

**STUDENTS' ANXIETY IN DOING PRESENTATION USING ENGLISH
AT THE SIXTH SEMESTER OF ENGLISH DEPARTMENT OF STATE
ISLAMIC INSTITUTE OF KERINCI ACADEMIC YEAR 2022/2023**

A THESIS



**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

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NIM : 1910203002

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

ENGLISH EDUCATION PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF KERINCI

2022/2023

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*Submitted as a Partial Fulfillments of The Requirements For Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Tarning State Islamic Institute of Kerinci*

By :

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NIM : 1910203002

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING**

STATE ISLAMIC INSTITUTE OF KERINCI

2022/2023

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Sungai Penuh, March 2023
To :
The Rector of IAIN Kerinci
At -

Sungai Penuh
ACENDA
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TANGGAL : 11.04.2023
PARAF

OFFICIAL NOTE

Assalamu'alaikum Warrahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of Gilang Ramadhan's thesis (the student's number is 1910203002) entitled : "Students' Anxiety in doing Presentation using English at the sixth semester of English Department of State Islamic Institute of Kerinci Academic Year 2022/2023", we are of the opinion that thesis has met the qualification as one partial fulfillment of the requirements for undergraduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “Students’ Anxiety in doing Presentation using English at the sixth semester of English Department of State Islamic Institute of Kerinci Academic Year 2022/2023” is the researcher’s own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

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APPROVAL AND ACCEPTANCE

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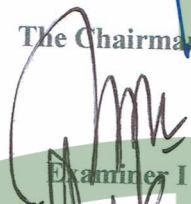
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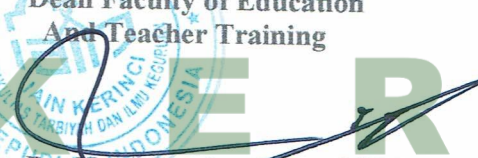
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ABSTRACT

Gilang Ramadhan, 2023

: Students' Anxiety in doing Presentation using English at the sixth semester of English Department of State Islamic Institute of Kerinci Academic Year 2022/2023

Advisors

**: 1. Prof. Dr. Dairabi Kamil. M.Ed.
2. Yelni Erniyati, M.Pd.**

Key words

: Anxiety, Presentation, English Students, English Department, Qualitative Research.

English is as foreign language for Indonesian students. Hence, they often find the anxiety in learning speaking. The purpose of this research was to determine the factors of student's anxiety when presenting in English and how to overcome the anxiety when presenting in English. This research is a qualitative descriptive research. The located of this research was in State Islamic Institute of Kerinci. Based on observations, researcher found nine informants who felt anxious when presenting in English. After making observations, researcher conducted interviews with the nine informants. The informants of this research were sixth semester students of the English Department of State Islamic Institute of Kerinci Academic Year 2022/2023. Collecting data using observation and interview methods. Data analysis uses qualitative data analysis techniques with data collection, data reduction and data display, and then presented and according to conformity criteria or not. It can be concluded from the results of the study that the student's anxiety factor when presenting in English is in their pronunciation, lack of vocabulary, rarely practice in public and are less fluent in English and how to overcome anxiety problems when presenting in English by calming yourself by holding your breath, changing the topic and switching to Indonesian and asking for the help of the friend or lecturer concerned. With this research, the researcher hopes to provide several benefits so that some students can reduce their anxiety levels and become confident when asked to make presentations in English.

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ABSTRAK

Gilang Ramadhan, 2023

: Kecemasan Mahasiswa Dalam Melakukan Presentasi Menggunakan Bahasa Inggris Pada Semester Enam Jurusan Bahasa Inggris Institut Agama Islam Negeri Kerinci Tahun Pelajaran 2022/2023.

Pembimbing

**: 1. Prof. Dr. Dairabi Kamil. M.Ed.
2. Yelni Erniyati, M.Pd.**

Kata Kunci

: Kecemasan, Presentasi, Mahasiswa Bahasa Inggris, Jurusan Bahasa Inggris, Penelitian Kualitatif.

Bahasa Inggris merupakan bahasa asing bagi pelajar di Indonesia. Oleh karena itu, mereka sering menemukan kecemasan dalam belajar berbicara bahasa Inggris. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang menyebabkan kecemasan mahasiswa dalam berbicara bahasa Inggris ketika presentasi menggunakan bahasa Inggris dan bagaimana cara mengatasi kecemasan ketika presentasi menggunakan bahasa Inggris. Penelitian ini merupakan penelitian deskriptif kualitatif. Lokasi penelitian ini di Institut Agama Islam Negeri Kerinci. Berdasarkan observasi, peneliti menemukan sembilan informan yang cemas ketika presentasi menggunakan bahasa Inggris. Setelah melakukan observasi, peneliti melakukan wawancara kepada sembilan informan tersebut. Informan penelitian ini adalah mahasiswa semester enam jurusan Bahasa Inggris, Institut Agama Islam Negeri Kerinci Tahun Akademik 2022/2023. Pengumpulan data menggunakan metode observasi dan wawancara. Analisis data menggunakan teknik analisis data kualitatif dengan data collection, data reduction dan data display, kemudian dipresentasikan agar sesuai kriteria keselarasan atau tidak selaras. Dari hasil penelitian dapat disimpulkan bahwa faktor kecemasan mahasiswa ketika presentasi menggunakan bahasa Inggris yaitu terletak pada pengucapan mereka, kurangnya kosa kata, jarang berlatih di depan umum dan kurang fasih dalam bahasa Inggris dan cara mengatasi masalah kecemasan saat presentasi dalam bahasa Inggris dengan cara menenangkan diri dengan mengatur nafas, mengganti topik dan beralih ke bahasa Indonesia serta meminta bantuan teman atau dosen yang bersangkutan. Dengan adanya penelitian ini, peneliti berharap dapat memberikan beberapa manfaat sehingga beberapa mahasiswa dapat mengurangi tingkat kecemasannya dan harus percaya diri ketika diminta untuk melakukan presentasi dalam bahasa Inggris.

DEDICATION AND MOTTO

Dedication

*I dedicated this thesis for
My beloved Allah SWT and
prophet Muhammad SAW.
My great parents and all of my
friends who always supporting
me every times and praying for
me for my great future.*

Motto

هُوَ الَّذِي أَنْزَلَ السَّكِينَةَ فِي قُلُوبِ الْمُؤْمِنِينَ
لِيَزِدُّوا إِيمَانًا مَعَ إِيمَانِهِمْ

Meaning :

He [is] the one who sent down [the] tranquility in[to] [the] hearts [of] the believers that they may increase [in] faith with the faith.

Artinya :

Dialah yang telah menurunkan ketenangan ke dalam hati orang-orang mukmin untuk menambah keimanan atas keimanan mereka.

(QS. Al Fath : 4)

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السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

الْحَمْدُ لِلَّهِ، الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَبِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ
عَلَى أَصْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

The researcher would like to express the greatest thank to Allah SWT. Who has given blessings, strength, and healthy, so the researcher could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW. The greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Additionally, while completing this thesis entitled “Students’ Anxiety in doing Presentation using English at the sixth semester of English Department of State Islamic Institute of Kerinci Academic Year 2022/2023”, the researcher got difficulties but guidance, advice and encouragement from other parties, the researcher could finish this thesis.

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researcher realized that this thesis is far from the perfect, therefore some constructive critical and suggestions are welcomed. May Allah always bless us.

Sungai Penuh, March 2023



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NIM : 1910203002

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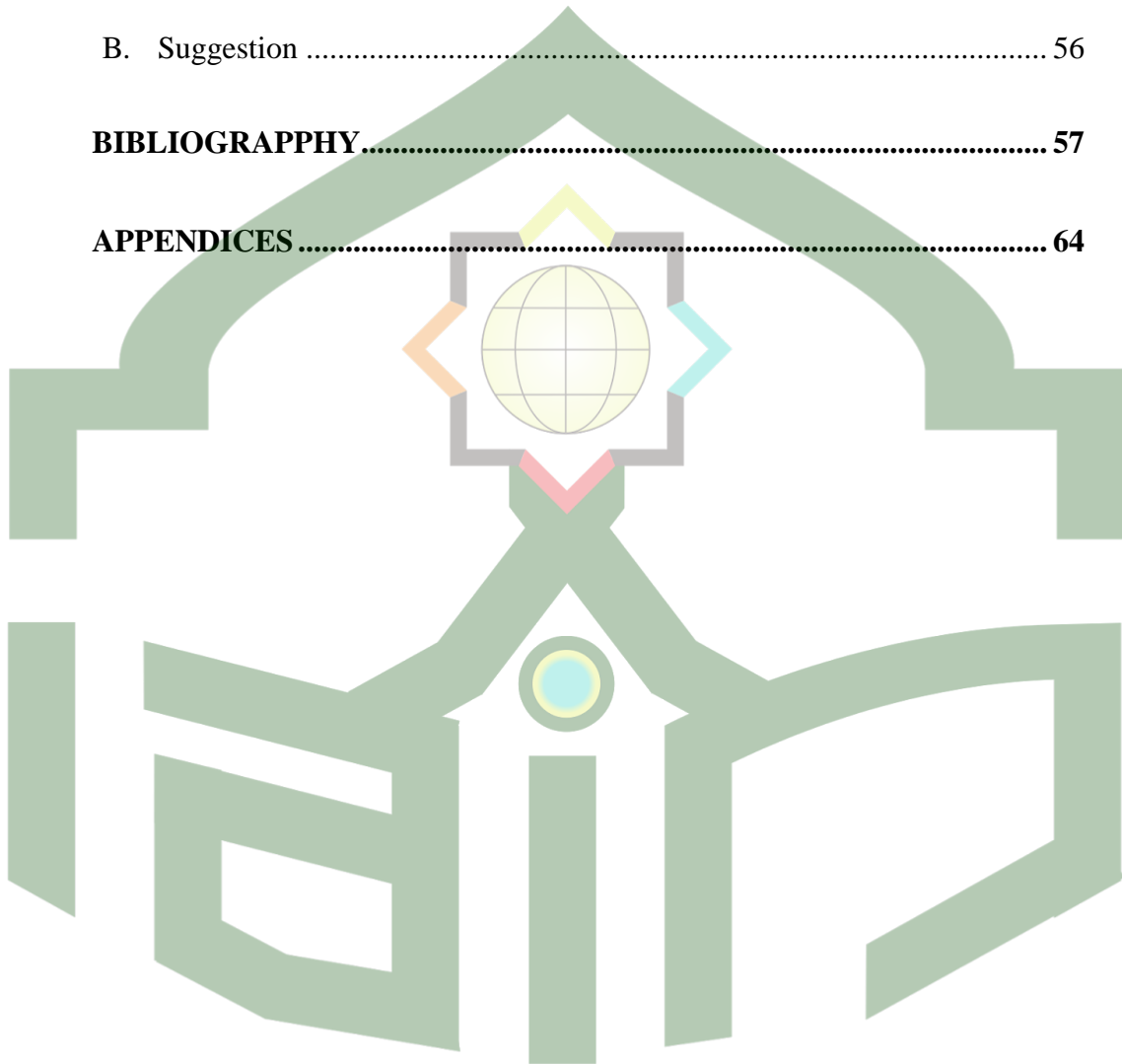
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CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is a tool for communication, either spoken or written, consisting of the use of words a structured and conventional way. People as social beings cannot live without others, they need to interact and cooperate with other people. According to Irsyad & Narius (2013), speaking is verbal communication which is utilized by individuals in their social relations. Through speaking, individuals can express their opinions, thoughts, and emotions to other people. Similary, Clark (1997, as cited in Irsyad & Narius. 2013) claimed that speaking is an instrument act which very basic level communication for people.

Irsyad & Narius (2013) also argued that one of the language skills that have to be mastered by students in learning of foreign language is speaking, besides listening, and writing. Nowadays, speaking can be a challenging task for many students because it requires interaction. Other English language skills can be improved by their independently, however for speaking, students cannot speak by their self, and they have to find someone who can speak to them to achieve their speaking skills. (Damayanti, 2020).

English is the major language of science and the professions and the official language of many international and professional organizations. Almost every second, a prospective international student who wants to engage himself in further studies has to learn and attain a certain level of English proficiency

as medium of instruction and assessment in class in almost every university worldwide. However, for many learners there is a genuine fear of performing in the second language, a phenomenon known as (foreign or second) language anxiety which can hinder performance and achievement. (Paramasivam, 2013).

In the context of speaking English, being able to speak to friends and even speak with foreigners, in their language which both of them understand is surely the goal of many learners of English. However, the biggest problem students of English face are to speak in it. Consequently, many reasons to take into consideration might be lack of confidence in terms of anxiety about making errors as stated by Boonkit (2010). It can be stressful when they are expected to speak in the second/foreign language before the fluency is achieved. In line with the issue of anxiety, Thornburry (2005: 28) states that lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking.

Moreover, the problem of language anxiety not only happens to beginner but also the university students who usually deal with English. In addition, Cebros (1998) added that they have to cope with the demands of being able to sustain communication by means of an instrument they are not completely familiar with. (Indrianty, 2016)

Psychologically, anxiety refers to the automatic reactions of nervous system, like tension, apprehension, nervousness and worry. When people

suffer anxiety in social interaction, they show different kinds of physiological responses like speech disturbances, periods of silence, a slow rate of speech, flushing face, and repeated gestures. These subjective feelings can be detected into the area of language as well, and linguists see anxiety as a state of apprehension or a vague fear in students' language learning. They sought to investigate the causal factors of language anxiety in second language production and different types of anxiety. Anxiety indeed an ordinary thing experienced by everyone when talking in public and can be increased if it is done by using a foreign language.

Students' speaking anxiety is a common phenomenon that students commonly face. Generally, students face many problems in language acquisition effort. Usually there are some mistakes in teaching method that make students assume that English is difficult and it causes the anxiety to apply the language in classroom to interact each other. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations. Talk as performance refers to public talk, that is,

talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Classroom presentation itself has the important role in teaching and learning process. Teacher can transfer knowledge to students, and also students can share knowledge on each other through a presentation.

The presentation is very important because it needs a skill to make someone or a group understands what we are talking about. It also needs a confident to speaker to speak in front of a group to make them understand. Giving presentation in front of the class will be a problem for some students who have lack of confident. Speaking anxiety gives an essential problem on speaking as performance. Teacher needs to know the source of their anxiety to cope the students and encourage them to do better presentation in front of the class. Thus, speaking anxiety takes significant effect on students' speaking performance especially in presentation. (Huda and Ma'mun, 2020).

The method of delivering learning material is carried out by several lecturers from the English Department at State Islamic Institute of Kerinci by making presentations in front of the class using English. This causes anxiety in some students due to several factors. And, there are still many students and lecturers who don't know what causes and how to overcome anxiety when presentation in English.

The fact that the researcher found was that when making observations on October 31, 2022 at the sixth semester students of English Department, State Islamic Institute of Kerinci by directly observing the ongoing learning process there were several indications that there were still some students who looked anxious when presenting in English and experienced difficulties in speaking English, so students have difficulty in developing ideas. This affects the concentration of students which causes students to become anxious when presentations in English.

Considering what has been explained above, the researcher tries to investigate the anxiety at the sixth semester students of English Department of State Islamic Institute of Kerinci in making presentation using English and finding out the reasons and sources of their anxiety.

