would still be the lingering feeling of the time they had been through those experiences. The interview was conducted about 15-20 minutes for each participant.

C. Data Collection

The data for this study were obtained through interviews. The interview was conducted for those who have done presentations as part of their classes. Lambert and Loissele (2007) stated that an interview is a research strategy in collecting the data about participants' experiences, perspectives, thoughts, and

beliefs. Edward and Holland (2013) argued that there are three kinds of interviews; structured interviews, semi-structured interviews, and unstructured interview. In this research, the researcher used a semi-structured interview because it would help the researcher and became more organized and straight to the point. According to Mackey and Gass (2005), a semi-structured interview in an interview that includes a written list of questions as a guide, and the interviewer has the independence to explore for more information by asking several question. The results were then analysed to see what kind of factors and strategies that students used in reducing anxiety in presentation.

D. Data Analysis

To get the data from the respondents, the researcher used an interview. The researcher analyses the data after the interviews were completed in the form of transcripts, selects the important and required data, then divides the data into groups depending on the theme of the questions at the time of the interview. Furthermore, the researcher codes the data to make it easier to analyse. The researcher assessed the data connected to the study purpose by recognizing patterns and drawing connections to each of these data after each data was analysed. The researcher also evaluated the data and discussed the findings. After the data has been evaluated, it would be interpreted and discussed in the context of the subject. The researcher might utilize the outcomes of interviews as evidence for making decisions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the data gathered from observation and interviews, namely findings. The debate is structured around the research questions that guide the investigation. Further explanation and analysis of the results are provided during the discussion session.

A. Findings

The data gathered through interviews based on a descriptive qualitative research methodology among English Department Students of UIN Ar-Raniry is included in the conclusions. The components of anxiety were determined by observing the students' anxiety symptoms. Meanwhile, the interview was used to gather information for two research questions presented by the researcher, which included "What factors cause anxiety in Department of English language Education students when presenting an English paper?" and "What strategies do students use to overcome their anxiety when presenting an English paper?". The researcher interviewed five students of the Department of English education.

The data of this study came from the results of interview. The respondents were students-1 (FM), student-2 (MA), student-3 (NA), student-4 (JM), student-5 (NU). The researcher ask all participants the same questions to assess the factors and strategy in reducing anxiety in presenting English paper. In this section, the researcher converted the audio recording of the interview results, which were subsequently displayed as the extraction for several categories.

a. Factors Of Anxiety

The researcher discovered that there were four kinds of anxiety experienced and demonstrated by students in their speaking performance: worried, nervous, fear, and shame. The researcher employed a semi-structured interview to elicit the students' feelings during performance and field notes to classify the students' anxiety-related aspects. The interview was carried out with the students at the second semester at Ar-Raniry Islamic State University (UIN Ar-Raniry).

1) Worried

The researcher discovered that the participants were anxious about her performance abilities. S3 mentioned as her response: "I feel worried. Because I'm not used to appearing in English in front of friends. I'm worried about my English pronunciation wrong."

According to the data above, some students claimed to have experienced anxiety or doubt during speaking presentations. They felt less prepared or ready to speak English in front of the class, as seen by their declaration, "Yes, I am worried." This sensation surfaced when they were speaking in front of the class. Another explanation was that they were concerned that their abilities would fall short, and many students worry when they forget what they will say before giving a presentation. The researcher classifies worry as a type of anxiety based on that answer.

2) Nervous

Most of the students' answers stated that they felt worried about their performance. The researcher presented the answer of S2 as follows: "Yes, I feel nervous, so I don't have self-confidence in performance. I'm shaking and sweating until I can't say anything else"

According to the exposure data, MA argue that the majority of students felt anxious before giving a speech or while giving a speech. One of the critical things that makes S2 anxious before a speaking performance is struggling. That feeling appears suddenly from the person itself, as revealed in the next question "I'm shaking and sweating until I can't say anything else" As a reveal that feeling comes on suddenly from the individual. As a result, this emotion is classified as an anxiety category.

3) Fear

This type was conducted from the section on interviews. Students who had performed in presentation class were the interviewees for this portion. S1 and S4 explained: "I am afraid. I am afraid my English pronunciation is wrong"

Based on the interview, it is clear that one of the students' performance anxieties is fear. S1 and S4 are terrified for various reasons, such as their fear of making a mistake during a speaking presentation wrong pronunciation. The second issue is that many students feared being criticized for their performance outcomes. Another explanation offered was that the concern came from believing their friends would be embarrassed by their appearance.

