

**AN ANALYSIS OF STUDENTS ANXIETY IN PRESENTATION
PERFORMANCE ON THE FIFTH SEMESTER STUDENTS ENGLISH
LANGUAGE EDUCATION AT UNIVERSITAS ISLAM RIAU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award
Of Sarjana Degree in English Language
Education Department*



TRI APRILAWATI NST
NPM 156310497

**ENGLISH STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2022**

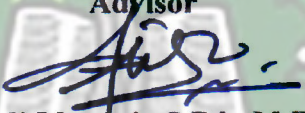
THESIS APPROVAL

TITLE

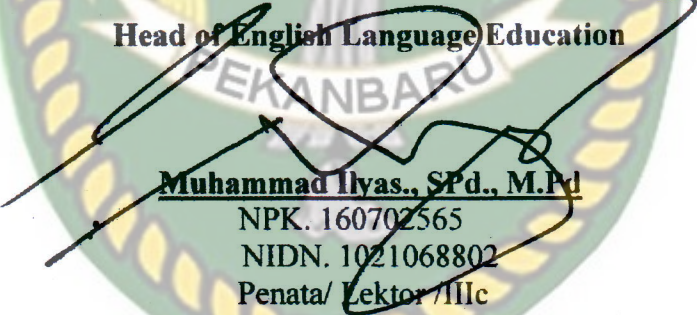
**AN ANALYSIS OF STUDENTS ANXIETY IN PRESENTATION
PERFORMANCE ON THE FIFTH SEMESTER STUDENTS ENGLISH
LANGUAGE EDUCATION AT UNIVERSITAS ISLAM RIAU**

Name : TRI APRILAWATI NST
Student Number : 156310497
Place/Birth : Sei Galuh, April 16th 1997
Faculty : Teacher Training and Education
Study Program : English Language Education

Advisor



Andi Idayani., S.Pd., M.Pd
NIDN. 1026048501

Head of English Language Education


Muhammad Ilyas., SPd., M.Pd
NPK. 160702565
NIDN. 1021068802
Penata/ Lektor /Ilc

This thesis has been accepted to be one of requirement for award of Bachelor Degree in English Study Program Faculty of Teachers' Training and Education Universitas Islam Riau

Pekanbaru, 21st March 2022
The Vice Dean of Academic


Dr. Miranti Eka Putri.,S.Pd.,M.Ed
NIDN. 1005068201

THESIS

AN ANALYSIS OF STUDENTS ANXIETY IN PRESENTATION PERFORMANCE ON THE FIFTH SEMESTER STUDENTS ENGLISH LANGUAGE EDUCATION AT UNIVERSITAS ISLAM RIAU

Name : TRI APRILAWATI NST
Student Number : 156310497
Study Program : English Language Education

THE CANDIDATE HAS BEEN EXAMINED


Monday, 21st March 2022

THE EXAMINERS COMMITTED

Advisor


Examiners


Andi Idayani, S.Pd., M.Pd


Dr. Rugaiyah, M.Pd

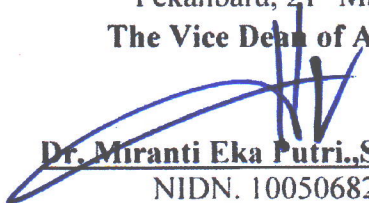
NIDN. 1026048501

NIDN. 1002066804


Estika Satriani, S.Pd., M.Pd
NIDN. 1010117003

The thesis has been approved to be one of requirement for Bachelor Degree in English Language Education Study Program, Faculty of Teacher Training and Education Universitas Islam Riau.

Pekanbaru, 21st March 2022
The Vice Dean of Academic


Dr. Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005068201

LETTER OF NOTICE

We, that the Advisor hereby notice that :

Name : TRI APRILAWATI NST
Index Number : 156310497
Faculty : Teacher Training and Education
Subject : English Language Education
Study Program : English Study Program

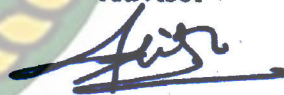
Has been completely written a thesis which entitled :

**AN ANALYSIS OF STUDENTS ANXIETY IN PRESENTATION
PERFORMANCE ON THE FIFTH SEMESTER STUDENTS ENGLISH
LANGUAGE EDUCATION AT UNIVERSITAS ISLAM RIAU**

It has been to be examined. This letter is made to be used as it needed.

Pekanbaru, 21st March 2022

Advisor



Andi Idayani.,S.Pd.,M.Pd

NIDN. 1026048501



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2021/2022

NPM : 156310497
Nama Mahasiswa : TRI APRILAWATI NST
Dosen Pembimbing : ANDI IDAYANI S.Pd M.Pd
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir : ANALISIS KECEMASAN MAHASISWA DALAM PENAMPILAN PRESENTASI PADA MAHASISWA SEMESTER 5 PENDIDIKAN BAHASA INGGRIS DI UNIVERSITAS ISLAM RIAU
Judul Tugas Akhir (Bahasa Inggris) : AN ANALYSIS OF STUDENTS ANXIETY IN PRESENTATION PERFORMANCE ON THE FIFTH SEMESTER STUDENTS ENGLISH LANGUAGE EDUCATION AT UNIVERSITAS ISLAM RIAU
Lembar Ke : 1

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	24 - 01 - 2019	Revised title and chapter I	Revised title, background, and research question	
2	15 - 02 - 2019	Revised chapter II and chapter III	Revised review of related literature and research methodology	
3	15 - 12 - 2020	Approved to join Seminar Proposal	The advisor signed join proposal	
4	27 - 01 - 2021	Join the Seminar Proposal	Join seminar proposal	
5	04 - 12 - 2021	Revised Proposal	Revised proposal that has been suggested by the examiners	
6	24 - 01 - 2022	Revised chapter IV	Revised research finding	
7	06 - 02 - 2022	Revised chapter V	Revised conclusion and suggestion	
8	15 - 03 - 2022	Approved to join Thesis Examination	The advisor signed to join Thesis Examination	

Pekanbaru, 21st March 2022
Wakil Dekan I/Ketua Departemen/Ketua Prodi



MTU2MZEWNDK3

Dr. Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005068201

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

DECLARATION

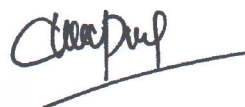
The researcher signature below :

Name : TRI APRILAWATI NST
Student Number : 156310497
Place/Birth : Sei Galuh, 16 April 1997
Studi Program : English Language Education
Faculty : Teacher Training and Education

I truly confess that this paper writing is derived from my own ideas, except some questions (direct and indirectly) which were adopted or taken from various sources included in the references. Scientifically, I take responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, 21st March 2022

The Reseacher



TRI APRILAWATI NST
156310497

ACKNOWLEDGEMENT

Alhamdulillahirobbil' Alamin, first and foremost, the writer would like to express her thankfulness to *Allah Subhanahuwata'ala*, who has blessed in finishing this thesis entitled: **“AN ANALISYS OF STUDENTS’ ANXIETY IN PRESENTATION PERFORMANCE ON THE FIFTH SEMESTER STUDENTS ENGLISH LANGUAGE EDUCATION AT UNIVERSITAS ISLAM RIAU.”**

Then the writer express peace be upon prophet *Muhammad Sallallahualaihiwasallam*, his companions, and families who have brought mankind to the bright world.