B. Identification of the Problems

Based on the background of the problem above, there were several indications that there were still some students who looked anxious when presenting in English and experienced difficulties in speaking English, so students have difficulty in developing ideas. This affects the concentration of students which causes students to become anxious when presentations in English.

C. Limitation of the Problems

Based on the identification of the problems above, the researcher limited this research to determine the anxiety of the 6th semester students at State Islamic Institute of Kerinci when asked to use English during presentations.

D. Research Question

Based on the background of the problem, problem identification and problem boundaries above, there were several research questions, including :

1. What makes English students at State Islamic Institute of Kerinci anxious about making presentations in English?

2. How do the students deal with the anxiety when asked to make presentations in English?

E. Purpose of the Research

1. To find out what causes anxiety experienced by English students in making presentations in English.
2. To know the steps to take when experiencing anxiety during a presentation in English.

F. Significance of the Research

The researcher hopes that this research can provide several benefits so that some 6th semester students at State Islamic Institute of Kerinci can reduce their level of anxiety and must be confident when asked to make presentations in English.

And for other researchers, the researcher suggests to the next researcher to continue this research, so that this research becomes better and more valuable, the researcher hopes that the next researcher can analyze this topic and develop this topic even more broadly.

G. Definition of Key Terms

To make it easier for readers to understand this research, the following researchers was provided definitions of several key terms that are important to understand as follows :

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1. Anxiety

Anxiety when associated with learning a foreign language is termed as “second/foreign language anxiety” related to the negative emotional reactions of the students towards language acquisition (Horwitz, 2001).

2. Presentation

A presentation conveys information from a speaker to an audience. Presentations are typically demonstrations, introduction, lecture, or speech meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea/product. Presentations usually require preparation, organization, event planning, writing, use of visual aids, dealing with stress, and answering questions. (Swathi, 2015).

CHAPTER II

REVIEW RELATED LITERATURE

A. Review of Related Theories

1. Anxiety

a. Definition of Anxiety

Anxiety is a series of mind and body reactions that have experienced by each people around the world especially when they speak in front of many people. (Brown, 2000) states that anxiety is associated with feelings of uneasiness, frustration, self -doubt, apprehension, and worry. To put it in another word, anxiety can be generally associated with threats to self-efficacy and appraisals of situations as threatening (Pappamihiel, 2002). The learners who feel anxious in their foreign language learning may find their study less enjoyable. The learners who feel anxiety will lose their self-confidence. They will have particular perception that assumes something as a big problem or difficult matter. The condition can lead them into certain level of frustration.

While language anxiety is related to a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, 1986). Second language anxiety is defined here as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to using a foreign / second language for communication beyond the

language classroom. Foreign language anxiety may be defined as an emotional state accompanied by physiological and behavioral aspects that become apparent on the case of the individual learning languages other than his or her native language.

From definitions about anxiety before, researcher can conclude that anxiety is a insecurity, immaturity, and inability to cope with the demands of environmental reality, difficulties, and the pressures of everyday of life. Anxiety is a kind of fear that is projected toward future uncertainty. Anxiety is a negative way to present human feelings. When students are anxious, feel nervous, worried, and fearful, struggle, tremble, perspire, and heart beats quickly.

b. Level of Anxiety

According to Townsend (1996), there are four level of anxiety those are low anxiety, moderate anxiety, high anxiety, and panic. Low anxiety related with strained situation happened in daily life and cause someone become aware and increase their perception. Meanwhile,

moderate anxiety enables someone to focuses on important problem and turns aside the other problems, therefore someone has main attention, but he/she can do something directed. The next is high anxiety, which is extremely reducing someone's perception. Someone with high anxiety tends to focuses on something detailed and specific, and also do not think too much on another problem. The last level is

panic. Panic is related to agape with surprise, fear, and terror because of lost control. Someone who is panic cannot do something although by direction. Symptoms that usually occur on this level of anxiety are hard to breath, pupil dilatation, look pale, incoherent talk, cannot perceive on a simple order, scream, cry out, experience hallucination and deletion.

Based on the explanation, the researcher concluded that there were four levels of anxiety, namely low anxiety, moderate anxiety, high anxiety, and panic. Low anxiety associated with tense situations that occur in everyday life causes a person to become aware and increase his perception. Meanwhile, moderate anxiety allows a person to focus on important issues and put other problems aside. Next comes high anxiety, which greatly reduces one's perception. The last level is panic. Panic is related to agape with shock, fear, and the terror of losing control. A panicked person cannot do something even with directions

c. Foreign Language Classroom Anxiety

Pertaining to the understanding of anxiety, Ellis (1994) defines anxiety in general as an uncomfortable emotional condition in which a person feels in danger, helpless and tense in anticipation of the danger. Furthermore, (Horwitz, 2001) and (Oxford, 1999) distinguish anxiety into two categories, namely; first, innate anxiety which is a tendency to

worry that is permanent. Second, situational anxiety that is related to certain events or tasks. In terms of its impacts on learning.

Gardner (1985) states that anxiety in foreign language learning is one of the affective factors that affects the success of foreign language learning. Furthermore, Horwitz (1986) formulated anxiety in foreign language learning as a unique combination of self-perception, beliefs, feelings and behavior related to foreign language learning in the classroom which is born from the uniqueness of the language learning process.

In addition, Horwitz, MacIntyre, and Gardner in (Brown, 2007) identify three components in anxiety in foreign languages learning: first, communication fear that arises from the inability of learners to adequately express thoughts and ideas, secondly, the fear of negative social judgments that arises from a student's need to make a positive social impression on others, and third, exam anxiety or fear of academic evaluations. (Kamil, 2021).

1) Communication Apprehension

One of factors students' anxiety in speaking is Communication Apprehension. Cheng (2009) states that communication apprehension is feeling of discomfort or tension during talking with others and performance in language learning context. The students have trouble comprehending others or expressing in the target language, a problem

that does not exist in their native language. Students who feel anxious about communication are often reluctant to communicate with others. According to Horwitz (2012), Communication Apprehension is a type of shyness characterized by fear of anxiety about communicating with people. Difficulty in speaking in pair or groups (oral communication anxiety) or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension. The students who exhibit with communication apprehension will not feel comfortable to speak in front of the class/public, commonly they limited language knowledge especially related to speaking and listening Mahmoodzadeh (2012) describes that, Communication Apprehension is a type of shyness characterized by fear of anxiety about communicating with people. Difficulty in speaking in public, in listening and learning a spoken message is the manifestation of communicative apprehension. Where learners have little control of the communicative situation, and their performance is constantly monitored by both their teacher and peers. (Sari, 2016).

Based on the explanation above, Communication Apprehension is students' feeling discomfort, tension and shyness about communication with other people. The students who belong to this type commonly get difficulty to speaking in front of the class or public because they have limited knowledge especially related to speaking.

2) Test Anxiety

The second factors students' anxiety in speaking is test anxiety. Cheng (2009) states that, Test Anxiety is the students are constantly evaluated by the school and the teacher due to the academic requirements of proficiency evaluation in the foreign language classes. Students have an unpractical expectation of their language performance. According to Horwitz (2012) Test Anxiety is a type of performance anxiety stemming from a fear by dread of failure. Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. So that test anxiety is believed as one of the most important aspects of negative motivation. Mahmoodzadeh (2012) describes that, Test Anxiety refers to a type of performance anxiety stemming from a fear of failure. Test anxious students often put unrealistic demands on themselves. Test anxiety is likewise believed to be one of the most important aspects of negative motivation. While the students in test anxiety usually consider foreign language process, especially in oral production, test situation rather than opportunity for communication and skills improvement. (Sari, 2016).

Related to the explanation above, Test Anxiety is a type of performance. The students often put unrealistic demands on themselves and feel anything less than a perfect test performance is a

failure. So that, test anxiety rather than opportunity for communication and skill improvement.

3) Fear of Negative Evaluation

The last factors students' anxiety in speaking is Fear of Negative Evaluation. Cheng (2009) states that, Fear of Negative Evaluation is broader in scope since it is not just limited to test-taking situations and the academic subject matters. It always lingers over those sensitive students who are doubtful about their abilities in language classes. Students are worried that others might not understand the content that they are talking about in the foreign language. According to Horwitz (2012) Fear of Negative Evaluation is a condition where the students are uneasiness, apprehension, and tension about others' evaluation, which can occur in any evaluative circumstance where the students feel more sensitive to the evaluations-real or imagined of their peers. Then, the students who stated in fear of negative evaluation avoidance of evaluative situation

and the expectation that others will evaluate them negatively while speaking in foreign language. Mahmoodzadeh (2012) describes that,

Fear of negative evaluation is the teachers' beliefs about language teaching may act as some obstacles for L2 learners and thus create

language anxiety in them because the assumptions of teachers as to their role in the language classroom may not always correspond to the

individual needs or expectations that L2 learners would consider for their teachers. It means that Fear of Negative Evaluation is referred to uneasiness and tension about other's evaluation. The learner on this fear of negative evaluation will fear and nervous in evaluative circumstances. (Sari, 2016)

Based on the explanation above, it can be concluded that, there are three factors of anxiety those are; Fear of Negative Evaluation is a condition where the students are uneasiness, apprehension, and tension about others' evaluation. The students feel more sensitive to the evaluations. They think they performance is a failure and they get negative evaluation about their performance.

d. Physical Symptoms of Anxiety

Many people must have felt anxious or nervous in their lives, for example when facing problems at work, before taking an exam, before a job interview, or when they have to presentation in public.

Anxiety that arises is natural because it is a response experienced when someone is experiencing stress.

However, it is necessary to be vigilant when a person experiences feelings of anxiety which are usually characterized by feelings of nervousness, worry, fear, or excessive anxiety for no apparent reason or there is a discrepancy between the seriousness of

the cause and the magnitude of the anxiety that happened. In many cases, excessive anxiety can cause organs such as the stomach, lungs, and heart to work abnormally. Often sufferers with high anxiety feel as if they are going to die from chest tightness or stomach pain, or a heart that beats faster than usual which can cause weakness. But in reality, laboratory results or supporting examinations state that all organs are functioning properly. This condition is known as a panic attack. How do anxiety disorders like this happen? Anxiety disorders occur when a person's coping mechanisms are no longer able to handle anxiety, resulting in an error in the brain that makes a person think there is danger or a threat, when in fact there is none. Some of the symptoms of anxiety that a person may feel include psychological symptoms, namely :

- 1) Feeling nervous, restless or tense.
- 2) Having a sense of impending danger, panic or doom.
- 3) Having an increased heart rate.
- 4) Breathing rapidly (hyperventilation).
- 5) Sweating.
- 6) Trembling.
- 7) Feeling weak or tired.
- 8) Trouble concentrating or thinking about anything other than the present worry.
- 9) Having trouble sleeping.

- 10) Experiencing gastrointestinal (GI) problems.
 - 11) Having difficulty controlling worry.
 - 12) Having the urge to avoid things that trigger anxiety.
- (Kurniasih, 2021).

Based on this explanation, many cases of excessive anxiety can cause organs such as the stomach, lungs and heart to work abnormally. Often sufferers with high anxiety feel like they are going to die from chest tightness or abdominal pain, or a heart that beats faster than usual which can cause weakness, when in fact laboratory results or supporting examinations state that all organs are functioning properly. This condition is known as an anxiety disorder. Anxiety disorders occur when a person's coping mechanisms are no longer able to handle anxiety, resulting in an error in the brain that makes a person think there is danger or a threat, when in fact there is none.

2. Presentation

a. Definition of Presentation

A presentation is a formal talk to one or more persons that “presents” ideas or information in a clear, structured way. All presentations have a common objective: they are given in order to inform, train, persuade or sell. A presentation also defined as a speech or talk in which a new product, idea, or piece of work is shown, and explained to an audience, “Presentation is a public speaking group,

which means it also presents. Presentation should be viewed more than just a functional communication tool or decision maker". The main features of presentation performance are :

1. A focus on both message and audience.
2. Predictable organization and sequencing.
3. Importance of both form and accuracy.
4. Language is more like written language.
5. Often monologic.

(Huda, 2020).

From definitions about presentation before, researcher can conclude that presentation is formal talk from someone to someone else or group which gives information about something, idea, product, works explained to audience. The presentation is a talk with some segments and also has some main features.

b. Types of Presentation

Presentations are divided into several types, namely:

1) Presentation of Learning

A Presentation of Learning (POL) requires students to present their learning to an audience, in order to prove that they are ready to progress. Effective Presentation of Learning include both academic content and the student's reflection on their social and personal growth. They are important rituals - literally "rites of passage" for students.

A presentation of Learning is the culmination of a project – a way for learners to showcase and reflect on the process they took when completing a project. During a POL, learners will not only display the work that was done throughout the process of the project, but also they will have the opportunity to interact with guests (families, classmates, staff, community members, etc.) as they discuss the project they concluded. (Patton, 2020).

2) Informative Presentation

This is the most common type of presentation. So, the purpose of this presentation is only to provide information. This information can be in the form of products, policies, or the latest research results. This type of informative presentation is usually used when there is a way to launch a product. So, the task of the presenter is only to convey information about the newly launched product. This type of informative presentation is also commonly used by researchers when announcing the results of a recent study or research.

The most important thing that must be considered when delivering an informative presentation is the delivery of information that is appropriate to the audience. For example, having to adjust the language used and choose what information is really important to convey. (Noer, 2018).

3) Demonstrative Presentation

This type of presentation is done when you have to demonstrate something to the audience. For example, an office introduces a new product. As well as having to provide information about what the product is about, it should also show how to use it.

Once again, who is the audience that will attend the presentation is the key to preparing presentation material like this. Of course there will be different ways of demonstrating something to young people compared to more mature people. For example, if you have to demonstrate how to use a new gadget. For younger audiences, of course they will understand faster, compared to older people. For this, of course, presentation support material is needed that is in accordance with the product to be demonstrated and who the audience will be in the presentation. (Noer, 2018).

4) Persuasive Presentation

This persuasive presentation is usually used to try to change the perspective or way of thinking about something. For example about health. So far, Indonesian people are used to eating rice three times a day. According to the results of a study, it turns out that eating less rice can reduce the risk of developing diabetes. Through this presentation, the presenter must change the mindset of the audience about eating rice. The presenter must also make the audience think

that it is not necessary to eat rice three times a day, but one or two times is enough.

In addition, because in general Indonesian people feel that they have not eaten if they have not eaten rice, the presenter must also change his mind like this. The presenter must be able to convince the audience that there are substitutes for rice which are actually better for health. (Noer, 2018).

5) **Presentation Anxiety**

Public speaking is a speech delivered by an individual in front of a group of people or audience. It also includes group presentations or impromptu speaking, and it is a strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward. Presentation commonly becomes a dreadful situation for some people, even if people who have proficiency in talking face to face. A businessman, who can perceive his or her business colleague, or a smart and supple person, can be broken if they have to talk or do a presentation in front of many people.

Many of them state that they are afraid about speaking in front of public; they feel more anxious than speaking in face to face. Even though a good competence in speaking in front of public is needed for several professions, but in particular condition, this competence is

needed in almost any kinds of profession. Just the same, presentation skill is needed mostly by students who want to pass their degree in university or college in Indonesia. Anxiety in public speaking is very common among both college students and the general population. Some estimates are that as many as 20-85% of people experience more or less anxiety when they need to speak in public (Katz, 2000).