4) Shame

Some of the students who were reluctant to perform in front of an audience were identified by the researcher from the interview. The following answer from S5 explains it: "I am shy and also I don't have confident to talk in front a lot of people when all my classmate looked at me"

From the data description above shows that most of the students who speaking performance felt shame, as the students said in the interview that "I am shy" this indicates that one variable of student's anxiety in speaking performance is feeling ashamed, it's caused that they were afraid of being ridiculed or embarrassed with their appearance.

b. The Effect of Anxiety

The second goal of this study is to determine the impact of anxiety on students' performance when English performance. Furthermore, the data was taken by the researcher with doing an interview to the students on the 2nd semester at the Department of English Language Education at Ar-Raniry Islamic State University.

Furthermore, the study discovered four consequences of anxiety experienced and demonstrated by students in their speaking performance: lack of self-confidence, decrease in the mastery of the material, forgetting the material or blank, loss of concentration, and unsatisfactory achievement. This was determined through audio recording results during interview.

1) Lack of Confident

According to the interview, their self-confidence suffered when the students were nervous throughout the speaking performance. Some students don't have self-confidence, so they cannot perform optimally in speaking performance. It can be shown from the answer by S2: "I feel nervous about the material that I am explaining whether it's delivered well or not, and feel nervous is there any questions from them that I can't answer properly." And also he said that: "if I feel nervous on how the presentation will be going, I don't feel confident in performance, so it was ruined everything."

According to the interview results, one of the anxiety consequences of performance was a lack of confidence. According to the students, "if I am anxious, I don't feel confident in speaking performance." Based on the students' explanations, the researcher acquired information or data regarding the effect of anxiety. The students stated that when they were nervous about their speaking performance, their self-confidence decreased, resulting in a less than optimal performance.

2) Lack of Material

From the interview, the students explained when they felt anxious during the performance, their concentration would be down. Consequently, the mastery of the material would decrease. S4 explained: "I feel that I do not master the material when I perform to perform in front of my friends. Because of this fear, my mastery of the material immediately disappeared."

According to the interview results, mastering the material was one of the anxiety impacts on speaking performance. As students stated, "I do not master the material when I perform in front of my friends." The researcher collected information or data about the influence of anxiety from the students' explanation above. The students said that when they felt anxious about their performance, then their mastery of material would decrease so that in conducting the performance was not maximal.

3) Forgetting the Material or Blank

This effect was taken from the interview section. This section's interviewees were students who had presented their performance in speaking class. Many students answered becoming unexpectedly blank or forgetful of the material when performing in front of the class in this study. As stated by S5: "Very influential. Sometimes a lot has been prepared but because there is a sense of doubt, the feelings get mixed up, so I am blank and do not know what to say".

According to the interview results, one of the anxiety consequences was being forgetful or even blank about the topic that would be provided and being unable to continue their performance. If the students were worried about their performance, they would lose or forget their topic. As a stated by the students in the interview that "I forget what to say and suddenly blank" from the students' explanation revealed that one of the effects of students' anxiety was a material mastery factor that they sometimes forgot when they were anxious. This was also seen from the results of observations that found the appearance of students who seemed to forget the material that they would convey.

4) Lack of Concentration

This effect was taken from the interview section. This section's interviewees were students who had demonstrated their performance in class. According to S1, one feelings might make him feel insecure and unable to speak in public: "Because I'm nervous, I usually do not concentrate on what I want to say when I am performance. So it was really influence my presentation".

According to the students' answers in the following interview, the influence of students' anxiousness while performance was not fluent. As stated, that "Because I'm nervous, I usually do not concentrate on what I want to say when I am speaking performance" The student's answer was one of evidence about the effects of feeling anxious encountered when doing a performance or losing concentration.

5) Unsatisfactory Result

The result from the anxiety effect is unsatisfactory achievements. This data found from the interview process. S3 said that her presentation out of expectation caused by the anxiety. We can see from her answers: " Because of those worried in performance, my performance is not optimal, and the result is not as I expected.".

According to the above result, the influence of students' anxiousness in conducting performance might lead to speaking achievement results that are less than optimal or unsatisfactory. As said in the preceding interview, "If I'm nervous, the result is not maximal or not as I am expected." According to the students'

admission, when they were concerned, the results of their speaking performance would most likely not satisfy or maximize.

c. Strategy in Reducing Anxiety

The strategies to reduce the students' anxiety as the conclusion from the data were taken by the researcher with doing observation and interview to the students on the 2nd semester at the Department of English Language Education at Ar-Raniry Islamic State University. As a result, this part is the final objective of this research that presents techniques to reduce anxiety in students speaking English performance. The researcher defines specific strategies and methods students use to reduce their nervousness in speaking English, such as preparation, relaxation, self-confidence, ignoring audiences, and holding script.