This thesis is written as one of the requirments to obtain the undergraduate degree (S1) of the English Language Education of Universitas Islam Riau. The writer realizes that the accomplishment of this thesis has been contributed by many people whom she like to express her deepest gratitude:

1. Dr. Hj. Sri Amnah., M.Si as the dean and all the staff members of faculty Teacher Training and Education Universitas Islam Riau who have given the assistance for the completing of this thesis.
2. Head of English Language Education Muhammad Ilyas., S.Pd., M.Pd and Secretary of English Language Education Sri Wahyuni., S.Pd., M.Pd who gave support permission to write the thesis.
3. I would like to say a big thanks to my advisor Andi Idayani., S.Pd., M.Pd for her patient guidance and give valuable advice in doing and completing this thesis. May Allah Subhanahuwata'ala will reply all your kindness.
4. I would like to say a big thanks to my examiner Dr. Rugaiyah., S.Pd., M.Pd and Estika Satriani., S.Pd., M.Pd for their valuable advice in doing and completing this thesis. May Allah Subhanahuwata'ala will reply all their kindness.

5. All lectures of the English Department of Universitas Islam Riau who has shared their knowledge during study at Universitas Islam Riau.
6. Special for my parents, Tamsan Nst and Harnawati. Thank you so much for the greatest love, attention, suggestion, motivation, support, material, effort, patience, and greatest praying for me. May Allah SWT bless both of them.
7. Big thanks to my Bae. Thank you so much for your time, support, attention, suggestion, motivation during finishing my thesis. May Allah SWT reply all your kindness
8. For all my friends who have given support and cooperation. Thanks for the support, friendship and kindness.

For closing this statement, this thesis may be uncompleted and still far beinf perfect. To complete this paper need suggestion and critics from the reader.

Pekanbaru, 21st March 2022

TRI APRILAWATI NST
156310497

ABSTRACT

Tri Aprilawati Nst. 2022. An Analysis of Students' Anxiety In Presentation Performance On The Fifth Semester Students English Language Education At Universitas Islam Riau

Keywords: *Anxiety, Presentation Performance*

Anxiety is uneasiness feelings, apprehension or worry, frustration, self-doubt. It was factor of obvious that affect performance and achievement of students' and decrease their willingness to enter learning activities. Therefore, this research is aimed to analyze what is the dominant anxiety in presentation performance on the fifth semester students English Language Education at Universitas Islam Riau

This research used the descriptive qualitative method. The population was the fifth-semester students that is about 77 students in two classes. The researcher used purposive sampling to take the samples, means the researcher took the representative sample of 15 students each class. The technique used to collect the data are questionnaire and interview which is collecting the data through Google Form.

This study found that there are 5 kinds of students' anxiety that found in students' answer sheet. The anxiety are, Generalized Anxiety Disorder (GAD), and Obsessive Compulsive Disorder (OCD), Panic Disorder, Social Phobia, Specific Phobia. The dominant anxiety is social phobia with total 101 answer of agree and strongly agree from 183 answers that researcher found. The factors that influence students mostly feel nervous, fear and also worries, when the students' asking by the teacher to talk in English in front of the class, because they are low preparation, in consequence of lack of English grammar comprehension and have limited vocabulary.

TABLE OF CONTENTS

THESIS APPROVAL	i
THESIS	ii
LETTER OF NOTICE	iii
THESIS GUIDANCE AGENDA	iv
DECLARATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Problem	1
1.2 Focus of the Problem	3
1.3 Research Question.....	4
1.4 Objective of the Research	4
1.5 Significance of the Study	4
1.6 Definition of the Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
2.1 Relevance Theories	6
2.1.1 Concept of Anxiety	6

2.1.2 The Nature of Anxiety	7
2.1.3 Types of Anxiety Disorder	8
2.1.4 Anxiety as a Normal Emotion.....	12
2.1.5 Factors of Anxiety	12
2.1.6 Managing Anxiety.....	15
2.1.7 English Classroom Anxiety	18
2.1.8 Delivering Presentation.....	19
2.1.9 Elements of Presentation.....	21
2.1.10 The Indicator of Anxiety.....	22
2.2 Relevance Study.....	24
2.3 Assumption	27
CHAPTER III RESEARCH METHODOLOGY	28
3.1 Research Design.....	28
3.2 Place and Time of the Research.....	28
3.3 Population and Sample of the Research.....	29
3.3.1 Population of the Research.....	29
3.3.2 Sample of the Research.....	29
3.4 Instrument of the research.....	30
3.4.1 Questionnaire	30
3.4.2 Interview	33
3.5 Data Collection Technique.....	34
3.6 Data Analysis Technique	35
CHAPTER IV.....	38

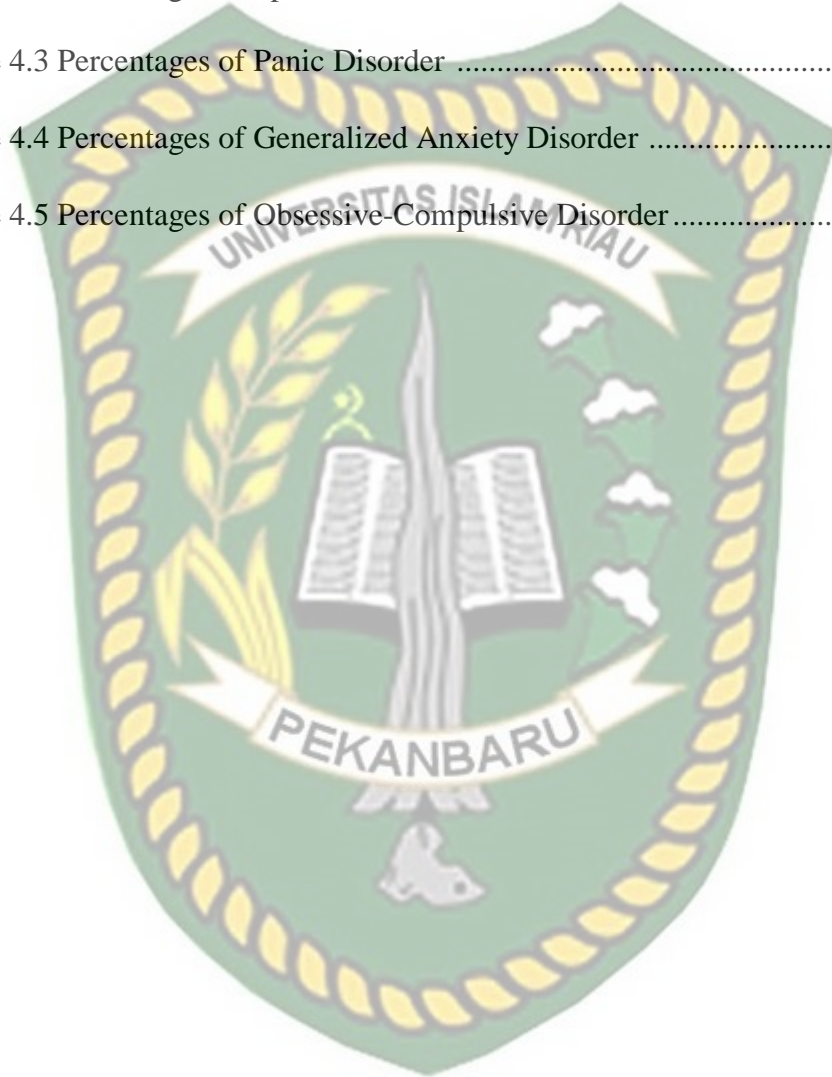
4.1 Data Description of Questionnaire.....	38
4.1.1 Social Phobia.....	39
4.1.2 Specifie Phobia.....	41
4.1.3 Panic Disorder.....	44
4.1.4 Generalized Anxiety Disorder.....	47
4.1.5 Obsessive Compulsive Disorder	49
4.2 Data Description of Interview.....	52
CHAPTER V	58
5.1 Conclusion.....	58
5.2 Suggestion.....	59
REFERENCES	61
APPENDICES	63