The construct of “anxiety” is widely associated with unpleasant emotional state and is intricately intertwined with self-esteem, inhibition, and risk-taking. Casado and Dereshiwsky (2001) maintained that it is difficult to define anxiety. Definitions which are available in literature, generally describe anxiety as a cognitive-affective response characterized by physiological arousal and apprehension regarding the potentially negative outcome that the individual perceives as impending.

Students experiencing public speaking anxiety say they are concerned they will be embarrassed if they speak. They say they are worried they will make a mistake, look “stupid” to others, or be judged unattractive. Some students say they get upset thinking about others looking at them or being the center of attention. Others express the belief that no one would be interested in anything they would have to say, or that nothing they would say would be worthwhile. The bottom line is fear of unfavorable evaluation by others (Katz, 2000).

a. Factors of Anxiety in Presentation

Asnur (2010) divided factors of anxiety in presentation into two, namely internal factors and external factors as follows:

1. Internal Factors

a) Fear of failure

The speaker fears of social blunder (or possibility of blundering). They were afraid if they could not answer the questions asked by the audience or would be asked unpredictable questions. This fact is in line with the idea of Linkguel (in Syarifuddin, 2006), but then he expressed that at least no meeting with success. In writer's mind, basically there is no individual wants to make mistakes, because if they make mistakes it will obsess them all the time. Thus they will fail in doing things that they must do.

b) Fear of criticism

This is a common cause of public speaking anxiety. Individuals may fear that people may not pay attention to what they

have to say, or that their speech won't be welcomed. When individuals are about to speak in public, they have a fear their ideas

may be disregarded. It is supported by the idea of Buehler and

Linkguel (in Syarifuddin, 2006) that one causes of anxiety in

speaking in front of public is the individual is fear and may be oversensitive to negative feedback from the audience.

c) Speech Anxiety

Some speakers are worried about their linguistic competence such as their vocabulary, grammar, and pronunciation. The evidence that the more mistakes the speakers make, the more nervous they will be, and the less likely they are to perform well at speaking thus resulting in a vicious circle. Individual may feel anxious about their way of speaking, worrying that they may stutter or forget their speech. As a result, speech anxiety involves any negative instances in speaking that may occur pertaining to the individual's deliverance of his speech. Individuals who may feel speech anxiety may be those striving for perfection in their speech and are obsessed with scenarios where something might go wrong.

d) Negative experiences

It is common for people who have had negative experiences in public speaking to experience anxiety the next time they're in front of an audience. The individual may replay the negative incident in the past and relive this experience, causing him to feel hesitant in speaking again in public. Negative experience of the students in carrying out the presentation may also hamper their

performance. Thus, it is better for them to omit thought about their negative experience in the past.

e) Fear of losing the thread of material

The speakers are afraid if they forgot the material will be present or their speech, thus it increases their anxiety. According to Asnur (2010) The factor of anxiety is related with speakers' failure of practice and strategy on preparation, because if they failed to practice their speech and lack of preparation, they would make them lost their words and forget their material to be presented during the presentation and even at the beginning of presentation

f) Fear of being stopped

In Asnur's research (2010), she found that the factor that mostly influences the students' anxiety is being stopped. They were afraid during they conducted their presentation the observer would stop their presentation because of their performance that might be not very well. Indeed, there is one rule in Business English

Department of State University of Makassar when the students conduct their report presentation, they will be stopped by the examiners or the head committee of seminar and in consequences they have to conduct their presentation once more on the other day.

It became the students' main anxiety, but for several students

especially students who have low anxiety level, it became their motivation as well.

2. External Factors

a) Condition of presentation room

The condition such as number of audience include in this factor of anxiety. The way of the audience, supervisors, and examiners stared and followed their presentation had also increase their anxiety. Some of them were also anxious by the new situation of the room. This factor is in accordance with Linkguel (in Syarifuddin, 2006) idea, who stated that one factor that may influence speaker's anxiety is because the inexperienced speaker had not yet met the situation and does not know what to expect.

b) Failing to practice

Failing to practice the speech and techniques of public speaking may cause public speaking anxiety because the individual may feel unprepared and unworthy to stand in front of the audience. Being a great public speaker takes a lot of practice in rehearsing the speech and exercising public speaking techniques. Inexperienced public speakers mostly feel this anxiety.

c) Physical factor

The negative thinking once again leaves the presenter in anxious feeling and turn out in a poor performance. Unhealthy feeling of bad condition of speaker's healthy will also make them anxious. The unhealthy condition will get speaker's mind in negative thinking, such as worry if they will be fall down or unconscious during the presentation that their voice would not pass her lips, and such negative thinking as that.

b. Strategies to Cope With Anxiety in Presentation

Adler and Rodman (2006) then suggest four simple ways to overcome the anxious feeling about present a public speech:

1. Be rational. Listen to your thought processes, your internal voice, and try to figure out if the basis for your stage fright is rational. Then dispute any rational beliefs.
2. Be receiver-oriented. Concentrate on the audience rather than on yourself. Worry about whether they are interested, about whether understand and about whether or not you are maintaining human contact with them.
3. Be positive. It is important to build and maintain a positive attitude toward the audience, the speech, and yourself as a speaker. Some communication consultants suggest that public speakers should

concentrate on three statements immediately before speaking. The three statements are: “I’m glad I’m here” “I know my topic” “I care about you” (“you” of course being the audience) Keeping these ideas in mind can help you maintain a positive attitude.

4. Be prepared. If we are fully prepared, our speech will represent less of a threat. Devote enough time to each step of message preparation so we can feel secure. Be especially sure to leave enough time to practice the presentation.

Especially for the students or speakers who have to conduct a presentation using a foreign language, the strategies below might help them to reduce their anxiety. These strategies are suggested by Asnur (2010) based on her research:

1. To keep thinking positively toward the audience, the speech, and their self as a speaker,

2. To made good preparation, include the presentation material, power point slide, the appearance, the speech, and the health,

3. To rehearse, practice speech by the assistance of the supervisor and colleague as well, include asked to correct the grammar, pronunciation, and performance,

4. To keep self-confidence, which can be built through well preparation, positive thinking, good appearance, keep healthy, and smile, and

5. To do relaxation before the presentation and during the presentation.

Based on the explanation above, there are several types of presentations, namely presentation of learning, informative presentation, demonstrative presentation, persuasive presentation and presentations of anxiety. In this research, the researcher only focused on the presentation of learning, because the researcher wanted to find out what made the sixth semester students in English Department at the State Islamic Institute of Kerinci anxious when making presentations in English.

B. Review the Related findings

There are several studies that have conducted research related to this research, including the following:

Firstly, Research conducted by Indriyanti (2016), with the title *Students' Anxiety in Speaking English (A case Study in one Hotel and Tourism College in Bandung)*, the method used in this study was qualitative. This study has been accomplished. This study investigates the students' anxiety in English speaking class. In addition, the study is also focused on finding out the types of anxiety, and the source of anxiety, results of type of anxiety were found that there occurred two types of

anxiety, namely trait anxiety and state/situational anxiety. Trait anxiety is regarded as a fixed stage of anxiety. This kind of anxiety is a part of a person's character and hence is permanent, and it may hinder the language learning. State anxiety is a normal physiological response; the feeling of anxiety eventually subsides, and the person will then feel "normal" again.

Furthermore, the similarity of other studies with this research is to discuss the anxiety of English students in using English using qualitative methods. In this study, the researcher investigated students' anxiety in speaking English class. In addition, this research is also focused on knowing the types of anxiety, and sources of anxiety. The difference lies in the location of the research, and in previous research, researchers discussed speaking anxiety more, and in this research, researchers discussed students' anxiety more when presenting in English.

Secondly, the students from Walisongo State Islamic University Semarang (Huda, 2020) by journal entitled *The Anxiety of EFL Students in Presentation*, the method used in this study was qualitative. The data were gathered through questionnaire and semi-structured interviews. The most commonly used tool for assessing FLA is the FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). A modified version of FLCAS was used in this study. The original version of FLCAS is a 33-item, 5-point likert-scale instrument ranged from (strongly disagree to strongly agree) measuring students language anxiety. The result of the study showed that anxiety was exist in freshmen. It can be inferred from

the result of mean score of questionnaire's result that the average score of student anxiety existence of FLCAS is in the existing class, which is 39.025. The result of contributing factors to students' speaking anxiety during presentation were over thinking, lack of preparation, bad experience, low proficiency, low selfconfidence, afraid of making mistakes, and test. So it is suggested that before having presentation, the students should be doing repeated rehearsals and practice to eliminate the anxiety.

Furthermore, the similarity of other studies with this research is to discuss the anxiety of English students when presenting in English using qualitative methods. The difference lies in the location of the research, and in previous studies, researchers developed more semi-structured questionnaires and interviews, whereas in this research, researchers used the observation checklist and interview guide lines method.

The last researcher is from Kamil (2021), with the title "*Measuring TEFL Students' Foreign Language Classroom*", this research sought to measures the foreign language classroom anxiety of the English Department students of a university in Indonesia and to compare the anxiety across independent demographic variables of gender and length of study at the department. The literature shows that foreign language learning anxiety affects one's achievements in learning a foreign language. Data were collected through administration of the adapted version of

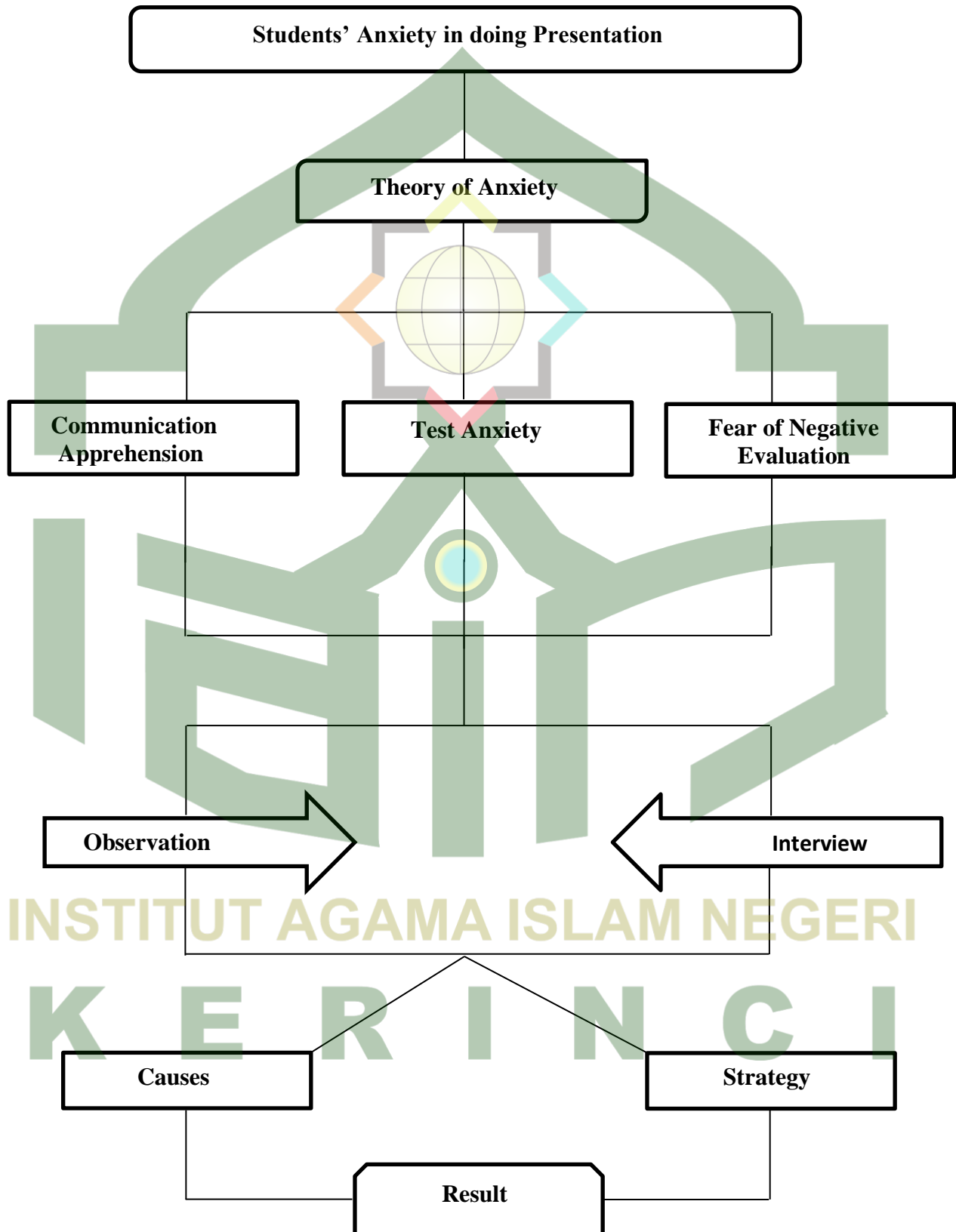
Foreign Language Classroom Anxiety Scale to 96 students selected through stratified random sampling technique. The anxiety was assessed through Rasch analysis while analyses for significant difference in the anxiety across the two independent variables were conducted using tests of inferential statistics. The findings show the existence significant number of students who tend to be highly anxious in learning English. The findings also indicate a significant difference in the students' anxiety across the independent variable of semester where semester 4 students tend to be more anxious than those of other semesters. No significant difference in the students' anxiety was found across the independent variable of gender. The implications of these findings were then discussed.

Furthermore, the similarity of other studies with this study is to discuss the anxiety of foreign language class students of the English Department. The difference is in the location of the research, and in the previous study, the researcher used a quantitative method which was selected through a stratified random sampling technique, while in this study, the researcher used a qualitative method with observation checklists and interview guide lines as measuring instruments.

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K E R I N C I

C. Conceptual Framework



From this conceptual framework, the researcher explain this. First, presentation anxiety is a negative feeling, it can make students fail in speaking when they may not be able to overcome the anxiety. Anxiety can affect the speaker's appearance when the speaker speaks in front of the class.

Speaking English during presentations is not easy for students, they feel scared, tense, worried, panicked, etc. Second, researcher chose theory from Horwitz, there are three factors of anxiety, those are communication apprehension, test anxiety and fear of negative evaluation. Then the researcher can see what factors influence students' anxiety in doing presentation using englisch at the sixth semester of English Department of State Islamic Institute of Kerinci academic year 2022/2023.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was qualitative method. Qualitative data are a source of well-grounded, rich descriptions and explanations of humans processes. With qualitative data, one can preserve chronological flow, see which events led to which consequences, and derive fruitful explanations (Miles, Huberman, & Saldana, 2014). This research is categorized into the phenomenology research, the main concern of this research is to describe the anxiety of the 6th semester students when presentations in English.

This researcher described about students anxiety in doing presentation at the sixth semester of English Department of State Islamic Institute of Kerinci academic year 2022/2023.

B. Setting of the Research

1. Location

This research was carried out at the sixth semesters on English department, Faculty of Education And Teacher Training of State Islamic

Institute of Kerinci who located at Sungai Penuh town, Sungai Liuk Academic year 2022/2023.

2. Informant and Respondent

Based on the results of observations made on October 31, 2022, at the sixth semester students in class B of English Department, State Islamic Institute of Kerinci by directly observing the ongoing learning process there

were several indications that there were still some students who looked anxious when presenting in English and experienced difficulties in speaking English, so students have difficulty in developing ideas.