1) Preparation

The term "preparation" refers to efforts to control an oncoming threat through improving learning and study strategies. Because it focuses on behavioural components of language learning that are related to good performance in class, preparation might be considered a behavioural strategy. Using these tactics is expected to raise students' subjectively judged mastery of the subject matter and, as a result, reduce anxiety associated with the language lesson. So, preparation is the action or process of preparing for a specific test.

The typical items of preparation are: try to get using English, study hard, ask for help from friends, check the dictionary, ask the teacher some questions, practice English in your mind, listen carefully to what the teacher says, try to

perform better, try to make a habit of studying English every day, prepare our self-better, try to read carefully, concentrate on the class, searching material from google, and so on.S1 stated:

" There are several strategies that I use in reducing my anxiety. But most of the time, the strategy that I use often is preparation. I make preparation then practice a lot before performing".

The students said that before appearing in a presentation, he should do preparation such as searching for information on Google and then practicing speaking.

2) Relax

Relaxation techniques are an essential part of reducing anxiety. However, if we do not make time to do these activities, we are unlikely to succeed. Relaxing can be a powerful stress reliever that benefits our mind, body, and spirit. Relaxing can be accomplished by taking deep breaths. Taking Breathe Deeply was collected as supporting data during and after taking performance from the interview and observation. According to the results, S2 used the breathing approach to lessen their anxiety when he felt anxious. "Just relax and enjoy when speaking performance. Like take a deep breath and exhale slowly, and repeat."

Reduce anxiety in the relaxation category is taking a deep breath, as "like take a big breath and then slowly exhale" from the explanation that some students reduce their anxiety by inhaling deeply. According to their confession, taking

breathing exercises or resigning would allow them to relax and refocus on their performance. It can also be visible throughout their performance.

3) Self-confidence

Self-confidence is a mental attitude that includes the process of absorbing constructive thoughts, words, and images for our cognitive development. Furthermore, this category is required to deal with our mental decline produced by anxiety. As a result, if we have a good thinking perception, we will do something good. However, if we have a terrible thinking perception, we will be weak in achieving something. In conclusion, students' method for reducing nervousness while performance was self-confidence. The interview segment inspired this method. S3 explained that: "Feel confidence and be sure can speak fluently in front of classmates".

According to the her answer, one of the students' strategies for reducing anxiety was to perform confidently, as stated, "I confident of performing speaking." The students indicated that confidence was necessary to combat the anxiousness or dread they frequently felt to perform efficiently. The students believe that they can achieve the performance. As a result, self-confidence is increasingly crucial in whatever we do to ensure that our activity runs well. Then, this component is highly effective in reducing anxiety, particularly for students participating in teaching and learning activities.

4) Peer Seeking

This study's conclusion about the strategies used by students to reduce anxiety is Peer Seeking. Peer seeking is a means of comprehending or looking for other things. Students in the class appear comfortable and try to locate friends who can assist them in alleviating their anxiety. According to this study's findings, S4 explained that she used this method to lessen her nervousness, such as staring at familiar friends or audience members who can help them relax and enjoy their speaking performance. It can be seen clearly from her response below: "I look at my audience who enjoys so that my performance running well again".

Based on the results presented above, it is possible to conclude that peer perception is one technique for reducing anxiety during performance. As the students stated in the interview, " I look at my audience who enjoys so that my performance running well again " she glanced to the audience or friends who were enjoying or joyful so that she might be stimulated to continue enjoying her presentation.

5) Ignoring Audiences

"Based on the findings of the student interviews, the researcher discovered that the students indicated that they ignored the audience to control their anxiousness in their performance. It is obvious from S5 response "I don't see my friend's face and I ignore their response to me".

From the description data above shows that ignoring or do not care to the audience in speaking performance could eliminate nervousness. As stated, that "I

don't see my friend's face and I ignore their response to me" such as assumption may affect and stimulate the student's mindset, so she is not burdened by the number of the presence audience. The students said that to avoid anxiety, she does not look at the audiences.

6) Holding Script

The activity of carrying objects or holding something done by students to perform their performance is known as instrumental support. The researcher detailed the outcomes of field observations linked to instrumental usage by students that could aid in minimizing their nervousness during the speaking performance in this part. Based on the observation and interview with the students, the researcher discovered that the students held a paper or script when performing a speaking performance in class. It is obvious from S3 answer, it explained: " I normally bring a script during the speaking performance to anticipate when I blank the material due to my anxiousness. And sometimes I use my phone to see the points when I suddenly blank in speaking performance".