LIST OF TABLES

Table 3.1 Population of the research.....	29
Table 3.2 Sample of the research	30
Table 3.3 Specification of Questionnaire of the Students.....	31
Table 3.4 Specification of Interview of the Student	34
Table 3.5 Likert Scale	36
Table 3.6 Perception Score Interpretation Guideline	37
Table 4.1 Social Phobia Frequencies	41
Table 4.2 Specific Phobia Frequencies	43
Table 4.3 Panic Disorder Frequencies	46
Table 4.4 Generalized Anxiety Disorder Frequencies	49
Table 4.5 Obsessive Compulsive Disorder Frequencies	51

LIST OF FIGURES

Figure 4.1 Percentages of Social Phobia	39
Figure 4.2 Percentages of Specific Phobia.....	42
Figure 4.3 Percentages of Panic Disorder	45
Figure 4.4 Percentages of Generalized Anxiety Disorder	47
Figure 4.5 Percentages of Obsessive-Compulsive Disorder.....	50



LIST OF APPENDICES

Appendix I The Questionnaire of Students' Anxiety	63
Appendix II The Questionnaire Result	66
Appendix III The List of Interview Questions	73
Appendix IV The Interview Result	74



CHAPTER I INTRODUCTION

1.1 Background of the Problem

Essentially, people cannot live in isolation; in this matter language is an important role in daily communication. Language the one of main features that human being expresses their feelings, thoughts and culture. Language is the source for human life. There is no life without language and a world without language would be a silent world. Therefore, language is a tool of societies' communication. English is the first language that is used in the world, and it is learned and mastered by peoples.

English is one of the most widely-used languages and it plays an important role of communication in the global era. English as second language in Indonesia and also a compulsory subject for the students. They need to master it in order to compete in this globalization era.

Even so, many students still find English presentation very difficult. This is because the grammar and vocabulary possessed by students is still very low so that students' self-confidence is affected. Students feel uncomfortable speaking for fear of making mistakes in speech, then their friends will laugh and criticiz. Therefore, one of the problems experience by many students in presentation in class is a feeling of anxiety.

Anxiety is a feeling of fear, worry or doubt during a presentation. And also in the teaching and learning process, many students experience anxiety while giving

opinions, answering questions and expressing feelings. An anxiety can be said as apprehensions and uneasiness feeling toward uncertain outcome of a given condition, based on Ormrod (2011). However, students' concerns about speaking English are very important to address. Because it can affect their speech skills. Nevertheless, students need to practice speaking in English to practice their pronunciation and vocabulary especially to improve speaking abilities.

State by Rachman (2004) in Larson (2007), it cannot be defined by purely objective or concrete means, anxiety can be described as a perceived notion of psychological distress which occurs due to the expectation of a disconcerting and potentially threatening event. Although extensive research has focused on the concept of anxiety. Also state that anxiety disorders are among the most common mental disorders encountered by public speakers state by Kirkwood and Melton (2002) in Farhan (2017). People who feel anxious while speaking in public usually avoid situations when they need to make a presentation, but when they face such a situation, they experience severe anxiety and distress.

Many reasons for students' anxiety to speak English, it is important for students to reduce their anxiety to speak English, (Bailey, in Zhang, 2001) says: "A contributing factor to learners' success or failure to master second/foreign language is the manner that learners for their worries, apprehension, and even dread when faced with a certain language".

Anxiety can affect our feelings and behavior and can cause physical symptoms. Mild anxiety is vague and distracting, while severe anxiety can seriously

affect daily life. Anxious students are more likely to avoid activities that require them to speak in a foreign language for fear of making mistakes and taking risks when speaking a foreign language such as English. Students feel anxiety can prevent them from speaking at pre-class presentations. Therefore, many students worry that this may prevent them from doing anything.

This thesis proposed to describe students' anxiety in presentation performance and analyze types of each anxiety and also the factors. The researcher choose fifth semester students of English Language Education in Universitas Islam Riau as object of research with reason that they had many experienced from first until fifth semester in present their assignment especially presenting performance. Therefore, the researcher conducted a research with a title **“AN ANALYSIS OF STUDENTS' ANXIETY IN PRESENTATION PERFORMANCE ON THE FIFTH SEMESTER STUDENTS ENGLISH LANGUAGE EDUCATION AT UNIVERSITAS ISLAM RIAU.”**

1.2 Focus of the Problem

Based on the background of the problem, the researcher was focused on type and factors of students' anxiety on presentation performance in learning process of the fifth semester students English Language Education at Universitas Islam Riau. With some indicators as well: Social Phobia, Specific Phobia, Agoraphobia, Panic Disorder, Generalized Anxiety Disorder (GAD), Obsessive-Compulsive Disorder (OCD).

1.3 Research Question

Related to the background of this study, the problem to be examined in the present study was formulated as follows:

1. What are the types of students' anxiety in presentation performance of the fifth semester students English Language Education at Universitas Islam Riau?
2. What factors are influence students anxiety in presentation performance of the fifth semester students English Language Education at Universitas Islam Riau?

1.4 Objective of the Research

Based on the description of the background, the study aims to:

1. Find out the types of students' anxiety in presentation performance of the fifth semester students English Language Education at Universitas Islam Riau.
2. Find out the factors are influence students anxiety in presentation performance of the fifth semester students English Language Education at Universitas Islam Riau.

1.5 Significance of Study

Through this study, it purposes for giving both theoretical and practical contribution to develop the study of students' anxiety. This study could give benefits for English department, students and for other researchers.

1. Theoretically

This study is expected to give valuable information to further researchers in improving an understanding of language problem that is anxiety of student in speaking.

2. Practically

- a. Students: This study expected to students perform better in speaking English for presentation performance by minimizing their anxiety and expect to support students' motivation to study. Moreover, by knowing the existence of language anxiety in presentation performance which is experienced by students. It can help students to improve their speaking in presentation performance.
- b. Teachers: The result of this research is expected to give the input in determining appropriate measures to help reducing students' speaking anxiety.
- c. English Language Education: The result of this research can be used to improve English teaching and learning process in English department.

1.6 Definition of the Key Term

1. Analysis: According to Laws, et.al (2003) analysis is about science investigation for trends, comparisons, relationships, and issue. It can be said that analysis is a technic to solve a problem by describing item into the specific object.
2. Anxiety: "Anxiety is one of the psychophysiology difficulties" (Roger, 2001. Cited in Vitasari, 2010). Meanwhile, anxiety is a human emotion consisting of fear and panic that appears when an individual in different situation as usual.
3. Presentation Performance: A presentation is an effective communication activity in classroom situation (Jane King, 2002). It can be call that presentations performance means delivery the people about information that easy to understand.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

Relevance theory claims that the more cognitive effect a stimulus has, the more relevant it is. The concept of one topic relates to another in a way that makes it useful to consider the second topic when considering the first. The concept of relevance has been studied in a variety of fields, including the logic of cognitive science, libraries and information science.

2.1.1 Concept of Anxiety

Psychologically, anxiety is a subjective state of arrest and anxiety. According by Bourne (2010) On a physiological case, anxiety may include bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth, or sweating, anxiety is physiological, behavioral, and also psychological reaction all in one. In the case of behavior, it can sabotage the ability to act. In its most extreme form, it can cause people to feel isolated and even scared to death or insane.