The informants of this research in interview were 9 students in class B at the sixth semester in English Department of State Islamic Institute of Kerinci academic year 2022/2023.

C. Research Instrument

In this research the instruments that the researcher was been used are :

b. Observation Checklist

This observation was carried out in the sixth semester of the English Department, State Islamic Institute of Kerinci. During the observation, the researcher was seen the students' anxieties during the presentation. (Appendix I, P 65-66).

c. Interview Guideline

Interviews was conducted by researcher to be used as guidelines in conducting interviews. In making the interview guide question sheet, the researcher referred to the most important points in the students' anxiety when presenting in English. Interviews were conducted with sixth semester students of the English Department of the Kerinci State Islamic Institute. (Appendix II, P 67).

D. Data Collection Technique

Data collection is an essential component to conducting research. Data collection technique that was used by the researcher in conducting research

follow (Miles, Huberman, & Saldana, 2014). In this research, data collection will use as follow :

1. Observation

The first technique to collect the data was observation. In a qualitative observation the researcher took the field notes on the behaviour and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a non-participant to a complete participant. (Creswell, 2014).

In this research, researcher used non-participant observation. Non-participant observation involves observing participants without actively participating. This method was used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed. (Liu & Maitlis 2010).

This observation was carried out to identify informants by using a observation checklist of students anxiety in doing presentation especially at the sixth semester students of English Department, State Islamic Institute of Kerinci, and then, the researcher made observations in class using an observation checklist 3 times on 13 February, 27 February and 6 March 2023. (Appendix I, P 65-66).

2. Interview

An interview is a conversation that has a specific purpose. In answering research questions, interviews are used to find out how students make presentations, whether there is anxiety or not during the learning process. In this research, the researcher are use semi-structured interviews with the aim of extracting detailed information related to the main concern of this research. (Appendix II, P 67)

E. Data Analysis Technique

After collecting data from both instruments, then the data is analyzed. In this research, the researcher followed some steps by (Miles & Huberman, 1994) in analyzing the data which is called as Interactive Analysis Model that consists of data collection, data reduction, data display and drawing conclusion. will be define as follows:

1. Data Collection

In this step, the researcher collected the required data : There were observations and interviews with sixth semester students of the English Department, State Islamic Institute of Kerinci, collecting data during the observation that was collected from the observation checklist and conducting interviews with informants.

2. Data Reduction

The next phase is data reduction. In this data reduction phase, there are living in process and living out process. It means that select the data

are include in the need data and it stays in the living in data and unselect the data are include in the living out data.

In this research, data reduction was about information obtained from observations and interviews with sixth semester students of the English Department, State Islamic Institute of Kerinci. Some information is required in data entry, but some is not required.

Therefore, the data that is not important is reduced by the researcher. Researcher used a purposive sampling technique, in which researchers took informants who could provide researcher with information related to the data needed. From the 15 students, the researcher found 9 students who were anxious when making presentations in English after observation checklist.

3. Data Display

The data display presents the process of showing data simply in the form of words, sentences, narrative, table, and graphic in order that the data collect is master by the researcher as the basic to take appropriate conclusion. In this research, the data that displayed consist of information

about the anxiety of 9 students in class B at the sixth semester of the English Department, State Islamic Institute of Kerinci. In data display, the

researcher also arranges data systematically in order to get the conclusion as finding of the research.

4. Drawing Conclusion

Drawing conclusion is the last phase where the researcher summarized the discussion to make the conclusion of this research. It was last procedure of analyzing the data of this research. After the data were displayed, a conclusion was drawn. The researcher drew conclusions based on the findings data that have been obtained previously.

F. Trustworthiness

To ensure the trustworthiness of data in this research, the researcher used the triangulation technique of data analysis to hold the dependability or reliability of this research. Triangulations is a trustworthiness procedure where researchers search for convergence among multiplace and different sources of information to from themes or catagories un a research. (Cresswell & Miller, 2000).

In this reserach, researcher used two data collection methods, namely observation and interviews. The researcher observed the real actions of the subjects in class through the observation checklist. Then after the observation data was collected, in order to interpret and check the correctness of the observation data collection, the researcher held an interview session with the subject of this study by discussing anxiety during presentations in English.

Furthermore, the last step of the validation of this study is to support the data of this research; the researcher displayed information about the subject's biography and personal identity and related data telling about the information as a whole by recording interview data.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion. Related to the problems based on the first chapter of this research. There are two questions to be answered through this research. First, what makes English students at State Islamic Institute of Kerinci anxious about making presentations in English and second, how do the students deal with the anxiety when asked to make presentations in English.

A. FINDINGS

As previously stated in chapter I, this research meant to explain students' anxiety in making presentations in English. First, the researcher made observations first to observe students who looked anxious when presenting in English in front of the class.

Based on the results of observations that have been made, the researcher found nine students who looked anxious when presenting in English. After finding informants according to the required data, the researchers conducted interviews with several students at the sixth semester of English Department of State Islamic Institute of Kerinci to collect data.

From the results of the interviews, the researcher found several reasons for students' anxiety when presenting in English and ways to overcome anxiety when presenting in English. In this research, researcher used a purposive sampling technique and took nine informants who were

interviewed at the sixth semester of English Department of State Islamic Institute of Kerinci.

1. Factors That Caused the Students Anxiety in Doing Presentation

Using English

Presentation is very important because it takes skill to make someone or a group understand what students talking about. It also takes a confident speaker to speak in front of a group for them to understand. Presentation in front of the class will be a problem for some students who lack confidence.

Speech anxiety poses an important problem for speech as performance. Individuals need to know the source of their anxiety to overcome and encourage them to make better presentations in front of the class. Thus, speaking anxiety has a significant effect on students' speaking ability, especially in presentations.

English students at the sixth semester of State Islamic Institute of Kerinci explained their anxiety when presenting in English, as conveyed by the following informants.

S1: .."Disaat presentasi menggunakan bahasa Inggris, tentu saja saya

merasa cemas dan gugup, karena berada dihadapan teman saya dan juga di depan dosen, dan saya merasa bahasa Inggris saya masih

kurang, jadi saya takut jika banyak kesalahan dalam speaking. (**S1:**

.."When presenting in English, of course I feel anxious and nervous,

because being in front of my friends and also in front of the lecturer,

and I feel that my English is still lacking, so I'm afraid there will be many mistakes in speaking).

The other informants also has the same statement with the first informant about the student' anxiety in doing presentation using English.

S4: *..”Iya, saya merasa cemas, takutnya saya agak salah-salah cara menyampaikan kata-kata dalam bahasa Inggris. (S4: ..”Yes, I feel anxious, I'm afraid I'm a bit wrong in conveying the words in English).*

S5 : *..”Waktu presentasi di depan kelas saya merasa cemas kak, karena di dalam kelas kan banyak orang, jadi saya agak sedikit takut kalau misalnya saya salah dalam penyebutan di dalam bahasa Inggris. (S5: ..”When I was presenting in front of the class I felt anxious, because there are a lot of people in the class, so I'm a little bit afraid if, for example, I make a mistake in pronouncing it in English).*

S6: *..”Iya, saya sedikit cemas dan deg-degan presentasi menggunakan bahasa Inggris, kerena terkadang bahasa Inggris saya kurang baik kak. (S6: ..”Yes, I'm a little anxious and nervous about presenting in English, because sometimes my English isn't very good).*

S7: *..”Kalau presentasi menggunakan bahasa Inggris iya kak cemas, Karena saya belum terlalu lancar speaking dalam bahasa Inggris kak, takut banyak kesalahan dalam presentasinya. (S7: ..”If the*

presentation is in English, I'm anxious, because my English is not very fluent, I'm afraid there will be many mistakes in the presentation).

S9: ..”Iya kak cemas, karena itu kak, bahasa Inggris saya masih belum terlalu lancar, jadinya saya takut menggunakan bahasa Inggris, nanti saya malah asal ngomong dan malah jadi kacau presentasinya. (**S9:** ..”*Yes.. I'm anxious, because my English is still not very fluent, so I'm afraid to use English, later I will even speak carelessly and the presentation will be chaotic).*

Based on the interviews, the researcher concluded that students' anxiety lies in students lack of fluency when speaking English which makes them anxious when asked to present in English because they are worried that many mistakes will occur during the presentation.

English students also explain the factors that influence their anxiety when asked to present in English.

S1: ..”Faktor yang paling utama itu adalah pelafalan dalam mengucapkan kata dalam bahasa Inggris. (**S1:** ..*The most important factor is the pronunciation in saying the word in English).*

S2: ..”Yang paling mengganggu tu rasa takut salah gitu bang, dalam pronunciation nya, dalam pengucapannya gitu bang, takut salah, takut diketawain kawan-kawan gitu. (**S2:** ..”*What bothers me the most is the fear of mispronunciation, the fear of being laughed at by friends).*

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S3: ..”Mungkin kek, yo tadikan pronunciation nyo lah yang itu samo tesis nyo kan, yang kedua itu kayak kek takut ih nanti teman yang itukan lebih bisa gitu ha, nanti dibalas lagi pake bahasa Inggris jawab nyo tu pakek gimano gitu ha, kito tibo-tibo be nge blang dak tau mau bilang apo pake bahasa Inggris lagi gitu nah, takut ado yang lebih bisa dari kito lah gitu. *(S3: ..”Pronunciation and thesis, I’m also worried because there are still many friends who can do better, later I will reply again in English and I can’t answer, suddenly we fall silent and don’t know the next answer, afraid that someone can do more than us, just that).*

S6: ..”Faktor yang paling mengganggu saya saat presentasi di depan, saya takut salah pengucapan menggunakan bahasa Inggris, lalu saya agak sedikit gugup jika dilihat orang banyak, dan dilihat oleh dosen, saya merasa sedikit rada takut dan deg-degan. *(S6: ..”The factor that bothered me the most was when I was giving a presentation in front of me, I was afraid of mispronunciation in English, then I was a little scared when people saw it, and when I was seen by the lecturer, I felt a bit scared and nervous).*

S9: ..”Faktor yang paling mengganggu itu mungkin karena saya tidak terlalu lancar bahasa Inggris, jadi saya takut pronunciation saya salah . *(S9: ..”The most annoying factor is probably because I’m not very fluent in English, so I’m afraid my pronunciation is wrong).*

According to the interviews, the researcher concluded that several informants explained that the factor that causes students' anxiety when presenting in English lies in their pronunciation. However, several informants also had different answers.

S4: .."Faktor yang paling mengganggu karena kurangnya kosa kata. (*S4: .."The most disturbing factor is the lack of vocabulary).*

S5: .."Faktor yang paling mengganggu itu, ketika saya harus berbahasa Inggris di depan banyak orang, itu yang pertama, dan yang kedua saya jarang mempraktekkan cara berbicara bahasa Inggris di depan publik. (*S5: .."The most disturbing factor, when I have to speak English in front of many people, is the first, and the second is that I rarely practice speaking English in public).*

S7: .."Ya itu kak, karena saya belum terlalu lancar dalam speaking jadinya saya merasa takut banyak kesalahan. (*S7: .."Yes.. because I'm not very fluent in speaking so I'm afraid there will be many mistakes).*

S8: .."Faktor yang mengganggu saya ketika presentasi itu ketika audiens menatap kedepan dan itu membuat gugup. (*S8: .."The factor that bothers me during presentations is when the audience is looking ahead and it makes me nervous).*

According to the result, the researcher concluded that several informants explained that the factor that causes students' anxiety when presenting in English lies in their pronunciation. However, several

informants also had different answers, several informants stated that the factors causing anxiety when presenting in English were lack of vocabulary, rarely practicing English in public, not being fluent in speaking English, and nervousness when the audience looked at the informant during the presentation.

2. How the Students Overcame Anxiety When Asked to Make Presentations in English

English students explain how they deal with anxiety during presentations in English.

S1: .."Cara saya untuk mengatasi kecemasan itu sendiri adalah dengan melakukan latihan berulang-ulang kali mengenai presentasi yang akan saya lakukan, juga mengesampingkan perihal tanggapan-tanggapan orang tentang presentasi yang akan saya jalani, tetapi mengesampingkan komentar disini bukan berarti saya tidak menerima masukan, saya menerima masukan, namun disaat presentasi itu dilakukan saya mengesampingkan hal itu untuk mencegah rasa

percaya diri saya menurun. (*S1: ... "My way to deal with anxiety itself is to practice over and over about the presentation I'm going to do, also ignoring people's responses about the presentation I'm going to do, but putting aside comments here doesn't mean I don't receive input, I accept input, but when the presentation was made I put it aside to prevent my confidence from dropping).*

S2: ..”Berusaha tidak menghiraukan jika ada kesalahan gitu, berusaha pede aja gitu bang. (**S2:** ..”*Try not to care if there are mistakes like that, just try to be confident like that*).

S5: ..”Biasanya sebelum presentasi, saya malamnya itu presentasi didepan cermin untuk agar saya lebih rileks nanti pas saya presentasi di pagi hari, terus sebelum pagi hari saya biasanya berdoa dulu sih kak, biar saya tidak cemas nanti didepan. (**S5:** ..”*Usually before a presentation, that night I present it in front of the mirror so that it will be more relaxed later when I present in the morning, then before morning I usually pray first, so I don't worry about it later*).

S6: ..”Biasanya saya berlatih sebelum presentasi dimulai kak, jadi saya sudah ada sedikit banyak persiapan. (**S6:** ..”*Usually I rehearse before the presentation starts, so I'm already more or less prepared*).

Based on the results of the interviews, the researcher concluded that some of the informants overcame anxiety problems when presenting in English by practicing before the presentation started and also putting

aside other people's opinions first so that the informants could stay focused during the presentation and remain confident. Apart from these actions,

several other informants also had different methods from some of the informants.

S3: .."Kayak langsung mengubah ke bahasa Indonesia, ndak pake bahasa Inggris lagi gitu. (*S3: .."Like immediately changing to Indonesian, no longer using English*).

S4: .."Biasanya saya akan merubah topik pembahasan kak, saya lempar pertanyaan ke teman yang tau jawabannya atau saya minta bantuan dosen. (*S4: ..Usually I will change the topic of discussion, I throw questions to friends who know the answers or I ask the lecturer for help*).

S7: .."Biasanya kalau saya sudah mulai cemas, saya akan mencoba rileks dan melempar sesi berikutnya ke teman satu kelompok atau meminta bantuan dosen kalau saya sudah tidak ada jawaban lagi kak. (*S7: .."Usually when I'm starting to get anxious, I'll try to relax and throw the next session over to a groupmate or ask the lecturer for help when I don't have any more answers*).

S8: .."Menenangkan diri dengan cara mengatur nafas untuk mengurangi rasa gugup. (*S8: .."Calm yourself by controlling your breath to reduce nervousness*).

S9: .."Kalau udah mulai cemas, saya biasanya memulai sesi berikutnya kak, kayak sesi tanya jawab atau meminta teman yang bisa untuk membantu saya gitu sih kak. (*S9: .."When I'm starting to get anxious, I usually start the next session, like a question and answer session or asking a friend who can help me*).

Based on the results of the interviews, the researcher concluded that some informants overcame anxiety problems during presentations in English by calming down by controlling their breath, changing topics and switching to Indonesian and asking for help from friends or lecturers concerned.