According to the data above, one of the media that helps or supports minimizing the student's anxiety during the speaking performance is to bring a paper or script so that the students enjoy the speaking performance. "I normally bring a script during the speaking performance to anticipate when I blank the material due to my nervousness," she stated. It may be deduced from the statement that holding a paper or script is a tool or instrument that can aid in minimizing a person's nervousness when speaking in public or front of an audience.

B. Discussion

This part is concerned with the interpretation of discoveries that have been explored and elaborated. The researcher asked two research questions that were answered using the result interviews. The first research question is "What factors cause anxiety in Department of English language Education students when presenting an English paper?" and "What strategies do students use to overcome their anxiety when presenting an English paper?" and based on the data was analyzed, it can be concluded that various factors and strategies were used by the students to reduce the anxiety.

Anxiety is quite different, as researchers have demonstrated through their various research findings. Anxiety causes both physical and psychological symptoms. Anxiety is now recognized as a multidimensional construct comprising a variety of interconnected cognitive, emotional, physical, and behavioural responses (Handayani et al., 2020). People who are suffering from anxiety disorders will find it difficult to relax and uncomfortable in various situations, including teaching and learning. This perceived study offered two categories of foreign language anxiety that clearly showed the distinctions between helpful and debilitating anxiety by demonstrating that anxiety can be positive or negative.

There are so many types or variety of anxiety includes the aspects that cause anxiety based on what side we view. Anxiety may be experienced in a variety of ways: Disturbances of thinking (cognition), Negative emotion (affect)

and Bodily (somatic) symptoms. This study looked at anxiety from a different perspective, dividing it into four categories: anxious, nervous, fear, and shame.

Worrying is overthinking or anxiety about a problem or situation. Worry is frequently accompanied by pain and fear. This mindset makes a person distracted, focus on potential negative situations, and be overwhelmed by unjustified and baseless anxieties. Worry can produce extreme anxiety and panic in severe settings, becoming a persistent problem if not overcome. Anxiety and worry are common to many emotional disorders, but in generalized anxiety disorder, the worry is the primary diagnostic criterion (Brown et al., 2014)

From the result of the interview was conducted among the students, the researcher discovered that most of the students were concerned about their speaking performance, which caused their performance to suffer.

Symptoms of nervousness while performing include a faster heartbeat, shortness of breath, nausea, easily distracted attention, lack of concentration, forgetfulness, frequent trips to the restroom, and concern about the chance of blunders. Nervousness makes it challenging to think clearly or behave properly and accurately; everything appears uncomfortable and stalls abruptly. The nervous disease can occur at any moment when a person performs, such as being a public speaker, giving speeches, fighting, presenting (Gino et al., 2012).

Fear is one of the most powerful impediments to doing anything positive in life. Fear is an emotional reaction to danger. Fear is a basic survival mechanism triggered by a specific stimulus, such as pain or danger. Aside from happiness, sorrow, and anger, some psychologists believe fear is one of the basic emotions.

Fear was discovered because of data interviews in the finding part of this study. The researcher reached a conclusion based on the students' statements about their speaking performance. Several academics have suggested that fear and anxiety are qualitatively distinct emotional states considering these distinctions.

A negative self-concept usually causes shame. When compared to others, they constantly feel incomparable. As a result, there is a lack of self-confidence, oversensitivity, a lack of trust or respect, and a fear of being incorrect. The beginnings of this shy nature are mostly other psychological problems the nature of shame begins in early childhood when we are not experienced in helping ourselves (Sedighimornani, 2018). The final finding of anxiety in this study is shame. According to the data description of the initial result, most of the students who did a speaking performed felt ashamed, as the students stated in the interview that they were shy.

1. The Effect of Students Anxiety

Anxiety is one of the most negative influential variables preventing learners from successfully learning a foreign language. It causes nervousness and fear in language learners, contributing to poor aural/oral performance (Male, 2018). As a result, this self-anxiety might make it difficult for students to respond effectively during speaking activities. This, of course, can impede mastery of the capacity to talk fluently and be acceptable in various situations. Considering that, according to numerous research, a self-anxiety factor is one of the most significant affective elements for learners in English speaking activities in the classroom.

Dibriyanti (2019) stated the characteristics that influence self-anxiety in speaking English are Anxiety in communicating the English language, self-worries when presented with a test, and fear of negative evaluations from others. Students learning English as a foreign language believed it was critical to keep people's opinions to themselves, so they preferred to remain silent rather than try. Still, they finally made mistakes that gave them anxiety about negative judgments about themselves.