One of the main obstacles that students have to overcome to learn to speak is anxiety. Anxiety is a feeling of anxiety, frustration, doubt, fear, or worry. Diao Zhiping and Shamala Paramasivan (2013) mention that anxiety as an obvious factor that can hinder students' performance and achievement and decrease their willingness to participate in learning activities. Meaning that the more students felling anxiety the more less their contribution in learning especially in speaking.

Among the main obstacles that students have to go through to learn to speak is anxiety. Anxiety is a feeling of worry, frustration, doubt, fear or worry. Although extensive research has focused on the concept of anxiety, it cannot be defined by purely objective or concrete means (Rachman, 2004, in Larson, 2007). This means that anxiety is the factor that makes students afraid and ashamed to speak English..

Furthermore, for many reasons students are anxious to speak English, it is important for students to reduce their anxiety to speak English, (Bailey, in Zhang, 2001) says: “A contributing factor to learners' success or failure to master second/foreign language is the manner that learners for their worries, apprehension, and even dread when faced with a certain language”. It is accompanied by physiological passion, real as increased heartbeat, sweating, muscle tension, and rapid breathing. Anxiety also affects cognition, brings individuals into a state of confusion and makes it difficult for them to think clearly and solve the problems.

Based on some definitions above, it concludes that anxiety is one of the factors that influence students' ability in talk or utterance in English. Students are afraid of making mistakes and shy to speak English that can be caused by anxiety.

2.1.2 The Nature of Anxiety

Anxiety is one of the most well -documented psychological phenomena. In general, anxiety arises from the human body in response to a particular situation. Anxiety can usually be identified as feeling threatened, fearful, tense or anxious. There are several definitions of anxiety that researchers have found.

According to Carlson cite in Isnaini (2018), anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach”.

Furthermore, anxiety arises as a response particular situation. Paser (2009) define anxiety as a state of tension and apprehension as a natural response to perceived threat. This means people naturally feel anxious when threatened. Ormrod (2011) state that anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

While anxiety and fear sound similar, they are actually different. Halgin (2009) describe the difference between fear and anxiety, anxiety is more future oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen while fear is a natural alarm response to a dangerous situation.

Furthermore, according to Barlow, as cited in Passer and smith (2009), Anxiety responses consist of emotional component, feeling of tension; worry, physiological responses cognitive opponent, increased hearth rate and blood pressure; and behavioral responses, avoidance of certain situations.

From the above definition, it can be concluded that anxiety is a feeling of being threatened, afraid, tense and anxious in response to a situation or something that may happen in the future.

2.1.3 Types of Anxiety Disorder

Several types of anxiety disorder have been described below, adapted from Weems and Silverman (2013), they are:

a) Social Phobia

Social phobia or “social anxiety disorder” includes fear of social situations, including situations that involve exploration or interacting with strangers. In social crisis situations, general phobias represent specific trends, in terms of education, treatment, and disease patterns, rather than personal phobias. Individuals with phobias are often afraid to embarrass themselves in social situations, such as at new social gatherings, during conversations, or when meeting new people. They may have specific concerns about doing certain activities, such as talking or eating in front of others. A manifest anxiety in a social situation becomes a social phobia when the anxiety prevents a person from participating in a desired activity or exhibiting distractions during the activity.

b) Specific Phobia

Specific phobia: There are the first four types of personal phobias (animal type, natural environment type, injury type and condition type) with other phobia categories that do not match one of the following: of these four categories. An important element of any type of phobia is the presence of fear symptoms in the absence of certain factors. Personal phobias often result in fear of many things, especially things grouped into certain categories. In a clinical setting, personal phobia is often accompanied by anxiety or other emotional disturbances. Disorders related to personal phobia often occur with limited social or occupational activities.

c) Panic Disorder and Agoraphobia

Recurrent "panic attacks" represent the most common form of disaster.

Typically, seizures are manifested with an early onset - within minutes - and a short duration - usually as early as 10 to 15 minutes. The presence of life -threatening symptoms in some patients with BPI (Bipolar type I) disease is associated with higher levels of anxiety, greater control over control, and symptomatic (6 -month) delay in remission and severe treatment. Patients with BPI who have experienced lifelong complications are still needed. Although the highest prevalence of generalized anxiety was associated with PD and Panic attacks without agoraphobia (PA-AG), isolated PA had a higher prevalence and role deterioration. Seizures are sudden attacks of panic disorder accompanied by at least four independent or psychiatric disorders such as palpitations, palpitations, or rapid heartbeat, sweating, tremors or seizures. chills, shortness of breath or nausea, choking, chest pain or nausea, nausea or abdominal pain, dizziness, discomfort, diarrhea headache, or fainting, confusion (feeling inadequate) or confusion (isolation from self), fear of disappearing control or insanity, fear of death, paresthesia and cold or heat. Whole - body and regional compassion activity did not increase at rest in patients with dementia. Contrary to popular belief, the sympathetic nervous system is not universally used during panic attacks.

d) Generalized Anxiety Disorder (GAD)

Generalized anxiety disorder (GAD) is a syndrome of persistent anxiety and worry about many events or thoughts that patients generally acknowledge as excessive and inappropriate. Most people with GAD also have mood disorders and other anxiety. About 1% -5% of the general population reports having GAD. Many of

them also have other disorders, and those with GAD report relatively high levels of disability. Long -term follow -up studies suggest that GAD is a condition that worsens the prognosis for any other condition, and people who only have GAD are more likely to experience further conditions. People with symptoms of generalized anxiety disorder tend to always anticipate disaster and can't stop worrying about health, money, family, work or school. In people with GAD, anxiety is often unrealistic or out of proportion to the situation. Everyday life becomes a state of constant worry, fear, and apprehension. Eventually, the anxiety dominates a person's thinking to the point of interfering with daily functions, including work, school, social activities and relationship.

e) Obsessive-Compulsive Disorder (OCD)

Obsessive-compulsive disorder it can occur at any age but is most often found for the first time in adolescence. Prolonged studies are often delayed. Physicians should ask specific diagnostic questions when risk factors are suspected. The incidence of OCD is 2 to 3 percent and is the same for men and women.

Based on intensity, duration and condition, anxiety can be divided into five types: Social Phobia, Specific Phobia, Panic Disorder and Agoraphobia, Generalized Anxiety Disorder (GAD) and Obsessive-Compulsive Disorder (OCD). Although stress can have a negative impact on language learning, it is also believed that stress can stimulate language learning. Harmful and help concerns such as irritability and depression. Mild anxiety is seen as an incentive to improve performance. Depression, on the other hand, hinders student achievement. It means that, it is important to know

is how to control the anxiety of ourselves.

2.1.4 Anxiety as a Normal Emotion

Anxiety is a common feeling that everyone experiences at certain times. Everyone feels nervous from time to time. It is a normal feeling. Many people feel anxious when facing problems at work, before taking exams, or making important decisions. In these cases, even negative levels of exposure are often accompanied by physiological stimuli, which occur in response to the perception of a threat or intent of danger. According to (Shibley, et al 2002) as a normal emotional reaction, anxiety fluctuates according to the situation, increasing when threat is perceived and decreasing when the threat disappears. The primary function of anxiety reactions is to prepare the person to respond adaptively to the threat.

2.1.5 Factors of Anxiety

Darajad in Mulyani (2011) says that some factors that cause anxiety are those:

1. Anxiety is found because people look and know that there is danger to them. In general anxiety appears from the human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.
2. Anxiety is like illness and it is looked in some form and no related to fear that influences themselves. Anxiety disorder is a natural human response that involves the mind and body. Performs important basic survival functions: Anxiety is an alarm system that is activated when a person becomes aware of a danger or threat. Everyone experiences anxiety from time to time. Anxiety can be described as a

feeling of worry, nervousness, worry, fear or apprehension about what will or may not happen. While fear is an emotion we feel in the presence of a threat, anxiety is a feeling of danger, problem, or anticipated threat.