B. DISCUSSION

Anxiety is a series of mind and body reactions that have experienced by each people around the world especially when they speak in front of many people. Brown (2000) states that anxiety is associated with feelings of uneasiness, frustration, self -doubt, apprehension, and worry. To put it in another word, anxiety can be generally associated with threats to self-efficacy and appraisals of situations as threatening (Pappamihiel, 2002). The learners who feel anxious in their foreign language learning may find their study less enjoyable. The learners who feel anxiety will lose their self-confidence. They will have particular perception that assumes something as a big problem or difficult matter. The condition can lead them into certain level of frustration.

While language anxiety is related to a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, 1986). Second language anxiety is defined here as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to using a foreign / second language for communication beyond the language classroom. Foreign

language anxiety may be defined as an emotional state accompanied by physiological and behavioral aspects that become apparent on the case of the individual learning languages other than his or her native language.

According to Townsend (1996), there are four level of anxiety those are low anxiety, moderate anxiety, high anxiety, and panic. Low anxiety related with strained situation happened in daily life and cause someone become aware and increase their perception. Meanwhile, moderate anxiety enables someone to focuses on important problem and turns aside the other problems, therefore someone has main attention, but he/she can do something directed. The next is high anxiety, which is extremely reducing someone's perception. Someone with high anxiety tends to focuses on something detailed and specific, and also do not think too much on another problem. The last level is panic. Panic is related to agape with surprise, fear, and terror because of lost control. Someone who is panic cannot do something although by direction. Symptoms that usually occur on this level of anxiety are hard to breath, pupil dilatation, look pale, incoherent talk, cannot perceive on a simple order, scream, cry out, experience hallucination and deletion. (Nur, 1993).

A presentation is a formal talk to one or more persons that "presents" ideas or information in a clear, structured way. All presentations have a common objective: they are given in order to inform, train, persuade or sell. A presentation also defined as a speech or talk in which a new product, idea, or piece of work is shown, and explained to an audience, "Presentation is a

public speaking group, which means it also presents. Presentation should be viewed more than just a functional communication tool or decision maker”.

In Asnur (2020) research, the researcher use qualitative research, the results showed there are several factors that affect student anxiety, namely internal factors which covers fear of failure, fear of criticism, conflicting emotion, speech anxiety, negative experience, fear of losing the thread of material, fear of being stopped, and negative thinking; and external factors which covers condition of presentation room, failing to practice, gender, and physical factor. Strategies that can be applied by participants to cope their anxiety in delivering English presentation are: (a) to keep thinking positively toward the audience, the speech, and their self as a speaker, to made good preparation, to rehearse, to keep self confidence, and to do relaxation.

Second, on Sari (2016) research, the researcher use qualitative research, the researcher concluded that there are three factors that influence students' anxiety in speaking English in front of the class. First is Communication Apprehension, students are afraid to speak English because they don't understand what they are saying and they can't speak English fluently. Second Test Anxiety, students feel anxious because they are not used to speaking in front of the class. Finally, Fear of Negative Evaluation, students' anxiety and tension about evaluation because they are afraid of negative evaluations from other people.

Third, on Sastia (2020) research, the researcher use quantitative research. Sixty three students were selected to be respondent in this research and their perceptions were analyzed to see what are the factors caused EFL anxiety. The questionnaire was spreaded by online (google form). After gaining the data, then the researcher analyzed it statistically. The result of the research found that there was languages' anxiety faced by the students during teaching and learning process. The anxiety felt by the students were (1) communication apprehension, (2) Text anxiety (3) Fear of negative social evaluation.

Last, on Rahman (2019) research, the researcher use qualitative research. The results showed that the factor causing of the students' speaking anxiety to speak in the language classroom are: unclear explanation and speaking activities were the aspects that bothered the participants most about English classroom, fear of making mistake and being ridiculed by peers, they feel anxious when do not understand what teacher said and do not prepare enough, had limited vocabulary and grammar knowledge, thought that other students are better than them, most of the participants also admitted that English was difficult and the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. And, the type factors that often come to students' anxiety in speaking English in the classrooms are low English proficiency, lack of familiarity of task, lack of confidence, fear of making mistakes and incomprehensible inputs.

In this research, based on the findings, English students in semester 6 of class b at State Islamic Institute of Kerinci with a sample of nine people with the result that the main factor of anxiety for some informants was stuck with pronunciation and some other informants had problems because they were not very fluent in speaking English, and other informants also admitted that another factor lies in the limited vocabulary and some of the informants overcame anxiety problems when presenting in English by practicing before the presentation started and also putting aside other people's opinions first so that the informants could stay focused during the presentation and remain confident. Apart from these actions, several other informants also had different methods from some of the informants, the researcher concluded that some informants overcame anxiety problems during presentations in English by calming down by controlling their breath, changing topics and switching to Indonesian and asking for help from friends or lecturers concerned.

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BAB V

CONCLUSION AND SUGGESTIONS.

A. CONCLUSION

Based on the results of the research and discussion, this research can be concluded as follows, when the researcher carried out the observation checklist, the researcher found nine people who looked anxious when presenting in English at the sixth semester in class b of English Department of State Islamic Institute of Kerinci.

After making the observation checklist, the researcher conducted interviews using a informants of 9 students, the researcher found that informants experienced anxiety when presenting in English in front of the class, several informants explained as follows:

1. Students at the sixth semester in class b of English Department of State Islamic Institute of Kerinci with a informants of nine students with the result that the main factor of anxiety for some informants was stuck with pronunciation and some other informants had problems because they were not very fluent in speaking English, and other informants also admitted that another factor lies in the limited vocabulary.
2. Some of the informants overcame anxiety problems when presenting in English by practicing before the presentation started and also putting aside other people's opinions first so that the informants could stay focused during the presentation and remain confident. Apart from these actions,

several other informants also had different methods from some of the informants, the researchers concluded that some informants overcame anxiety problems during presentations in English by calming down by controlling their breath, changing topics and switching to Indonesian and asking for help from friends or lecturers concerned.

B. SUGGESTION

Based on data analysis, description of research results, discussion, and conclusions, the researcher suggests the following:

1. Suggestion for the Students

The researcher hopes that this research can provide several benefits so that some students can reduce their level of anxiety and must be confident when asked to make presentations in English.

2. Suggestion for the other Researchers

The researcher suggests to the next researcher to continue this research, so that this research becomes better and more valuable, the researcher hopes that the next researcher can analyze this topic and develop this topic even more broadly.

3. Suggestion for the Lectures

The researcher hopes that the lecturers can better understand the theory of student anxiety so that they can start lectures in a more comfortable atmosphere.

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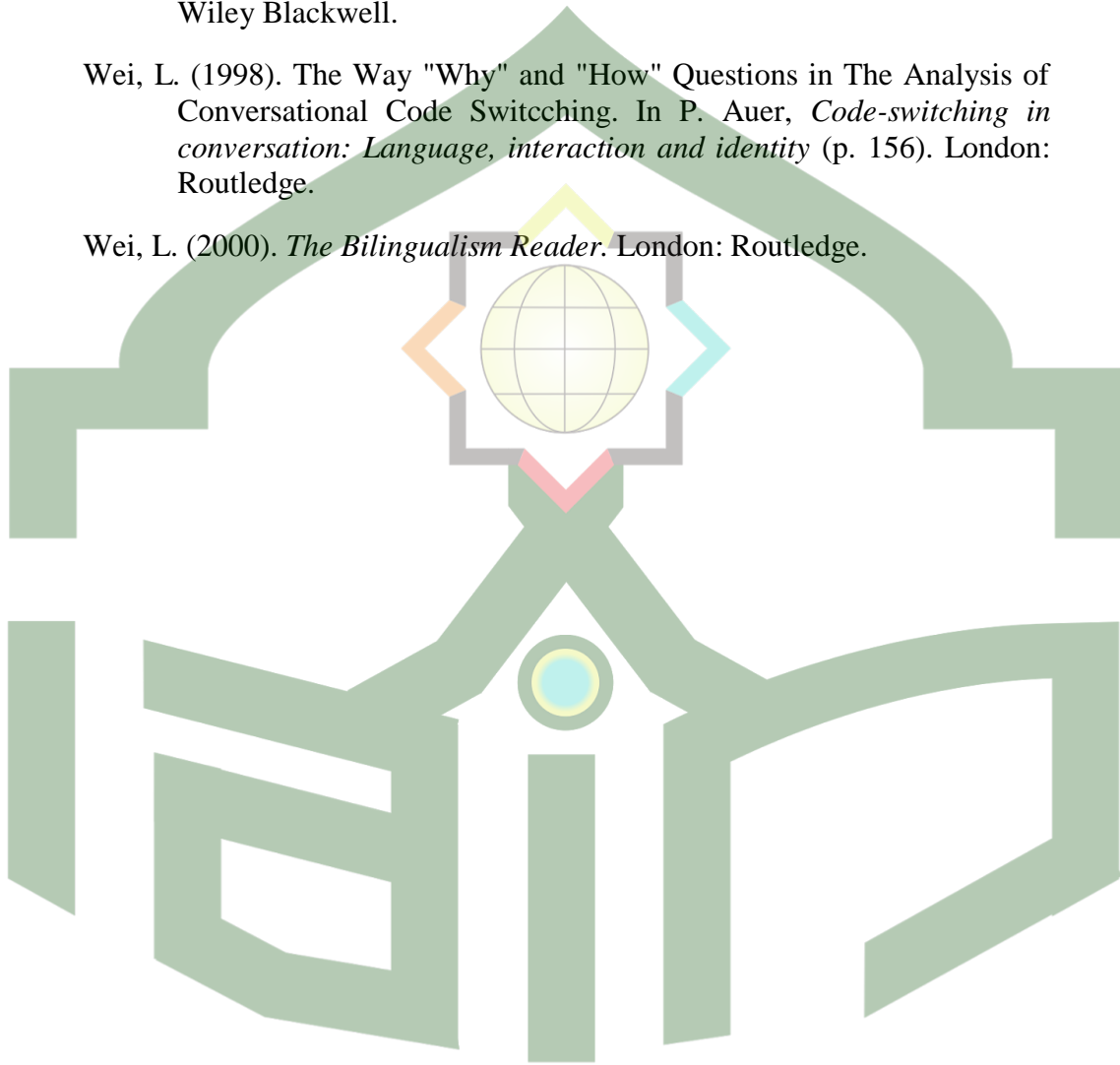
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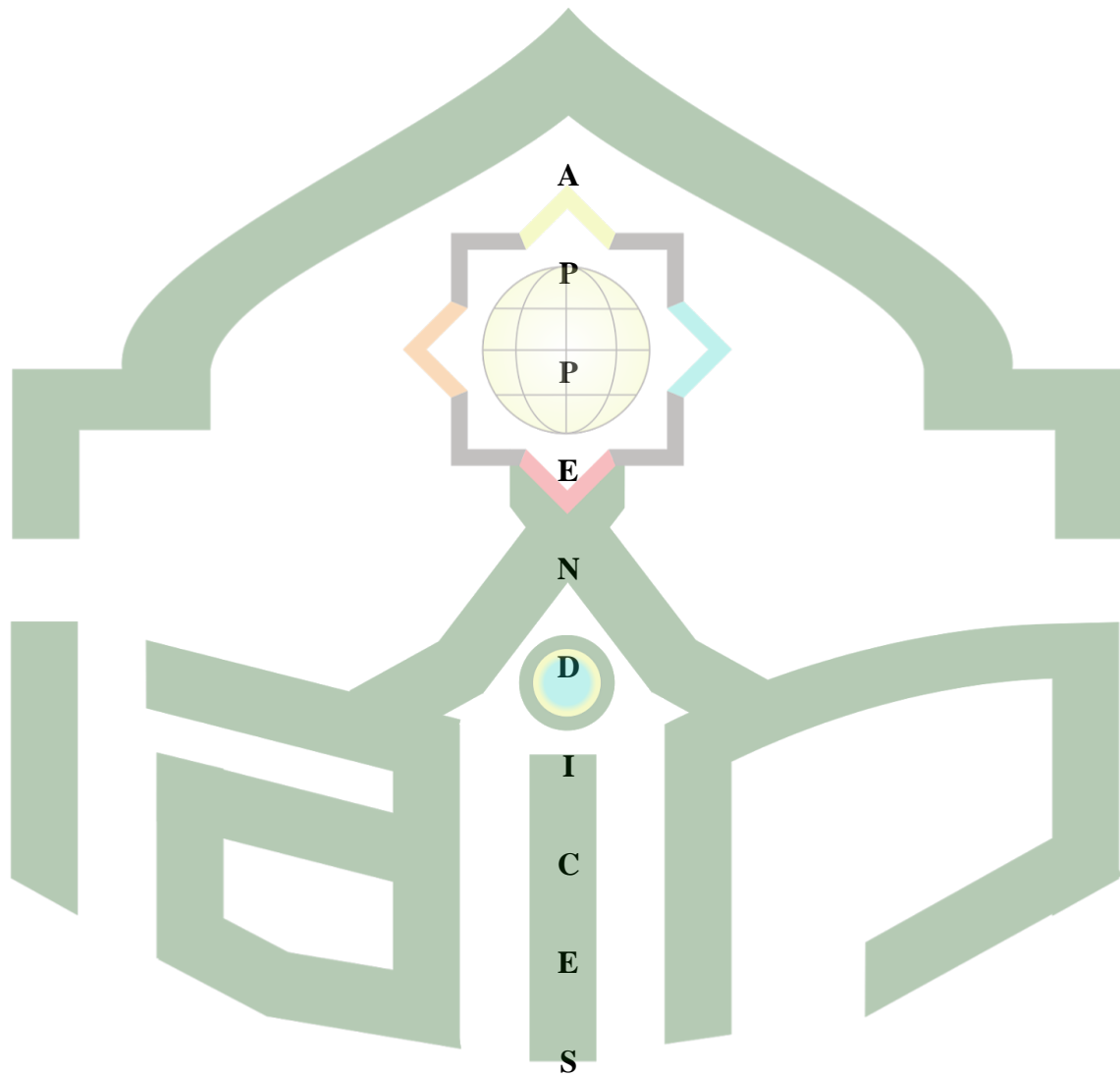
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APPENDIX I

Observation Checklist*(Adopted by Sari,2016).*

No.	Observation Case	Yes	No
1.	Mahasiswa/i terlihat cemas ketika presentasi menggunakan bahasa Inggris <i>Students look anxious when the presentation is in English</i>		
2.	Mahasiswa/i terlihat grogi dan lupa apa yang akan disampaikan ketika presentasi menggunakan bahasa Inggris di depan kelas <i>Students look nervous and forget what to say when presenting in English in front of the class</i>		
3.	Mahasiswa/i terlihat ketakutan ketika diminta melakukan presentasi menggunakan bahasa Inggris <i>Students looked afraid when ask to make presentations in English</i>		
4.	Mahasiswa/i tiba-tiba bingung ketika melakukan presentasi menggunakan bahasa Inggris di depan kelas <i>Students are suddenly confused when making presentations in English in front of the class</i>		
5.	Mahasiswa/i terlihat tidak percaya diri saat presentasi menggunakan bahasa Inggris di depan kelas <i>Students do not look confident when presenting in English in front of the class</i>		
6.	Mahasiswa/i merasa gugup ketika teman-teman memperhatikan saat presentasi menggunakan bahasa Inggris <i>Students feel nervous when friends pay attention during presentations using English</i>		
7.	Mahasiswa/i terlihat cemas ketika teman-teman menertawakan kesalahannya saat presentasi menggunakan bahasa Inggris <i>Students look anxious when friends laugh at their mistakes during presentations in English</i>		
8.	Mahasiswa/i terlihat cemas ketika teman-teman mengoreksi kesalahan yang dilakukan saat presentasi menggunakan bahasa Inggris <i>Students look anxious when friends correct mistakes made during presentations using English</i>		
9.	Mahasiswa/i terlihat tertekan ketika dosen terus menerus mengoreksi kesalahannya ketika presentasi menggunakan bahasa Inggris <i>Students look stressed when the lecturer keeps on correcting their mistakes when the presentation is in English</i>		