The explanation above showed the various effects of anxiety on students' responses to the learning activity. Those studies are related to this research that explored the impacts of anxiety. Still, in different terms, this research discovered four effects of anxiety that were mentioned in prior findings, such: With less confidence, the students stated that when they were nervous about their speaking performance, their self-confidence decreased, resulting in a less than optimal performance.

1) One of the disadvantages that some students have experienced in their speaking ability is a lack of confidence. The students stated that their confidence would drop when they were nervous about their speaking performance, resulting in a less than ideal performance. Some of them were self-conscious when speaking English in class. They could not talk fluently in front of their classmates in the classroom.

2) Everyone has experienced forgetting the material or going blank due to severe tension, especially during a stressful situation such as a presentation, conversation, or performance. In this study, many students

stated going blank or forgetting the material when performing in front of the class.

3) One of the anxiety effects experienced by some students in their speaking performance is a decrease in the mastery of the material. According to the interview, their attentiveness suffered when the students were nervous throughout the performance. As a result, mastery of the content would decrease.

4) Less concentration. Some factors that can be influenced by some things when speaking in public influence public speaking difficulty. Fear, worry, and melancholy can all be impediments. These three emotions might make people feel insecure and unable to talk in public.

5) The result of the anxiety effect is unsatisfactory achievements. Excessive Tor uncontrolled anxiety can impair the performance, resulting in bad outcomes. Some students said that their anxiousness influenced their presentation.

2. Effect of Anxiety

Effect is the result of an actions, like what are the impacts when doing an English presentation in the classroom. In this section, the researchers classified on students' performance who indicated the emergence of students' anxiety effects during English performance. The effects are:

1) There were some students who seemed to stammer in delivering their material. From those findings, the researcher concluded that the delivering method of students who stammered in performance as the effect of anxiety.

2) The researcher found some students perform a fairly short performance. This shows that the effect of anxiety is the students' inability to perform with suitable time and wide material explanation. It deals with the effects of anxiety.

3) The researcher found in the field that some students looked confused in searching for the continued material that was delivered when doing a speech performance or looked like not mastering the material.

4) The researcher found that some students did not focus on performance in front of the class. This is due to an excessive anxiety factor that felt by students. The effect of excessive anxiety would make the students unable to concentrate and could inhibit all activities.

3. *Strategy in Reducing the Anxiety*

A teaching strategy is a general lesson plan containing organization, instructional goals, and an outline of planned methods required to achieve the strategies. A strategy is a method, technique, or steps of procedures used to improve, develop, or resolve an activity. Considering this, the final purpose of this study was to identify the approach students used to tackle their learning and teaching problems. From the previous discussion section of this study, the researcher categorizes the strategies that students used to lower their anxiety while speaking English performances, such as preparation, relaxation, self-confidence, peer seeking, ignoring the audience, and holding a script.

One strategy for overcoming anxiety when speaking performance is to make good preparation before delivering a presentation. The typical items of preparation are attempting to use English, studying diligently, asking for assistance from friends, searching for relevant material on Google, asking the

teacher a few questions, practicing English, listening carefully to what the teacher says, attempting to perform better, attempting to read carefully, concentrating on the class, etc.

The students' final method for minimizing anxiety throughout their English-speaking performance was the positive thinking strategy. If we have a good thinking perception, we will do well, and however, if we have a poor thinking perception, we will perform poorly. Mindset Management is a mental attitude that incorporates positive thoughts, words, and images for the growth of our mind. The researcher classified the positive thinking technique into numerous categories, ranging from the conclusion of observation and interview results to the students' performance. These are elements of self-confidence and the learning process.

Peer perception is a method of comprehending or searching for other students who appear at ease or content in class and assuming that different students/audiences are not paying attention, such as during a presentation. This study indicated that some students use this method to reduce their anxiety, such as glancing at their comfortable friends or audience and asking them for assistance in material discovery.

Relaxation techniques are a fundamental component of anxiety treatment. However, if we do not do these activities, we will likely not occur. Relaxing can be a very efficient stress reliever and benefit the mind, body, and spirit. The researcher identified several relaxation methods employed by students from the

collected data. These include taking a deep breath, shaking the body, and closing the eyes.

Some students need something to support their performance in speaking English. When speaking English, the students carried objects or held something in their hands. Students employed having a paper or smartphone script to lessen their anxiety during performances. Before delivering an English-speaking performance, some students write the material's key points on paper or make a note on their cell phones. When they were nervous or blank during their performance, they brought the script and read it. Based on interviews, the researcher determined that having a paper or script effectively reduces students' anxiety during speaking performances.