3. Anxiety because of the feeling of making a mistake in doing something that is opposed to themselves. The student was very afraid of making mistakes. Trying to be perfect is also likely to make them feel depressed, and may even be frustrated with themselves from time to time because they are not able to meet their own standards easily or directly. Over time, they may begin to believe that they are not as capable as everyone else. Therefore, it is advisable to consider slightly loosening those standards to relieve the stress and anxiety of working hard to be perfect.

Ellis in Sarason (2010) relates to anxiety as result due to the following factors:

1. Learners' competitive natures.

Classroom activities and the learning/teaching environment seem to have a direct impact on students' anxiety and on their performance in speaking. Natural Approach activities (which paradoxically are designed to minimize stress), such as role-plays and charades, caused a great deal of anxiety in their students.

2. Teachers' questions are threatening.

It is important for teachers and educators to create a less threatening environment in which language learners may learn more efficiently. The role of teachers in the language classroom, suggested by one of the freshmen, ought to be one who allaviates students' anxiety and provides them with supportive and non-threatening teaching methods. Language must be acquired naturally just as a child who picks up

her/his first language. The Affective Filter Hypothesis to stress the importance of building a classroom environment that is less threatening to anxious students. It is particularly important to reduce anxiety for learners with low proficiency and confidence. Encouragement and non-threatening instruction are good ways to ease learner anxiety and enhance their motivation.

3. Lack of a relaxed second language environment.

There is a high level of language anxiety in most of the students due to the very tight classroom environment. The classroom environment for students' anxiety because they feel more anxious and stressed in a classroom environment that follows a faulty learning system where students do not constantly practice or repeat tasks like machines until they feel relaxed and stressed in class. Lack of exposure and thinking of certain cultures also causes anxiety among students

Furthermore, According to Suleimenova (2013), anxious students show symptoms such as:

- a. Squirming.
- b. Playing with hair or clothing.
- c. Nervously touching objects.
- d. Stuttering or stammering.
- e. Fidgeting.
- f. Headache.
- g. Experiencing tight muscle.
- h. Feeling unexplained pain or tension in any part of the body.

Moreover, according to Ansari (2015), the characteristic factor of anxious students are:

- a. Nervous.
- b. Worried.
- c. Fearful.
- d. Heart beats quickly.

2.1.6 Managing Anxiety

According to Kondo and Ying-Ling (2004), five strategies can use by students for reducing their anxiety to perform in front of the class namely: preparation, relaxation, positive thinking, peer seeking and resignation.

a. Preparation

First strategy is preparation. According to Kondo and Ying-Ling (2004), this strategy can make students reduce their anxiety. For example, study hard, try to make a good summary of notes or repeat the material to be delivered. Also, preparations made by students before performing in front of class especially in delivered presentation, greatly affect the success that will be achieved. Therefore, the more good preparation the students do, the more likely to feel anxious reduce.

b. Relaxation

Second strategy is relaxation, the aim of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something. For example, take a deep breath and try to calm down. Therefore, to reduce anxiety when performing in front of the class students should be more relaxed. According to Tseng (2012), there are

several ways to feel relaxed can be done as follows: First, sit comfortably and straight in the classroom seat. Second, before or during class take long and slow breaths, hold it for four or five seconds and release it slowly. Third, exercise can make relaxation and turns nervous energy into positive energy through a calming release of breath. Moreover, doing these activities very helpful for students to reduce their anxiety when speak in front of the class.

c. Positive Thinking

Third strategy is positive thinking. This strategy is intended to divert attention from stressful situations to positive and pleasant thoughts, and bring relief to anxious students. This can be done by reducing the cognitive processes that underlie student anxiety, that everything will be fine. For example, imagining yourself gives a great performance, trying to enjoy the tension.

d. Peer Seeking

Fourth strategy is peer seeking. This strategy is carried out by students to look for other students who seem to experience the same difficulties. According to Kondo and Ying-Ling (2004) students who realize that other people experience the same problem can function as an emotional source with social comparison, can reduce student anxiety. In other words, this strategy is done by students to reduce anxiety by finding friends who seem to have same difficulty when performing in front of the class. And hope to help each other to reduce anxiety.

e. Resignation

The last strategy is resignation. This strategy is a strategy used by students to reduce

anxiety by doing nothing, Students who use this strategy tend to run away from problems. This is in line with his opinion By Kondo and Ying-Ling (2004) that the strategy of resignation seems to aim at minimizing the impact of anxiety by refusing to face problems. For example, students give up more easily or even choose to sleep in class.

Meanwhile, Stewart & Rubenstein (2010) to help students cope with and minimize their anxiety there are specific techniques.

a. Identify what makes students anxious

Identify what makes students anxious before presentation. This can be anticipated before students make a public presentation. By identifying which stage, where students feel anxious, can help students lessen their fear.

b. Point the Onset of Nervousness

People have a different time when they feel anxious about delivering a presentation. By knowing the right time when feeling anxious in delivering a presentation, students can overcome the anxiety immediately.

c. Use Proven Strategies to Boost Students Confidence

The use of a strategy that is proven effective in reducing anxiety such as meditation and other relaxation techniques. This can help students control fear when in public speaking.

In brief, there are several strategies that students can use to reduce anxiety when making a presentation in front of the class especially when giving a presentation in English.. First, maximum preparation will certainly produce good

performance too. Second, with relax strategy students usually make habits that make the body feel relaxed. Third strategy positive thinking, with this strategy students think positive that they can speak English. The fourth strategy is to find peers, with this strategy students can think that they are not the only ones who have difficulty in learning a foreign language. The last strategy is resignation, students prefer to be silent and not participate in foreign language classes. However, according to Stewart & Rubeinstein (2010), there are three ways to help students minimize anxiety namely: Identify what makes students anxious, point on set nervousness, and use proven strategies to make students confidence.

2.1.7 English Classroom Anxiety

Students 'anxiety in learning English is really disturbing which affects achievement in student learning. If students 'language becomes higher, they may not perform well in the classroom. Most students are nervous when speaking in English or making a presentation. Every time they are ahead of class, they tend to forget what is already on their minds. Their fears and anxieties about speaking and making presentations in class indicated that they were already dealing with anxiety because the feelings created at the time, which were classified as communication comprehension and English testing, were two components of language anxiety. Brown (2007) states that there are three components of language anxiety that have been identified in order to break down the construct into researchable issues:

1. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas. It refers to the individual's discomfort in talking

in front of others. It can be manifested in terms of difficulty in speaking in groups (oral communication anxiety) or in public which is in ability to express oneself fully or to understand what another person says that can lead to frustration and apprehension, or in listening comprehension and word production.

2. Fear of negative social evaluation, which arises from the student's need to leave a positive social impression on others. It refers to the apprehension about others' evaluation, avoidance of evaluative situations and the expectation that others would evaluate someone negatively.

3. Test anxiety or apprehension over academic evaluation. It is about the fear of exams, quizzes, and other assignments used to evaluate students' performances. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors. Oral tests have the potential of provoking both test and oral communication anxiety simultaneously insusceptible students.