O : Observation Case

S : Students

No.	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9
O1									
O2									
O3									
O4									
O5									
O6									
O7									
O8									
O9									

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

APPENDIX II

Interview Guideline*(adopted by Sari, 2016).*

No	Question
1.	Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>Do you feel anxious when presenting in English in front of the class?</i>
2.	Apa faktor yang paling mengganggu kamu ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>What factors bothers you the most when presenting in English in front of the class?</i>
3.	Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>Do you feel comfortable when presenting in English in front of the class?</i>
4.	Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? <i>When presenting in English, do you feel more sensitive?</i>
5.	Ketika presentasi di depan kelas menggunakan bahasa Inggris, apakah kamu merasa malu? <i>When presenting in front of the class in English, do you feel embarrassed?</i>
6.	Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan bahasa Inggris? <i>Do you receive feedback when a lecturer or friend corrects your mistakes during a presentation in English?</i>
7.	Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? <i>Do you care about the reaction of your lecturer or friends when you make a mistake during a presentation in English?</i>
8.	Apakah sebelum kamu melakukan presentasi, kamu mengalami gangguan tidur di malam harinya? <i>Do you have trouble sleeping the night before a presentation?</i>
9.	Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya? <i>During the presentation, were you more tired and your heart rate higher than normal?</i>
10.	Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? <i>How do you overcome anxiety when presenting in English?</i>

APPENDIX III

Interview Transcript

R : Researcher

S : Student

1. Script student record during interview (Student 1)

Discourse Unit	Discourse
1.	<p>R : Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel anxious when presenting in English in front of the class?)</i></p> <p>S1 : Disaat presentasi menggunakan bahasa Inggris, tentu saja saya merasa cemas dan gugup, karena berada dihadapan teman saya dan juga di depan dosen, dan saya merasa bahasa Inggris saya masih kurang, jadi saya takut jika banyak kesalahan dalam speaking. <i>(When presenting in English, of course I feel anxious and nervous, because being in front of my friends and also in front of the lecturer, and I feel that my English is still lacking, so I'm afraid there will be many mistakes in speaking)</i></p>
2.	<p>R : Apa faktor yang paling menggnggu kamu ketika presentasi di depan kelas menggunakan bahasa Inggris? <i>(What factors bother you the most when presenting in front of the class in English?)</i></p> <p>S1 : Faktor yang paling utama itu adalah pelafalan dalam mengucapkan kata dalam bahasa Inggris <i>(The most important factor is the pronunciation in saying the word in English)</i></p>
3.	<p>R : Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel comfortable when presenting in English in fornt of the class?)</i></p> <p>S1 : Disaat presentasi menggunakan bahasa Inggris, saya merasa kurang nyaman dikarenakan saya kurang menguasai pelafalan kata dalam bahasa Inggris <i>(When presenting in English, I feel uncomfortable because I don't know how to pronounce English words)</i></p>
4.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? <i>(When presenting in English, do you feel more sensitive?)</i></p> <p>S1 : Cukup sensitif <i>(Kinda sensitive)</i></p>

5.	<p>R : Kenapa kamu bisa merasa sensitif? (<i>Why do you feel sensitive?</i>)</p> <p>S1 : Karena takut terjadi kesalahan selama presentasi (<i>For fear of being wrong during the presentation</i>)</p>
6.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa malu? (<i>When presenting in front of the class in English, do you feel embarrassed?</i>)</p> <p>S1 : Tidak malu, dikarenakan saya mempunyai rasa percaya diri yang tinggi (<i>Not ashamed, because I have high self-confidence</i>)</p>
7.	<p>R : Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan Bahasa Inggris? (<i>Do you receive feedback when a lecture or friend corrects your mistakes during a presentation in English?</i>)</p> <p>S1 : Iya, saya sangat menerima masukan dari dosen maupun teman saya disaat saya melakukan kesalahan saat presentasi (<i>Yes, I really received input from lecturers and friends when I made a mistake during a presentation</i>)</p>
8.	<p>R : Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? (<i>Do you care about the reaction of your lecture or friends when you make a mistake during a presentation in English?</i>)</p> <p>S1 : Tentu saya sangat peduli, dikarenakan dengan reaksi mereka itu merupakan titik tumpu dari rasa percaya diri saya terhadap presentasi yang saya lakukan (<i>Of course I really care, because with their reaction it becomes the basis of my confidence in the presentations I do</i>)</p>
9.	<p>R : Apakah sebelum kamu melakukan presentasi, kamu mengalami gangguan tidur di malam harinya? (<i>Do you have trouble sleeping the night before a presentation?</i>)</p> <p>S1 : Tidak (<i>No</i>)</p>
10.	<p>R : Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya? (<i>During the presentation, were you more tired and your heart rate higher than normal?</i>)</p> <p>S1 : Iya, itu sering terjadi beberapa kali disaat saya ingin melakukan presentasi (<i>Yes, it often happens several times when I want to do a presentation</i>)</p>
11.	<p>R : Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? (<i>How do you overcome anxiety when presenting in English?</i>)</p>

	<p>S1 : Cara saya untuk mengatasi kecemasan itu sendiri adalah dengan melakukan latihan berulang-ulang kali mengenai presentasi yang akan saya lakukan, juga mengesampingkan perihal tanggapan-tanggapan orang tentang presentasi yang akan saya jalani <i>(My way to deal with anxiety itself is to practice over and over about the presentation I'm going to do, also ignoring people's responses about the presentation I'm going to do)</i></p>
12.	<p>R : Berarti kamu melakukan latihan terlebih dahulu sebelum presentasinya dimulai dan juga kamu mengesampingkan tanggapan-tanggapan dari teman kamu gitu? <i>(Does that mean you did the exercises before the presentation started and you also put aside the comments from your friends?)</i></p> <p>S1 : Ya benar, tetapi mengesampingkan komentar disini bukan berarti saya tidak menerima masukan, saya menerima masukan, namun disaat presentasi itu dilakukan saya mengesampingkan hal itu untuk mencegah rasa percaya diri saya menurun <i>(Yes, that's right, but putting aside comments here doesn't mean I don't receive input, I accept input, but when the presentation was made I put it aside to prevent my confidence from dropping)</i></p>

2. Script student record during interview (Student 2)

Discourse Unit	Discourse
1	<p>R : Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel anxious when presenting in English in front of the class?)</i></p> <p>S2 : Pernah sih takut bang kalau lagi presentasi gitu, kayak gugup gitu bang <i>(Ever felt scared when giving a presentation like that, like nervous)</i></p>
2.	<p>R : Apa faktor yang paling mengganggu kamu ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(What factors bother you the most when presenting in front of the class in English?)</i></p> <p>S2 : Yang paling mengganggu tu rasa takut salah gitu bang, dalam pronounciation nya, dalam pengucapannya gitu bang, takut salah, takut diketawain kawan-kawan gitu <i>(What bothers me the most is the fear of mispronunciation, the fear of being laughed at by friends)</i></p>
3.	<p>R : Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel comfortable when presenting in English in front of the class?)</i></p> <p>S2 : Kurang nyaman sih bang, lebih nyaman pakai bahasa</p>

	Indonesia (<i>Less comfortable, more comfortable using Indonesian</i>)
4.	R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? (<i>When presenting in English, do you feel more sensitive?</i>) S2 : Iya, lebih sensitif rasanya (<i>Yes, it's more sensitive</i>)
5	R : Biasanya sensitif karena apa? (<i>usually sensitive because of what?</i>) S2 : Karena banyak kata yang belum tau cara pengucapannya, cara spell nya, banyak yang belum tau (<i>Because many words don't know how to pronounce them, how to spell them, many don't know</i>)
6.	R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa malu? (<i>When presenting in front of the class in English, do you feel embarrassed?</i>) S2 : Iya bang kadang merasa malu (<i>Yes.. sometimes feel shy</i>)
7.	R : Merasa malu karena apa? (<i>feel ashamed because of what?</i>) S2 : Karena belum lancar berbahasa Inggris (<i>Because not fluent in English</i>)
8.	R : Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan Bahasa Inggris? (<i>Do you receive feedback when a lecture or friend corrects your mistakes during a presentation in English?</i>) S2 : Biasanya dari dosen tuh bang, ada masukan dari dosen (<i>Usually from the lecturer, there is input from the lecturer</i>)
9.	R : Berarti lebih menerima masukan dari dosen gitu? Kalau masukan dari temannya bisa diterima atau enggak? (<i>Does that mean you are more receptive to input from the lecturer? Is input from friends acceptable or not?</i>) S2 : Diterima bang (<i>Accepted</i>)
10.	R : Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? (<i>Do you care about the reaction of your lecture or friends when you make a mistake during a presentation in English?</i>) S2 : Kalau responnya baik peduli, kalau responnya buruk ya tabahin aja bang, ga peduli bang (<i>If the response is good, care, if the response is bad, just be patient, don't care</i>)
11.	R : Apakah sebelum kamu melakukan presentasi, kamu mengalami

	<p>gangguan tidur di malam harinya? <i>(Do you have trouble sleeping the night before a presentation?)</i> S2 : Enggak <i>(No)</i></p>
12.	<p>R : Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya? <i>(During the presentation, were you more tired and your heart rate higher than normal?)</i> S2 : Iya, betul! <i>(Yes, correct!)</i></p>
13.	<p>R : Kenapa? <i>(Why?)</i> S2 : Takut bang, panik <i>(afraid, panic)</i></p>
14.	<p>R : Ketika presentasi, apa kamu mengalami kesulitan berkonsentrasi? <i>(When presenting, do you have difficulty concentrating?)</i> S2 : Iya, karena efek cemas jadi menyebabkan konsentrasi kita hilang <i>(Yes, because the effects of anxiety make our concentration disappear)</i></p>
15.	<p>R : Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? <i>(How do you overcome anxiety when presenting in English?)</i> S2 : Berusaha tidak menghiraukan jika ada kesalahan gitu, berusaha pede aja gitu bang <i>(Try not to care if there are mistakes like that, just try to be confident like that)</i></p>

3. Script student record during interview (Student 3)

Discourse Unit	Discourse
1	<p>R : Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel anxious when presenting in English in front of the class?)</i> S3 : Iya.. <i>(Yes..)</i></p>
2	<p>R : Kenapa kamu bisa merasa seperti itu? <i>(why you can feel like that?)</i> S3 : Mungkin agak sedikit ragu gitu ha, grogi, untuk mengucapkan kata kek bahasa Inggris gitu bang, kek takut, haduh eh ini betul dak yo gitu nak, ha kadang, bisa gitu, 50:50 lah Inggris samo Indonesia</p>

	<p>nyo gitu, tapi lebih banyak Indonesia gitu <i>(Maybe a little hesitant, nervous, to say words like English, afraid, is this true or not?, 50:50 English and Indonesian, but mostly use Indonesian)</i></p>
3	<p>R : Apa yang paling mengganggu kamu ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(What bothers you the most when presenting in English in front of the class?)</i></p> <p>S3 : Mungkin kayak tensis nyo gitu dak, kayak ini betul dak yo?kek gini gitu, kadang mungkin pronounce nyo jugo, pronunciation nyo jugo gitu <i>(Maybe like thesis, like this is true or not? like this, sometimes maybe the pronunciation too)</i></p>
4	<p>R : Coba sebutkan faktor yang paling membuat kamu takut ketika presentasi menggunakan bahasa Inggris! <i>(Try to mention the factor that scares you the most when presenting in English!)</i></p> <p>S3 : Mungkin kek, yo tadikan pronunciation nyo lah yang itu samo tensis nyo kan, yang kedua itu kayak kek takut ih nanti teman yang itukan lebih bisa gitu ha, nanti dibalas lagi pake bahasa Inggris jawab nyo tu pakek gimano gitu ha, kito tibo-tibo be nge blang dak tau mau bilang apo pake bahasa Inggris lagi gitu nah, takut ado yang lebih bisa dari kito lah gitu <i>(pronunciation and thesis, I'm also worried because there are still many friends who can do better, later I will reply again in English and I can't answer, suddenly we fall silent and don't know the next answer, afraid that someone can do more than us, just that)</i></p>
5	<p>R : Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel comfortable when presenting in English in front of the class?)</i></p> <p>S3 : Agak kurang sih, soalnya kan, mungkin kalo kito lah bisa nian nyaman gitukan, cuman kalo inikan belum bisa, belum lancar, jadi agak kurang nyaman gitu nah, agak ragu, ado keraguan gitu <i>(It's a bit uncomfortable, if you're fluent it might be comfortable, if you're not fluent in English it's a bit uncomfortable, there are doubts)</i></p>
6	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? <i>(When presenting in English, do you feel more sensitive?)</i></p> <p>S3 : Iyo, agak sensitiflah <i>(Yes.. kinda sensitive)</i></p>
7	<p>R : Kenapa? <i>(Why?)</i></p> <p>S3 : Soalnya kan, tibo-tibo nantikan misalnya ado yang bisa bahasa Inggris kan, terus nyo jawab gitu bahasa Inggris, terus kito kek</p>

	<p>mikir he gimano yo? itu bikin presentasi jadi kurang lancar jugo <i>(Then all of a sudden someone is more fluent, we continue to answer in English, then we get confused and it makes the presentation not so smooth)</i></p>
8	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa malu? <i>(When presenting in front of the class in English, do you feel embarrassed?)</i></p> <p>S3 : Mungkin iyo sedikit ado raso malu, kek karena kito tu kan dak lancar, bahasa Inggris gitu jadi kalo lancar mungkin pede kan, yo gitulah <i>(Maybe there's a little embarrassment because I'm not fluent in English, if I'm fluent maybe I won't be embarrassed)</i></p>
9	<p>R : Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan Bahasa Inggris? <i>(Do you receive feedback when a lecture or friend corrects your mistakes during a presentation in English?)</i></p> <p>S3 : Seringkali sih iyo diterimo, soalnya kan misalnya ini kesalahan nyo tu di pronounce nyo kan, terus dosen perbaiki, nah yang betul nyo tu kek gini bacanya, terus teman jugo kadang jugo sering gitu kok, koreksi yang salah gitu nah <i>(It is often accepted, because if there are errors in pronunciation it is corrected by the lecturer and friends, so I will know better in the future)</i></p>
10	<p>R : Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? <i>(Do you care about the reaction of your lecture or friends when you make a mistake during a presentation in English?)</i></p> <p>S3 : Sepertinya iyo bang, soalnya kan sering ketika misalnya ado hal yang menggajal dikit orang berubah ekspresinyo tu kek dak enak langsung di kito nyo gitu nah <i>(I think so, because often if something bothers the people around them, their expressions change immediately, and that makes us feel uncomfortable)</i></p>
11	<p>R : Apakah sebelum kamu melakukan presentasi, kamu mengalami gangguan tidur di malam harinya? <i>(Do you have trouble sleeping the night before a presentation?)</i></p> <p>S3 : Kalau kepikiran mungkin iya, jadikan sebelum presentasi besoknya, malamnya tu kayak siapin materi-materi yang perlu aja gitukan, tapi kalo susah tidur kayaknyo dak bang <i>(if it disturbs my mind maybe yes, before a presentation, at night it's like preparing the materials needed, if it's hard to sleep, no)</i></p>
12	<p>R : Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya?</p>