Ignoring the audience during a public speaking performance could decrease anxiety. Some students avoided looking at their classmates' faces or eyes when speaking English in the classroom. When speaking English in front of their peers, the students ignore the audience's response. When performing oral presentations in the classroom, some students occasionally look for the door or window.

Related to the theory in literature review, it could be so many reasons why the students were felt anxious before and during the presentations. Gender and competitiveness might be a basic problem that students face. Based on the discussion above, it can be concluded that most students felt anxious before and during the presentation. Then, to reduce this anxiety, they needed to find out specific ways in order to make their next presentations better. Based on the

findings, there are four factors and effects that cause anxiety, and six strategies students used to overcome their anxiety. However, even though it was not found in findings, worried, fear, shame and nervous are also the key factors that students feel.

CHAPTER V

CONCLUSIONS AND SUGENSTION

This chapter is divided into two sections, the first focusing on conclusions and the other dealing with findings.

A. Conclusions

Based on the findings and discussions at previous chapter is concluded that; there were four aspects of anxiety experienced by the students at the second semester at Ar-Raniry Islamic State University (UIN Ar-Raniry). This research viewed anxiety from an affective perspective. It distinguished four aspects based on the students' experiences: Worried because their abilities were inadequate, Nervous because of stage fright, Fear of making a mistake, and Shame because of the fear of being ridiculed or embarrassed by their appearance.

The students' anxiety, particularly in their English performance in the classroom, had some effects. This study identified four consequences of anxiety experienced and displayed by students in their public speaking performance: Lack of Confidence, Lack of Mastery of the Material, Forgetting the Material, Lack of Concentration, and Unsatisfactory Results.

This final study proposed ways to reduce anxiety in English-speaking students' performances. The researcher categorizes the strategies used by students to minimize their nervousness during English-speaking performances into six distinct groups based on their responses to interviews. These techniques were

Preparation, Relaxation, Self-Confidence, Peer Seeking, Ignoring the Audience, and Holding the Script on a Paper or Handphone.

B. Suggestions

Based on the above result, the researcher suggests the following conclusion and recommendations for future work in this field. These recommendations are drawn as follows:

All students are expected to understand and recognize the differences in student anxiety, which can negatively affect the learning process, particularly in speaking and classroom performance. Thus, students will be able to understand the impacts of anxiety that can lead to lower achievement. As a result, the student should anticipate the harmful effects of worry and motivate themselves to reach their goals more effectively.

Teachers should be aware of the most appropriate method to use in the classroom to help students overcome their fear of public speaking. Teachers should establish a pleasant learning environment in the classroom so that students feel at ease and like studying English, especially while speaking. Additionally, the Teacher should inspire students' confidence in public speaking performances.

To investigate more aspects of anxiety cases, additional study must be undertaken. This research should be undertaken with a broad scope and lengthy intervals or should continue until reach saturated result.

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APPENDIX A

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-9899/Un.08/FTK/KP.07.6/6/2021 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 28 Mei 2021

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-9899/Un.08/FTK/KP.07.6/6/2021 tanggal 11 Juni 2021

KEDUA	:	Menunjuk Saudara:

1. Syarifah Dahliana, M. Ag.,M. Ed.,Ph. D — Sebagai Pembimbing Pertama
2. Habiburrahim, M.Com., MS., Ph.D — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Hesti Fahira Khairul**
NIM	:	**170203143**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students Strategy in Reducing Anxiety in Presenting English Paper**

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:	06 September 2022
Dekan,	

Safrul Muluk

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

APPENDIX B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-13816/Un.08/FTK.1/TL.00/10/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Mahasiswa PBI leting 2021 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   : **HESTI FAHIRA KHAIRUL / 170203143**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang   : Lr. Puskesmas Gampoeng Lamgugob Kec. Syiah Kuala Banda Aceh

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' Strategy in Reducing Anxiety in Presenting English Paper***

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

Banda Aceh, 18 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 18 November 2022

Habiburrahim, M.Com., M.S., Ph.D.

APPENDIX C

INTERVIEW QUESTIONS LIST

This list of interview questions answers the problem formulation in the research titled "Students' Strategy in Reducing Anxiety in Presenting English Paper." The following questions are designed to address the problem formulation of what factors cause students of the Department of English Language Education in the third year to experience anxiety when doing English presentations and how to overcome that anxiety.

The questions are presented as follow:

1. How do you feel when you are going to do a presentation in English paper?

2. What makes you feel anxious when doing a presentation in English paper?

3. Does the anxiety you feel before your presentation affect your mastery of the material, how much does the anxiety influence your presentation?