2.1.8 Delivering Presentation

According to Noer (2012) presentation is the provision of information designed to be easily understood by the audience. It aims to invite the audience to approve the ideas or make the audience give support to what is conveyed. Huda & Ma'mun (2018) argue, presentation is giving information about something, ideas, products, works explained to the audience. Which formally conveys the knowledge of speaking from one person to another person or group. The presentation also has several key segments and features. The main feature of presentation performance is:

- a) A focus on both message and audience
- b) Predictable organization and sequencing
- c) Importance of both form and accuracy
- d) Language is more like written language
- e) Often monologic

In brief, presentation is a form of communication carried out by one person or more. That aims to convey or provide information, opinions, or topics. Therefore, the presentation objectives well conveyed, the speakers in the presentation must be able to direct and guide the audience so that they can understand what has been conveyed.

1. Types of Presentation

According to Stewart & Rubeinstein (2010), there are three type of presentation Informative speech, persuasive speech, and special occasion speech:

a. Informative

The informative presentation gives an audience with new information, new insights, or new ways of thinking about a topic. It is a general purpose to increase the audience's awareness by imparting knowledge. For example, topics might include trends in video gaming, fashion and culture.

b. Persuasive

Persuasive presentation intends to influence the attitudes, beliefs, values, or acts of others. For example, a speaker might attempt to convince listeners that state universities should not charge tuition or argue that employment is multiplied to overcome poverty and economic problems.

c. Special occasion presentation

This type of presentation can be either informative or persuasive and is often a mix of both. However, depending on the occasion, its underlying purpose is to entertain, celebrate, commemorate, inspire, or set a social agenda. This presentation also has a specific goal, namely to state specifically what the presenter will aim at in the presentation.

In short, presentations have three types. First, the newsletter aims to provide new information. Second, persuasive presentations are used to influence someone. Third, it is a combination of informative and persuasive, this presentation aims to say specifically.

2.1.9 Elements of Presentation

According to Noer (2018:) there are three elements related to each other, to help the success of a presentation as follows:

a. Presenter

Presenter is someone who must be able to cope with a variety of audiences not looking from terms of culture, physical, and age. in addition, presenter must try to respect the point of view that is different from the audience.

b. Media

Media is supporting tools that used by speaker to deliver presentations. This tool used to make presentation more practical and also saves time. For example, media that is often used when presentations is laptop, smartphone, infocus and many else.

c. Audience

Audience is people who are present during the delivery of the presentation.

2.1.10 The Indicators of Anxiety

Anxiety is one of the most well -documented psychological phenomena. In general, anxiety arises from the human body in response to a particular situation. Anxiety can usually be identified as feeling threatened, fearful, tense, or anxious. There are general indications of anxiety experienced by people in terms of feelings, behaviors, thoughts and physical sensations. However, it is important to remember that anxiety is a very subjective experience.

The indicators of students' anxiety adapted from Weems and Silverman (2013), they are:

1. Social Phobia

A person with social anxiety disorder has significant anxiety and discomfort about being embarrassed, rejected or looked down on in social interactions humiliated, People with this disorder will try to avoid the situation or endure it with great anxiety. Common examples are extreme fear of public speaking, meeting new people or eating/drinking in public. Cognitive Response: Could still concentrate on the problem and solve the problem, Physical Response: Sweating, Trembling, Stammer and Behavior Response: Still calm.

2. Specific Phobia

A specific phobia is excessive and persistent fear of a specific object that is generally not harmful situation or activity. Cognitive Response: Learning still occurs but not optimal, Physical Response: Sweating, Trembling, Blushing and Behavior Response:

Avoiding eye contact, Nervous. Feeling uncomfortable.

3. Panic Disorder

The core symptom of panic disorder is recurrent panic attacks, combination of physical and psychological distress and an overwhelming. Panic attacks can occur from clear skies; however, many patients begin to avoid situations in which they fear a panic attack may occur. Cognitive Response: Losing control or cannot think anymore, Physical Response: Dizzy, Trembling lips, Choking (cannot speak) and Behavior Response: Angry, Hallucination.

4. Agoraphobia

Agoraphobia is the fear of being in situations where escape may be help might not be available in the event of panic symptoms difficult or embarrassing,. The fear is out of proportion to the actual situation and lasts generally six months or more and causes problems in functioning. Cognitive Response: Cannot solve problem, Physical Response: Dizzy, Sweating, Discomfort and Behavior Response: Cries, Feeling of dread, Nervous.

5. Generalized Anxiety Disorder (GAD)

Generalized Anxiety Disorder, GAD, is an anxiety disorder characterized by chronic anxiety, even when there is little or nothing to provoke it, exaggerated worry and tension. Cognitive Response: Cannot think anymore, Physical Response: Sweating, Trembling, Nervous and Behavior Response: Screaming, Hallucination.

6. Obsessive-Compulsive Disorder (OCD)

Obsessive-Compulsive Disorder, OCD, is an anxiety disorder and is characterized by

recurrent, and/or repetitive behaviors (compulsions) unwanted thoughts (obsessions).

Cognitive Response: Cannot concentrate on the problem, Could still solve the

Problem, Physical Response: Discomfort Muscle Tension and Behavior Response:

Feeling uncomfortable, Nervous.

2.2 Relevance Study

There are some studies that were conducted by some researchers related with analysis of students' anxiety on presentation performance in speaking ability. The first was a case study by Murwani Subagiah (2017) from University of PGRI Yogyakarta. The title was Analysis of 8th B Grade Students' Speaking Anxiety in SMPN 11 Yogyakarta Academic Year 2017/2018. This research was qualitative in nature. Data collecting technique was done by observation, interview, and documentation. The research subject was student 8th B grade that had 34 students. The subject interview of this research was conducted by purposive sampling technique. The subject of research was taken by nine students from 34 students of 8th B grade. Data analyzed by using data reduction, data display, and conclusion drawing/verification. The result of this research shows that students who feel anxiety when speaking English were caused by some factors. Those are lack of vocabulary, difficulty to pronounce the words, fear of making mistakes, and fear of negative evaluation.

The second was a case study by Cucu Sutarsyah (2017) from University of Lampung. He had done research about An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance. The participants of this research were the

first year students of SMPN 2 Bandar Lampung. There were 27 students in that class. The research design was ex post factor to seek the correlation between the variables. Questionnaire and speaking test were used as data collection and then they were analyzed by using Independent T-Test and Linear Regression to test the hypotheses. The results show that the students' speaking performance significantly differs between the two groups. The data show that speaking anxiety may give a negative contribution to the overall students' speaking performance achievement. It also found that nervousness is the dominant factor followed by worry and tension.

The third case was by Ika Handayani and Eri Rahmawati (2017) entitled Students' Speaking Anxiety at English Classroom in Agroecotechnology Department of Agricultural Faculty Untirta (A Descriptive Study in Agroecotechnology Classroom, Untirta). In this study, method of the research is descriptive qualitative. The data were collected through questionnaire (using Foreign Language Classroom Anxiety Scale that designed by Horwitz et al) and semi structured interview. The researchers chose 2A of Agroecotechnology class as the subject of this research. Further, the data analysis used in this research done through data reduction, data analysis and data display (qualitatively). The finding of this research would be meaningful contribution for the researchers as the lecturers of English in Agricultural Faculty to apply certain strategy in solving the students' speaking anxiety problem in joining English class.

In this study, the research is focused on identifying the type and factors of students' anxiety in presentation performance. This research is qualitative descriptive

design. The study uses the adaptation of a questionnaire by Cope, J. et al (cited in Mariam 2019) to obtain the data. The data is analyzed by making it into the graphic. Finally, the factors of students' anxiety will be found.