	<p><i>(During the presentation, were you more tired and your heart rate higher than normal?)</i></p> <p>S3 : Seringkali iya bang <i>(often yes..)</i></p>
13	<p>R : Ketika presentasi, apa kamu mengalami kesulitan berkonsentrasi? <i>(When presenting, do you have difficulty concentrating?)</i></p> <p>S3: Konsentrasi nyo mungkin pas memaparkan materi tu ndak, cuma ketika ada pertanyaan-pertanyaan gitu, itu mungkin agak kurang konsentrasi, kayak ado gangguan gitu <i>(Maybe the concentration when explaining the material is not disturbed, when a new question arises the concentration is somewhat disturbed, as if there was such a disturbance)</i></p>
14	<p>R : Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? <i>(How do you overcome anxiety when presenting in English?)</i></p> <p>S3 : Kayak langsung mengubah ke bahasa Indonesia, ndak pake bahasa Inggris lagi gitu <i>(Like immediately changing to Indonesian, no longer using English)</i></p>

4. Script student record during interview (Student 4)

Discourse Unit	Discourse
1.	<p>R : Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel anxious when presenting in English in front of the class?)</i></p> <p>S4 : Iya, saya merasa cemas, takutnya saya agak salah-salah cara menyampaikan kata-kata dalam bahasa Inggris <i>(Yes, I feel anxious, I'm afraid I'm a bit wrong in conveying the words in English)</i></p>
2.	<p>R : Apa faktor yang paling mengganggu kamu ketika presentasi di depan kelas menggunakan bahasa Inggris? <i>(What factors bother you the most when presenting in front of the class in English?)</i></p> <p>S4 : Faktor yang paling mengganggu karena kurangnya kosa kata <i>(The most disturbing factor is the lack of vocabulary)</i></p>
3.	<p>R : Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel comfortable when presenting in English in front of the class?)</i></p> <p>S4 : Kurang sih kak, karena juga masalah kosa kata tadi, kalau pakai bahasa Indonesia mungkin lebih nyaman</p>

	<i>(It's not comfortable, the problem is also a vocabulary problem, if you use Indonesian it might be more comfortable)</i>
4.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? <i>(When presenting in English, do you feel more sensitive?)</i></p> <p>S4 : Iya kak, karena kadang kurangnya percaya diri dalam bahasa Inggris membuat saya lebih sensitif <i>(Yes, because sometimes the lack of confidence in English makes me more sensitive)</i></p>
5.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa malu? <i>(When presenting in front of the class in English, do you feel embarrassed?)</i></p> <p>S4 : Iya kak, kadang saya merasa malu, kalau saya ada salah dan itu di sorakin oleh teman-teman saya, saya merasa malu <i>(Yes, sometimes I feel embarrassed, if I make a mistake and my friends laugh at me, I feel embarrassed)</i></p>
6.	<p>R : Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan Bahasa Inggris? <i>(Do you receive feedback when a lecture or friend corrects your mistakes during a presentation in English?)</i></p> <p>S4 : Menerima kak, biar bisa diperbaiki yang salah <i>(Accept, so I can fix the wrong one)</i></p>
7.	<p>R : Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? <i>(Do you care about the reaction of your lecture or friends when you make a mistake during a presentation in English?)</i></p> <p>S4 : Lumayan kak, karena dengan reaksi negatif mereka bisa bikin saya tambah drop <i>(Not bad, because their negative reaction can make me drop even more)</i></p>
8.	<p>R : Apakah sebelum kamu melakukan presentasi, kamu mengalami gangguan tidur di malam harinya? <i>(Do you have trouble sleeping the night before a presentation?)</i></p> <p>S4 : Biasanya sih enggak kak, tapi kalau udah mau mulai presentasi saya baru cemas <i>(Usually not, but as I was about to start my presentation I got anxious)</i></p>
9.	<p>R : Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya? <i>(During the presentation, were you more tired and your heart rate higher than normal?)</i></p> <p>S4 : Kadang iya kak, kalau saya cemas pasti kesulitan konsentrasi <i>(Sometimes yes, if I'm worried I have a hard time concentrating)</i></p>

10.	<p>R : Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? <i>(How do you overcome anxiety when presenting in English?)</i></p> <p>S4 : Biasanya saya akan merubah topik pembahasan kak, saya lempar pertanyaan ke teman yang tau jawabannya atau saya minta bantuan dosen <i>(Usually I will change the topic of discussion, I throw questions to friends who know the answers or I ask the lecturer for help)</i></p>
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5. Script student record during interview (Student 5)

Discourse Unit	Discourse
1.	<p>R : Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel anxious when presenting in English in front of the class?)</i></p> <p>S5 : Waktu presentasi di depan kelas saya merasa cemas kak <i>(When I was presenting in front of the class, I felt anxious)</i></p>
2.	<p>R : Kenapa kamu bisa merasa cemas? <i>(Why do you feel anxious?)</i></p> <p>S5 : Karena di dalam kelas kan banyak orang, jadi saya agak sedikit takut kalau misalnya saya salah dalam penyebutan di dalam bahasa Inggris <i>(Because there are a lot of people in the class, so I'm a little bit afraid if, for example, I make a mistake in pronouncing it in English)</i></p>
3.	<p>R : Apa faktor yang paling menggnggu kamu ketika presentasi di depan kelas menggunakan bahasa Inggris? <i>(What factors bother you the most when presenting in front of the class in English?)</i></p> <p>S5 : Faktor yang paling mengganggu itu, ketika saya harus berbahasa Inggris di depan banyak orang, itu yang pertama, dan yang kedua saya jarang mempraktekkan cara berbicara bahasa Inggris di depan publik <i>(The most disturbing factor, when I have to speak English in front of many people, is the first, and the second is that I rarely practice speaking English in public)</i></p>
4.	<p>R : Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel comfortable when presenting in English in fornt of the class?)</i></p> <p>S5 : Kalau nyaman sih saya agak kurang nyaman ya kak, karena jujur saya jarang mempraktekkan berbicara bahasa Inggris ke banyak orang, tapi kalau disuruh harus berbahasa Inggris di depan</p>

	<p>banyak orang untuk tugas saya, ya mau tidak mau harus bisa kak <i>(I'm a bit uncomfortable, because to be honest I rarely practice speaking English to many people, but if I'm asked to speak English in front of many people for my assignment, whether I like it or not I have to be able to)</i></p>
5.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? <i>(When presenting in English, do you feel more sensitive?)</i> S5 : Iya kak, saya agak menjadi lebih sensitif karena saya takut salah kosa katanya gitu kak <i>(Yes, I'm a bit more sensitive because I'm afraid of the wrong vocabulary)</i></p>
6.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa malu? <i>(When presenting in front of the class in English, do you feel embarrassed?)</i> S5 : Sebenarnya saya merasa malu sih kak, karena saya takut pandangan orang-orang terhadap saya, karena saya takut salah penyebutan nanti ada yang ketawa gitu kak <i>(Actually I feel embarrassed, because I'm afraid of what people will think of me, because I'm afraid of saying the wrong word that someone will laugh like that)</i></p>
7.	<p>R : Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan Bahasa Inggris? <i>(Do you receive feedback when a lecture or friend corrects your mistakes during a presentation in English?)</i> S5 : Kalau untuk mengoreksi kesalahan saya dan untuk menjadikan saya lebih baik lagi kedepannya saya menerima sih kak, karena bagaimanapun saya harus belajar gitu <i>(If it's to correct my mistakes and to make me even better in the future I accept, because after all I have to learn like that)</i></p>
8.	<p>R : Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? <i>(Do you care about the reaction of your lecture or friends when you make a mistake during a presentation in English?)</i> S5 : Kalau untuk reaksi daripada mereka ketika saya presentasi bahasa Inggris sih kalau reaksi mereka kalau saya salah biasanya saya dikasih tau yang salah saya, jadi saya juga menerima yang seperti itu kak, jadi saya tidak ada masalah dengan reaksi mereka karena menurut saya, hal kejujuran seperti itu yang membuat saya jadi lebih baik kedepannya gitu kak <i>(As for the reactions from them when I present in English, if I'm wrong, they usually tell me what my mistake is, so I also accept something like that, so I don't have a problem with their reaction,</i></p>

	<i>because in my opinion, honesty like that makes me better forward)</i>
9.	<p>R : Apakah sebelum kamu melakukan presentasi, kamu mengalami gangguan tidur di malam harinya? (<i>Do you have trouble sleeping the night before a presentation?</i>)</p> <p>S5 : Biasanya sih tidak kak, tapi saya pas H-1 nya saya pasti merasakan cemas dan saya takut gitu kak untuk memulai presentasi di depan (<i>Usually I don't, but on the D-1 I definitely feel anxious and I'm afraid to start presenting in front</i>)</p>
10.	<p>R : Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya? (<i>During the presentation, were you more tired and your heart rate higher than normal?</i>)</p> <p>S5 : Iya kak, kurang lebih saya merasakan hal-hal seperti yang kakak sebutkan itu (<i>Yes, more or less I feel things like what you mentioned</i>)</p>
11.	<p>R : Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? (<i>How do you overcome anxiety when presenting in English?</i>)</p> <p>S5 : Biasanya sebelum presentasi, saya malamnya itu saya presentasi didepan cermin untuk agar saya lebih rileks nanti pas saya presentasi di pagi hari, terus sebelum pagi hari saya biasanya berdoa dulu sih kak, biar saya tidak cemas nanti didepan (<i>Usually before a presentation, that night I present it in front of the mirror so that it will be more relaxed later when I present in the morning, then before morning I usually pray first, so I don't worry about it later</i>)</p>
12.	<p>R : Berarti cara kamu mengatasinya dengan berlatih dan berdoa? (<i>Means how to overcome it by practicing and praying?</i>)</p> <p>S5 : Iya kak, kurang lebih seperti itu kak (<i>Yes.. more or less like that</i>)</p>

6. Script student record during interview (Student 6)

Discourse Unit	Discourse
1.	<p>R : Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? (<i>Do you feel anxious when presenting in English in front of the class?</i>)</p> <p>S6 : Iya, saya sedikit cemas dan deg-degan presentasi menggunakan bahasa Inggris, kerena terkadang bahasa Inggris saya kurang baik kak (<i>Yes, I'm a little anxious and nervous about presenting in English, because sometimes my English isn't very good</i>)</p>

2.	<p>R : Apa faktor yang paling mengganggu kamu ketika presentasi di depan kelas menggunakan bahasa Inggris? <i>(What factors bother you the most when presenting in front of the class in English?)</i></p> <p>S6 : Faktor yang paling mengganggu saya saat presentasi di depan, saya takut salah pengucapan menggunakan bahasa Inggris, lalu saya agak sedikit gugup jika dilihat orang banyak, dan dilihat oleh dosen, saya merasa sedikit rada takut dan deg-degan <i>(The factor that bothered me the most was when I was giving a presentation in front of me, I was afraid of mispronunciation in English, then I was a little scared when people saw it, and when I was seen by the lecturer, I felt a bit scared and nervous)</i></p>
3.	<p>R : Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel comfortable when presenting in English in front of the class?)</i></p> <p>S6 : Sedikit merasa nyaman dan sedikit merasa tidak nyaman <i>(A little comfortable and a little uncomfortable)</i></p>
4.	<p>R : Apa alasan kamu merasa nyaman dan tidak nyaman? <i>(What are the reasons you can feel comfortable and uncomfortable?)</i></p> <p>S6 : Nyaman nya karena itu akan membuat saya berlatih menggunakan bahasa Inggris lebih pasif, dan tidak nyaman nya karena saat presentasi ada dosen dan juga teman-teman yang melihat <i>(It's comfortable because it will make me practice using English more passively, and it's uncomfortable because during the presentation there are lecturers and also friends who see)</i></p>
5.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? <i>(When presenting in English, do you feel more sensitive?)</i></p> <p>S6 : Iya.. <i>(Yes..)</i></p>
6.	<p>R : Kenapa kamu bisa merasa lebih sensitif? <i>(Why do you feel more sensitive?)</i></p> <p>S6 : Karena grogi sih kak, jadi saya lebih sensitif aja <i>(Because I'm nervous, so I'm more sensitive)</i></p>
7.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa malu? <i>(When presenting in front of the class in English, do you feel embarrassed?)</i></p> <p>S6 : Malu sih ga terlalu kak, tapi kadang ada juga malunya sedikit <i>(I'm not too embarrassed, but sometimes I'm also a little embarrassed)</i></p>
8.	<p>R : Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan</p>

	<p>Bahasa Inggris? <i>(Do you receive feedback when a lecture or friend corrects your mistakes during a presentation in English?)</i> S6 : Saya sangat menerima masukan sih kak, biar dari kesalahan tersebut saya jadi lebih tau yang benarnya gimana <i>(I really accept input, so that from these mistakes I will know better what is right)</i></p>
9.	<p>R : Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? <i>(Do you care about the reaction of your lecture or friends when you make a mistake during a presentation in English?)</i> S6 : Peduli kak <i>(Care)</i></p>
10.	<p>R : Kenapa? <i>(Why?)</i> S6 : Karena kalau reaksi mereka negatif bisa bikin saya tambah cemas dan grogi kak <i>(Because if their reaction is negative it can make me even more anxious and nervous)</i></p>
11.	<p>R : Apakah sebelum kamu melakukan presentasi, kamu mengalami gangguan tidur di malam harinya? <i>(Do you have trouble sleeping the night before a presentation?)</i> S6 : Enggak sih kak <i>(No)</i></p>
12.	<p>R : Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya? <i>(During the presentation, were you more tired and your heart rate higher than normal?)</i> S6 : Iya kak, karena perasaan cemas tersebut membuat saya menjadi lebih sulit berkonsentrasi <i>(Yes, because the feeling of anxiety makes it more difficult for me to concentrate)</i></p>
13.	<p>R : Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? <i>(How do you overcome anxiety when presenting in English?)</i> S6 : Biasanya saya berlatih sebelum presentasi dimulai kak, jadi saya sudah ada sedikit banyak persiapan <i>(Usually I rehearse before the presentation starts, so I'm already more or less prepared)</i></p>