4. Are you trying to deal with your anxiety?

5. What is your method or strategy to overcome any anxiety that arises when presentation?

6. How important is strategy to overcome your anxiety during presentation?

7. How do you apply the strategies in reducing the anxiety while doing a presentation in English paper?

8. Is the strategy you applied able to reduce or eliminate anxiety during presentation? Could you please give the reason how do you know that strategy works on you?

APPENDIX D

INTERVIEW TRANSCRIPT

Interview 1

Participant 1 : FM

Gender : Male

1. Interviewer: How do you feel when you are going to do a presentation in English paper?

   Interviewee:

   I am afraid. I am afraid my English pronunciation is wrong.

2. Interviewer: What makes you feel anxious when doing a presentation in English paper?

   Interviewee:

   Because I am afraid my pronunciation is wrong and got judge by my friends and lectures. I am shaking and sweating a lot.

3. Interviewer: Does the anxiety you feel before your presentation affect your mastery of the material, how much does the anxiety influence your presentation?

   Interviewee:

   Yes, because I'm afraid, I usually do not concentrate on what I want to say when I am performance. So, it is really influencing my presentation.

4. Interviewer: Are you trying to deal with your anxiety?

   Interviewee:

Yes of course, I can't be like this forever. I need to improve my presentation skills.

5. Interviewer: What is your method or strategy to overcome any anxiety that arises when presentation?

Interviewee:

There are several strategies that I use in reducing my anxiety. But most of the time, the strategy that I use often is preparation. I make preparation then practice a lot before performing.

6. Interviewer: How important is strategy to overcome your anxiety during presentation?

Interviewee:

It is important, because it becomes one of the main support steps to have a better presentation skill.

7. Interviewer: How do you apply the strategies in reducing the anxiety while doing a presentation in English paper?

Interviewee:

The preparation that I prepare before I will do it in my presentation to reduce the difficulties.

8. Interviewer: Is the strategy you applied able to reduce or eliminate anxiety during presentation? Could you please give the reason how do you know that strategy works on you?

Interviewee:

So far it is really help me, my English presentation is getting better day by day.

Interview 2

Participant 2   : MA

Gender   : Male

1. Interviewer: How do you feel when you are going to do a presentation in English paper?

   Interviewee:

   I feel nervous, so I don't have self-confidence in performance. I'm shaking and sweating until I can't say anything else.

2. Interviewer: What makes you feel anxious when doing a presentation in English paper?

   Interviewee:

   I feel nervous about the material that I'm explaining whether it's delivered well or not, and also nervous if there are questions from them that I can't answer properly.

3. Interviewer: Does the anxiety you feel before your presentation affect your mastery of the material, how much does the anxiety influence your presentation?

   Interviewee:

   Yes, I feel nervous on how the presentation will be going, I don't feel confident in performance, so it was ruined everything.

4. Interviewer: Are you trying to deal with your anxiety?

Interviewee:

Absolutely yes. I'm studying in English education where this should be something I'm used to doing. So, I have to keep learning how to overcome my anxiety in English presentations.

5. Interviewer: What is your method or strategy to overcome any anxiety that arises when presentation?

Interviewee:

Just relax and enjoy when speaking performance. Like take a deep breath and exhale slowly, and repeat.

6. Interviewer: How important is strategy to overcome your anxiety during presentation?

Interviewee:

The strategy is important in reducing my difficulties. It helps me minimizing my problem in presentation.

7. Interviewer: How do you apply the strategies in reducing the anxiety while doing a presentation in English paper?

Interviewee:

I use this strategy continuously. So, I am get used to it.

8. Interviewer: Is the strategy you applied able to reduce or eliminate anxiety during presentation? Could you please give the reason how do you know that strategy works on you?

Interviewee:

The strategy that I used before is quite effective for me. Relax, take a d breath, and calming my mind. And Insha'Allah the presentation running well.

Interview 3

Participant 3   : NA

Gender   : Female

1. Interviewer: How do you feel when you are going to do a presentation in English paper?

   Interviewee:

   I feel worried. Because I'm not used to appearing in English in front of friends. I'm worried about my English pronunciation wrong.

2. Interviewer: What makes you feel anxious when doing a presentation in English paper?

   Interviewee:

   I worried about so many things. My pronunciation, my grammar, my voice, the point that I prepare is it good or not, and so on.

3. Interviewer: Does the anxiety you feel before your presentation affect your mastery of the material, how much does the anxiety influence your presentation?

   Interviewee:

   Yes, because of those worried in performance, my performance is not optimal, and the result is not as I expected.