2.3 Assumption

The researcher would like to state the basic assumption of this study as follows; the types of students' anxiety on presentation performance in speaking process mostly are Panic Disorder.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was used the descriptive qualitative research method. Qualitative research was the appropriated research method dominantly use for this study because the explanation of this study concern with the comprehensive elaboration of the nature phenomenon. According to N.J.Salkind (2012) the descriptive research purpose to describe the current state of affairs at the time of the study. This means that qualitative research will describe the current state of a phenomenon that happened in certain time, in Rugaiyah (2016) argue that:

“deskriptif kualitatif merupakan metode yang di gunakan untuk membedah suatu fenomena di lapangan, penelitian deskriptif kualitatif adalah metode yang menggambarkan dan menjabarkan temuan di lapangan”

Therefore, based on the two arguments above, the phenomenon of student anxiety during presentations was explained to the researcher. on the fifth semester students English Language Education at Universitas Islam Riau.

3.2 Place and Time of the Research

This study was took place at English Language Education on the fourth semester academic year 2018/2019 of FKIP UIR where located on Kaharuddin Nasution Street No 113 Perhentian Marpoyan Pekanbaru, and it was investigate and analyze as well the anxiety of presentation performance on fifth semester. The study was conducted on January-July 2021.

3.3 Population and Sample of the research

3.3.1 Population of the Research

Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable (Gay, 2012). The population is a generalization region consisting of objects/subjects that have certain qualities and characteristics and then drawn conclusions set by researchers to be studied (Sugiyono, 2011). Indeed, population is all subject in a study that is going observed. In this research, the populations were the all fifth semester students of English Department at Islamic University of Riau which consist of four classes A, and B. The specification of the population is revealed on the following table:

Table 3.1 Population of the Research

NO	CLASS	STUDENTS
1	A	37
2	B	40
TOTAL		77

Fifth semester students of English Department at Islamic University of Riau consisted of 2 (two) classes and the total population of this research are 77 students. The total number of the fifth semester students of English Department at Islamic University of Riau was large enough to be all taken as the sample of the research.

3.3.2 Sample of the Research

Sampling is the process of selecting several individuals to represent a large selected group. Creswell (2012) stated, in purposeful sampling, individuals and

site to learn or understand the central phenomenon researcher intentionally selected. The purpose of sampling is to gain information about population that include the total of interest of the subject.

The sample technique of this research is purposive sampling. According to Arikunto (2013) Intentional sampling is the process of selecting samples by taking subjects that are not based on the regional level, but is taken based on the specific purpose. The sample of this research was fourth semester of A and B class in English Language Education of FKIP UIR which is about 30 students.

Table 3.2 Sample of the Research

NO	CLASS	STUDENTS
1	A	15
2	B	15
TOTAL		30

3.4 Instrument of the Research

In this part, the researcher will use open -ended answers to questions from the questionnaire to closed -ended answers that have been set can provide useful information to support theories and concepts in the literature. As state by John W. Creswell (2012) an open-ended response to a question allows the participant to create the options for responding.

3.4.1 Questionnaire

Questionnaires are answers or statements about factual data or information relating to the respondent's self, which considers the facts and needs answered by the respondent (Suroyo Anwar 2009). To measure the type of anxiety in students, a questionnaire is a research tool consisting of a series of questions and other

stimuli to collect information from respondents. Although they are often designed for statistical analysis of responses, this is not always the case.

The questionnaire is support the researcher in collecting data to find out the outcome, some types appear in students' presentation performance, and the interview guide is adapted from (Asy syifa), is focusing on factors that influence the students. The following main questions are:

Table 3.3 Specification of Questionnaire of the Students

NO	INDICATOR	SUB INDICATORS	NUMBERS OF ITEMS	TOTAL
1	Social Phobia	Q7. I always feel that the other students speak the foreign language better than I do.	7, 10, 15, 19, 23	5
		Q10. I get nervous and confused when I am speaking in my language class.		
		Q15. I start to panic when I have to speak without preparation in language class.		
		Q19. It embarrasses me to volunteer answers in my language class.		
		Q23. I am afraid that the other students will laugh at me when I speak the foreign language.		
2	Specific Phobia	Q1. I am afraid that my language teacher is ready to correct every mistake I make.	1, 4, 8, 9, 25	5
		Q4. I can feel my heart pounding when I'm going to be called on in language class.		
		Q8. Language class moves so quickly I worry about getting left behind.		

		<p>Q9. I feel more tense and nervous in my language class than in my other classes.</p> <p>Q25. It wouldn't bother me at all to take more foreign language classes.</p>		
3	Panic Disorder	<p>Q12. I tremble when I know that I'm going to be called on in language class.</p> <p>Q13. It frightens me when I don't understand what the teacher is saying in the foreign language.</p> <p>Q18. In language class, I can get so nervous I forget things I know.</p> <p>Q20. I get upset when I don't understand what the teacher is correcting.</p> <p>Q21. I get nervous when I don't understand every word the language teacher says.</p>	12, 13, 18, 20, 21	5
4	Generalized Anxiety Disorder (GAD)	<p>Q2. Even if I am well prepared for language class, I feel anxious about it.</p> <p>Q11. I never feel quite sure of myself when I am speaking in my foreign language class.</p> <p>Q14. I keep thinking that the other students are better at languages than I am.</p> <p>Q16. I worry about the consequences of failing my foreign language class.</p> <p>Q22. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.</p>	2, 11, 14, 16, 22	5

5	Obsessive Compulsive Disorder (OCD)	Q3. I often feel like not going to my language class.	3, 5, 6, 17, 24	5
		Q5. The more I study for a language test, the more confused I get.		
		Q6. I don't feel pressure to prepare very well for language class.		
		Q17. I don't understand why some people get so upset over foreign language classes.		
		Q24. I get nervous when the language teacher asks questions which I haven't prepared in advance.		
Total Questions				20

Source: Foreign Language Classroom Anxiety Scale (FLCAS) Adapted from Cope, J. et al, in Mariam (2019)

3.4.2 Interview

Interviews were used as a data collection technique and if the researcher wanted to find out some of the students' concerns. In addition, this interview aims to confirm the results of observations and obtain more data related to this research. In-depth interview is a process to obtain information for the purpose of research by face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide (Bungin, 2007). In contrast, interviewing is a technique of collecting data by interviewing selected people as respondents. Furthermore, it is a direct face -to -face attempt to obtain reliable and valid measurements in the form of verbal responses from one or more respondents.

Table 3.4 Specification of Interview of the Students

NO	QUESTIONS
1	How do you feel when studying English in the classroom?
2	What the thing that bothers you when studying English in the classroom?
3	Do you have any idea why you feel so anxious in your English class?
4	How do you think your classmates will react if you make a mistake in English class?
5	Do you think English is a difficult language to learn?
6	Do teacher influence your mood in learning English?
7	Do you have any idea to make learning English more relax?
8	What is your strategy to reduce your speaking anxiety?

Source Asy Syifa (2019)

3.5 Data Collection Technique

To collecting the data the researcher was did interview and giving some questionnaires to the students. Then, the researcher was analyzed and interpreted the data based on the strategy bellow:

a. Collecting Questionnaire Data

1. Ask permission to the chairman.
2. Determine the type of questionnaire.
3. The researcher share the link of questionnaire to the students using Google form.
4. The researcher explained how to fill out the questionnaire.
5. The researcher collect and analyze the data.

b. Collecting Interview Data

1. Ask permission to the chairman.
2. Find a quiet and suitable place to conduct the interview.
3. Identify the interviewers.
4. Specify the type of interview.
5. During the interview, audiotape or record the question and respons.
6. Take a brief note during the interview.
7. The researcher collect and analyze the data.