7. Script student record during interview (Student 7)

Discourse	Discourse
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Unit	
1.	<p>R : Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel anxious when presenting in English in front of the class?)</i></p> <p>S7 : Kalau presentasi menggunakan bahasa Inggris iya kak cemas <i>(If the presentation is in English, I'm anxious)</i></p>
2.	<p>R : Kenapa kamu bisa merasa cemas? <i>(Why?)</i></p> <p>S7 : Karena saya belum terlalu lancar speaking dalam bahasa Inggris kak, takut banyak kesalahan dalam presentasinya <i>(Because my English is not very fluent, I'm afraid there will be many mistakes in the presentation)</i></p>
3.	<p>R : Apa faktor yang paling menggnggu kamu ketika presentasi di depan kelas menggunakan bahasa Inggris? <i>(What factors bother you the most when presenting in front of the class in English?)</i></p> <p>S7 : Ya itu kak, karena saya belum terlalu lancar dalam speaking jadinya saya merasa takut banyak kesalahan <i>(Yes.. because I'm not very fluent in speaking so I'm afraid there will be many mistakes)</i></p>
4.	<p>R : Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel comfortable when presenting in English in fornt of the class?)</i></p> <p>S7 : Kalau menggunakan bahasa Inggris kurang nyaman dan kurang percaya diri kak, mungkin kalau pakai bahasa Indonesia lebih rileks bawaannya <i>(If you use English you are not comfortable and you lack confidence, maybe if you use Indonesian you will feel more relaxed)</i></p>
5.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? <i>(When presenting in English, do you feel more sensitive?)</i></p> <p>S7 : Iya kak jadinya perasaan kita agak sensitif gitu <i>(Yes.. so our feelings are a bit sensitive)</i></p>
6.	<p>R : Apa yang membuat perasaan kamu menjadi lebih sensitif? <i>(Why do you feel more sensitive?)</i></p> <p>S7 : Karena kan saya kurang dalam speaking, jadi bawaannya takut aja kak, kayak takut diketawain sama teman-teman <i>(Because I'm not good at speaking, so I'm naturally afraid, like I'm afraid of being laughed at by my friends)</i></p>
7.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa malu? <i>(When presenting in front of the class in English, do you feel embarrassed?)</i></p>

	<p>S7 : Kalau saya melakukan kesalahan, iya kak ada rasa malunya, kalau presentasinya lancar, enggak kak <i>(If I make a mistake, yes there is embarrassment, if the presentation goes well, no)</i></p>
8.	<p>R : Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan Bahasa Inggris? <i>(Do you receive feedback when a lecture or friend corrects your mistakes during a presentation in English?)</i></p> <p>S7 : Tentu iya kak, apalagi masukan yang tujuannya untuk menjadikan saya lebih baik lagi, pastinya saya akan menerima <i>(Of course, let alone input whose purpose is to make me even better, I will definitely accept it)</i></p>
9.	<p>R : Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? <i>(Do you care about the reaction of your lecture or friends when you make a mistake during a presentation in English?)</i></p> <p>S7 : Peduli kak <i>(Care)</i></p>
10	<p>R : Apa yang membuat kamu peduli dengan reaksi dosen atau teman-teman kamu? <i>(What makes you care about the reaction of your lecture or friends?)</i></p> <p>S7 : Yaa.. kalau reaksi mereka kayak mentertawakan saya, pastinya saya akan malu dan lebih grogi kak, jadinya selama presentasi saya pasti lebih banyak kesalahan lagi karena udah down di ketawain, tapi kalau reaksi mereka bagus, saya bisa jadi lebih percaya diri <i>(Yes.. if their reaction is like laughing at me, of course I will be embarrassed and more nervous, so during my presentation there will definitely be more mistakes because I'm already down at being laughed at, but if their reaction is good, I can be more confident)</i></p>
11.	<p>R : Apakah sebelum kamu melakukan presentasi, kamu mengalami gangguan tidur di malam harinya? <i>(Do you have trouble sleeping the night before a presentation?)</i></p> <p>S7 : Kalau sampai gangguan tidur biasanya enggak sih kak, tapi besoknya pas presentasi mau dimulai pasti saya nervous <i>(Usually if I get sleep disturbances, I'm not sure, but the next day when the presentation was about to start, I was definitely nervous)</i></p>
12.	<p>R : Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya? <i>(During the presentation, were you more tired and your heart rate higher than normal?)</i></p> <p>S7 : Iya kak, karena kan banyak mata yang memperhatikan kita, jadinya merasa seperti itu <i>(Yes, because a lot of eyes are watching us, it makes us feel that</i></p>

	way)
13.	<p>R : Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? (<i>How do you overcome anxiety when presenting in English?</i>)</p> <p>S7 : Biasanya kalau saya sudah mulai cemas, saya akan mencoba rileks dan melempar sesi berikutnya ke teman satu kelompok atau meminta bantuan dosen kalau saya sudah tidak ada jawaban lagi kak (<i>Usually when I'm starting to get anxious, I'll try to relax and throw the next session over to a groupmate or ask the lecturer for help when I don't have any more answers</i>)</p>

8. Script student record during interview (Student 8)

Discourse Unit	Discourse
1.	<p>R : Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? (<i>Do you feel anxious when presenting in English in front of the class?</i>)</p> <p>S8 : Iya kak, terkadang iya (<i>Yes.. sometimes yes</i>)</p>
2.	<p>R : Kenapa kamu bisa merasa cemas ketika presentasi menggunakan bahasa Inggris? (<i>Why do you feel anxious when presenting in English?</i>)</p> <p>S8 : Karena takut penggunaan grammar nya salah kak (<i>Because I'm afraid to use the wrong grammar</i>)</p>
3.	<p>R : Apa faktor yang paling mengganggu kamu ketika presentasi di depan kelas menggunakan bahasa Inggris? (<i>What factors bother you the most when presenting in front of the class in English?</i>)</p> <p>S8 : Faktor yang mengganggu saya ketika presentasi itu ketika audiens menatap kedepan dan itu membuat gugup (<i>The factor that bothers me during presentations is when the audience is looking ahead and it makes me nervous</i>)</p>
4.	<p>R : Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? (<i>Do you feel comfortable when presenting in English in fornt of the class?</i>)</p> <p>S8 : Saya merasa sedikit tidak nyaman (<i>I feel a little uncomfortable</i>)</p>
5.	<p>R : Apa hal yang membuat kamu tidak nyaman? (<i>What makes you uncomfortable?</i>)</p> <p>S8 : Takut nanti pelafalan dan grammar nya salah (<i>Afraid that the pronunciation and grammar will be wrong</i>)</p>

6.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? <i>(When presenting in English, do you feel more sensitive?)</i></p> <p>S8 : Terkadang iya, karena merasa nantinya tidak bisa menjawab pertanyaan dari audiens gitu <i>(Sometimes, because I feel that later I cannot answer questions from the audience)</i></p>
7.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa malu? <i>(When presenting in front of the class in English, do you feel embarrassed?)</i></p> <p>S8 : Iya kak, karna nanti kalau salah takut diketawain <i>(Yes.. because later if I'm wrong I'm afraid of being laughed at)</i></p>
8.	<p>R : Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan Bahasa Inggris? <i>(Do you receive feedback when a lecture or friend corrects your mistakes during a presentation in English?)</i></p> <p>S8 : Iya saya terima, karena untuk memperbaiki kesalahan saya agar kedepannya menjadi lebih baik lagi <i>(Yes, I accept, because to correct my mistakes so that in the future it will be even better)</i></p>
9.	<p>R : Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? <i>(Do you care about the reaction of your lecture or friends when you make a mistake during a presentation in English?)</i></p> <p>S8 : Iya saya peduli terhadap reaksi dosen dan teman-teman <i>(Yes, I care about the reaction of lecturers and friends)</i></p>
10.	<p>R : Apa yang membuat kamu peduli dengan reaksi dosen dan teman-teman kamu? <i>(What makes you care about the reaction of your lecturers and friends?)</i></p> <p>S8 : Takut jika diberi respon yang kurang baik gitu kak <i>(Fear of being given a bad response)</i></p>
11.	<p>R : Apakah sebelum kamu melakukan presentasi, kamu mengalami gangguan tidur di malam harinya? <i>(Do you have trouble sleeping the night before a presentation?)</i></p> <p>S8 : Kalau sampai gangguan tidur enggak kak <i>(No)</i></p>
12.	<p>R : Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya? <i>(During the presentation, were you more tired and your heart rate higher than normal?)</i></p> <p>S8 : Iya, lebih ke detak jantungnya tu berdetak lebih kencang dari biasanya gitu</p>

	<i>(Yes, more like a heartbeat, beating faster than usual)</i>
13.	<p>R : Apa penyebab detak jantungmu berdetak lebih kencang dari biasanya? <i>(What causes your heart rate to beat faster than usual?)</i></p> <p>S8 : Karena takut membuat kesalahan jika salah bicara <i>(For fear of making mistakes if the wrong word)</i></p>
14.	<p>R : Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? <i>(How do you overcome anxiety when presenting in English?)</i></p> <p>S8 : Menenangkan diri dengan cara mengatur nafas untuk mengurangi rasa gugup <i>(Calm yourself by controlling your breath to reduce nervousness)</i></p>

9. Script student record during interview (Student 9)

Discourse Unit	Discourse
1.	<p>R : Apakah kamu merasa cemas ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel anxious when presenting in English in front of the class?)</i></p> <p>S9 : Iya kak cemas <i>(Yess.. I'm anxious)</i></p>
2.	<p>R : Kenapa kamu bisa merasa cemas ketika presentasi menggunakan bahasa Inggris? <i>(Why do you feel anxious when presenting in English?)</i></p> <p>S9 : Karena itu kak, bahasa Inggris saya masih belum terlalu lancar, jadinya saya takut menggunakan bahasa Inggris, nanti saya malah asal ngomong dan malah jadi kacau presentasinya <i>(Because my English is still not very fluent, so I'm afraid to use English, later I will even speak carelessly and the presentation will be chaotic)</i></p>
3.	<p>R : Apa faktor yang paling menggnggu kamu ketika presentasi di depan kelas menggunakan bahasa Inggris? <i>(What factors bother you the most when presenting in front of the class in English?)</i></p> <p>S9 : Faktor yang paling mengganggu itu mungkin karena saya tidak terlalu lancar bahasa Inggris, jadi saya takut pronunciation saya salah <i>(The most annoying factor is probably because I'm not very fluent in English, so I'm afraid my pronunciation is wrong)</i></p>
4.	<p>R : Apakah kamu merasa nyaman ketika presentasi menggunakan bahasa Inggris di depan kelas? <i>(Do you feel comfortable when presenting in English in fornt of the class?)</i></p>

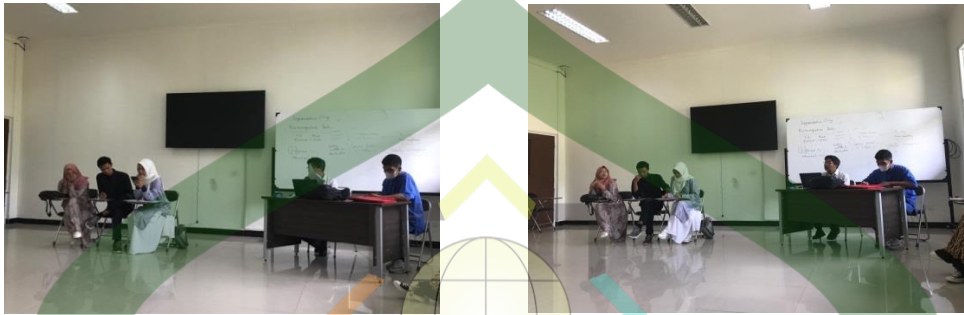
	<p>S9 : Kalau menggunakan bahasa Inggris kurang nyaman sih kak, karena itu, bahasa Inggris yang nggak terlalu lancar, takut gitu (<i>If I use English I'm not comfortable, because my English is not very fluent, I'm afraid</i>)</p>
5.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa lebih sensitif? (<i>When presenting in English, do you feel more sensitive?</i>) S9 : Iya sih kak (<i>Yes..</i>)</p>
6.	<p>R : Kenapa kamu merasa sensitif? (<i>Why do you feel sensitive?</i>) S9 : Karena kan kita presentasi dihadapan banyak orang, pakai bahasa Inggris pula, kayak takut aja teman-teman mikir apa gitu tentang kita, jadinya lebih sensitif aja (<i>Because we were presenting in front of many people, using English, I was afraid that my friends would think about us, so I was more sensitive.</i>)</p>
7.	<p>R : Ketika presentasi menggunakan bahasa Inggris, apakah kamu merasa malu? (<i>When presenting in front of the class in English, do you feel embarrassed?</i>) S9 : Kalau terjadi kesalahan saya pasti malu kak, kalau enggak, ya enggak malu kak (<i>If something goes wrong I will be ashamed, if not, I will not be ashamed</i>)</p>
8.	<p>R : Apakah kamu menerima masukan ketika dosen atau teman kamu mengoreksi kesalahan kamu ketika presentasi menggunakan Bahasa Inggris? (<i>Do you receive feedback when a lecture or friend corrects your mistakes during a presentation in English?</i>) S9 : Menerima kak, karena dari kesalahan tersebut kita bisa belajar mana yang betul dan salahnya (<i>I accept, because from these mistakes I can learn what is right and what is wrong</i>)</p>
9.	<p>R : Apakah kamu peduli dengan reaksi dosen atau teman kamu ketika kamu melakukan kesalahan ketika presentasi menggunakan bahasa Inggris? (<i>Do you care about the reaction of your lecture or friends when you make a mistake during a presentation in English?</i>) S9 : Iya, peduli kak, dari reaksi audiens gitu bisa menentukan apakah presentasi kita gagal atau lancar, kalau reaksi mereka tepuk tangan berarti presentasi kita berhasil dan itu bisa bikin kita senang juga kak (<i>Yes, I care.. from the reaction of the audience, it can determine whether our presentation is a failure or a success, if their reaction is applause, it means that our presentation was successful and that</i>)</p>

	<i>can make me happy too)</i>
10.	<p>R : Apakah sebelum kamu melakukan presentasi, kamu mengalami gangguan tidur di malam harinya? <i>(Do you have trouble sleeping the night before a presentation?)</i></p> <p>S9 : Enggak sih kak <i>(No..)</i></p>
11.	<p>R : Ketika presentasi, apakah kamu lebih merasa lelah dan detak jantungmu lebih meningkat dari biasanya? <i>(During the presentation, were you more tired and your heart rate higher than normal?)</i></p> <p>S9 : Iya kak, karena kita nervous kan diliatin banyak orang gitu <i>(Yes, because we are nervous to be seen by so many people)</i></p>
12.	<p>R : Bagaimana kamu mengatasi kecemasan ketika kamu presentasi menggunakan bahasa Inggris? <i>(How do you overcome anxiety when presenting in English?)</i></p> <p>S9 : Kalau udah mulai cemas, saya biasanya memulai sesi berikutnya kak, kayak sesi tanya jawab atau meminta teman yang bisa untuk membantu saya gitu sih kak <i>(When I'm starting to get anxious, I usually start the next session, like a question and answer session or asking a friend who can help me)</i></p>

APPENDIX IV

Documentation of Photo

1. Observation



2. Interview



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K I N C I

APPENDIX IV

CURRICULUM VITAE**A. Personal Data**

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 Gender : Male
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 Phone Number : +62 822-8855-7250
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 Major : English Department
 Faculty of : Tarbiyah and Teacher Training

B. Education Background

2006 – 2012 : SD Negeri 011/XI Desa Gedang.
 2012 – 2015 : SMP Negeri 8 SUNGAI PENUH.
 2015 – 2018 : SMA Negeri 1 SUNGAI PENUH.
 2019 – 2023 : Institut Agama Islam Negeri Kerinci.

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