4. Interviewer: Are you trying to deal with your anxiety?

Interviewee:

Yes I am. I need to improve my score in my presentations subject.

5. Interviewer: What is your method or strategy to overcome any anxiety that arises when presentation?

Interviewee:

I don't want to see my friends face and I ignore their response to me. If I stop ignoring my friends, they will start listening to me. That's when I begin my presentation.

6. Interviewer: How important is strategy to overcome your anxiety during presentation?

Interviewee:

If I have good strategy, it makes me become a good presenter. So, it's very important to me to use this a strategy in overcoming my anxiety.

7. Interviewer: How do you apply the strategies in reducing the anxiety while doing a presentation in English paper?

Interviewee:

I will ignore my friends. Try not to look at them and focusing on my presentation topic. Try to build my self-confidence in each presentation.

8. Interviewer: Is the strategy you applied able to reduce or eliminate anxiety during presentation? Could you please give the reason how do you know that strategy works on you?

Interviewee:

Yes, it is, the strategy is going well to me so far. I can handle my worried by ignoring my friends and build up my self-confidence even it's not totally perfect but it's getting better.

Interview 4

Participant 4   : JM

Gender   : Female

1. Interviewer: How do you feel when you are going to do a presentation in English paper?

   Interviewee:

   Mixed feelings. But most of the time I feel fear.

2. Interviewer: What makes you feel anxious when doing a presentation in English paper?

   Interviewee:

   Fear of thinking about I am not good enough in my presentation and I can't present it well because of lack of material.

3. Interviewer: Does the anxiety you feel before your presentation affect your mastery of the material, how much does the anxiety influence your presentation?

   Interviewee:

   Yup, I feel that I do not master the material when I perform to perform in front of my friends. Because of this fear, my mastery of the material immediately disappeared.

4. Interviewer: Are you trying to deal with your anxiety?

Interviewee:

Every day. sometimes, I took reference on google or YouTube videos.

5. Interviewer: What is your method or strategy to overcome any anxiety that arises when presentation?

Interviewee:

Taking a note from google and YouTube as much as possible. Write it down in my paper. Then, when I forget the topic during my presentation, I look at my paper so that my performance running well again.

6. Interviewer: How important is strategy to overcome your anxiety during presentation?

Interviewee:

It is very important. If I don't use the strategy to overcome my anxiety presentation. I will get a bad score from the lecturer.

7. Interviewer: How do you apply the strategies in reducing the anxiety while doing a presentation in English paper?

Interviewee:

The preparation that I prepare before I will do it in my presentation to reduce the difficulties.

8. Interviewer: Is the strategy you applied able to reduce or eliminate anxiety during presentation? Could you please give the reason how do you know that strategy works on you?

Interviewee:

Until now this strategy really helps me, my English presentation is get better, and I got a good score from my lecturer.

Interview 5

Participant 5   : NU

Gender   : Female

1. Interviewer: How do you feel when you are going to do a presentation in English paper?

   Interviewee:

   Usually, I feel shame. My hands and feets are shaking. I cannot present it well.

2. Interviewer: What makes you feel anxious when doing a presentation in English paper?

   Interviewee:

   I am shy and also I don't have confident to talk in front a lot of people when all my classmate looked at me.

3. Interviewer: Does the anxiety you feel before your presentation affect your mastery of the material, how much does the anxiety influence your presentation?

   Interviewee:

   Yes, it does. It's very influential. Sometimes a lot has been prepared but because there is a sense of doubt, the feelings get mixed up, so I am blank and do not know what to say

4. Interviewer: Are you trying to deal with your anxiety?

Interviewee:

Yes of course, every time I get a presentation class, I always try to be better than yesterday.

5. Interviewer: What is your method or strategy to overcome any anxiety that arises when presentation?

Interviewee:

I normally bring a script during the speaking performance to anticipate when I blank the material due to my anxiousness. And sometimes I use my phone to see the points when I suddenly blank in speaking performance

6. Interviewer: How important is strategy to overcome your anxiety during presentation?

Interviewee: It is so important, whenever I forget my material or topic I try to look at my script so my presentation running well again.

7. Interviewer: How do you apply the strategies in reducing the anxiety while doing a presentation in English paper?

Interviewee:

In my presentation. I would like to do what I have prepare before such as collecting the important topic and write it down on my paper so when I blank I can look at my paper again.

8. Interviewer: Is the strategy you applied able to reduce or eliminate anxiety during presentation? Could you please give the reason how do you know that strategy works on you?

Interviewee:

Yes, really works on me. I feel better when I use this strategy and I can

feel that my performance is getting better each day.