3.6 Data Analysis Technique

To answer the research questions, data analysis is needed. It covers the most dominant anxieties and factors they receive from students. According to Creswell (2012) analyzing qualitative data requires understanding how to make sense of text and image. In this study, the researcher analyzed the data based on questionnaires and interview results. Analysis of the questionnaire as follows:

1. Organize Data

The researcher organizing the vast amount of information, transferring it from spoken or written words to a typed file and making decisions about whether to analyze the data.

2. Transcribe Data

The researcher will collect text or words through interview and questionnaire from participants and converting into the text data.

3. Analysis

Means that researchers read the data, mark it by hand, divide it into parts clearly, and give the description in detail, then presented in chapter IV.

4. Conclusion

The researcher concludes the result analysis and interpretation data. In questionnaires, the researcher used Likert scale. The table can be presented below

Table 3.5 Likert Scale

Assessment Criteria	Scoring Scale
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Adopted from Gay et al., (2012)

Furthermore, the data calculated manually used the following measurement system (Sugiyono, 2014):

$$P = \frac{F}{N} \times 100\%$$

In which:

P = Percentage

F = frequency of certain score

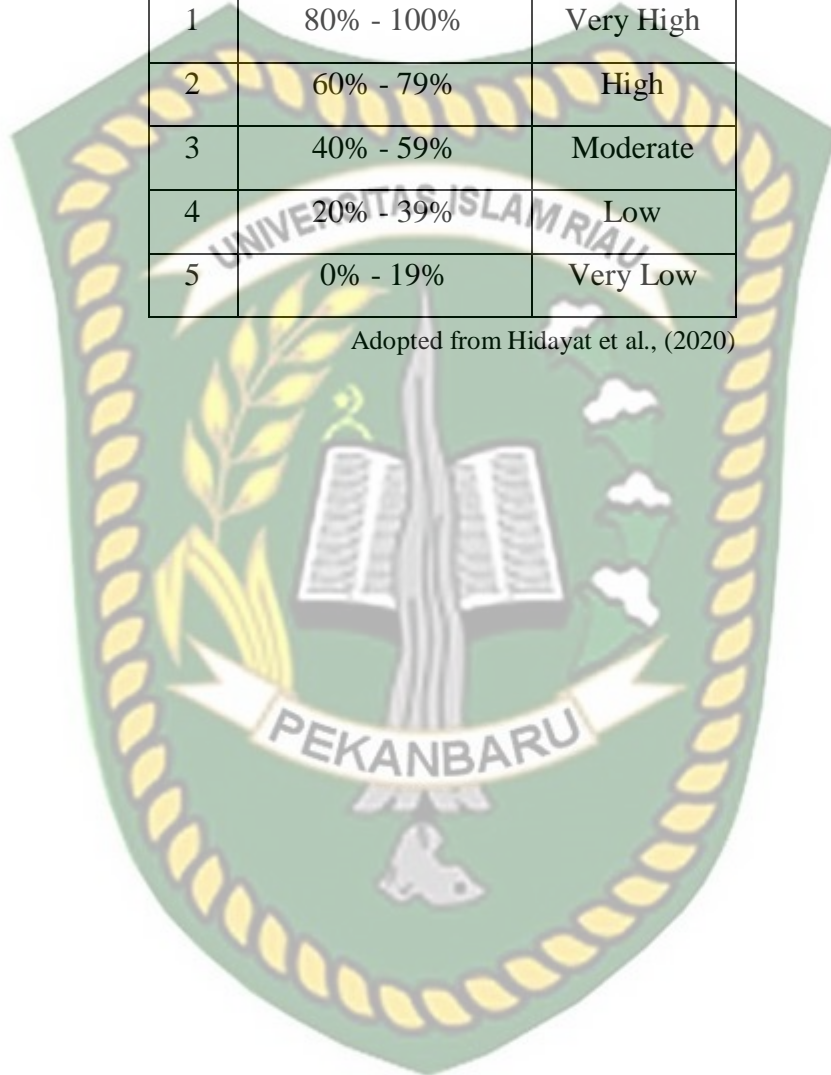
N = the number of respondent

Based on this, the calculation result in the form of a percentages are converted into a predicate, it can be seen in the following tables:

Table 3.6 Perception Score Interpretation Guideline

No	Mean Score	Category
1	80% - 100%	Very High
2	60% - 79%	High
3	40% - 59%	Moderate
4	20% - 39%	Low
5	0% - 19%	Very Low

Adopted from Hidayat et al., (2020)



CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings of the study and discussion. The findings of the study present the results of the analysis of data collected through questionnaires and interviews about students' concerns at English Language Education of Universitas Islam Riau, and the analysis of the research findings in relation to the research question. This discussion deals with the interpretation of the findings in the research.

As stated in the previous chapter, there are five indicators that the researcher was analyzed, namely specific phobia, panic disorder, social phobia, generalized anxiety disorder, obsessive compulsive disorder. The researcher was found the students' anxiety from students' answers in questionnaire based on indicator.

4.1 Data Description of Questionnaire

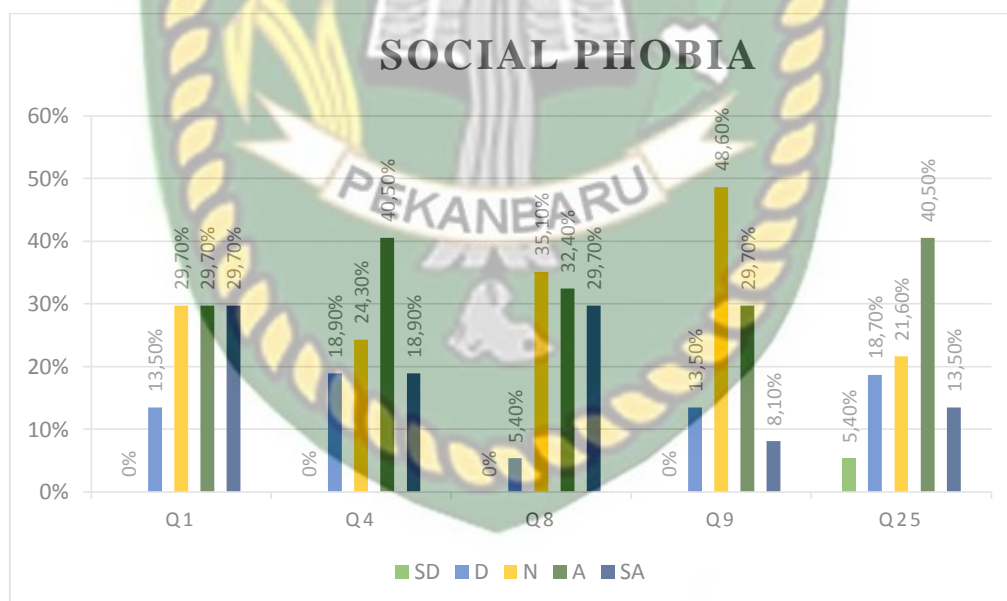
This chapter explain the analysis of students' answers on the questionnaire based on indicator of students' anxiety according to Mariam (2019), in fifth semester at English Language Education of Universitas Islam Riau. The researcher codes the samples of the questionnaire as S1 until S30. The respondents ask to rate each items on a 5-point Likert scales ranging from strongly agree, agree, neutral, disagree and strongly disagree.

Once all study steps were completed, the researchers obtained data from the answers to the questions. The result presents as follow:

4.1.1 Social Phobia

Social phobia or “social anxiety disorder” involves fear of social situations, including situations involving examination or contact with strangers. Individuals with social phobia are typically afraid of embarrassment in social situations, such as at new social gatherings, during oral presentations, or when meeting new people. Anxiety that occurs in a social situation becomes a social phobia when the anxiety prevents an individual from participating in a desired activity or causes significant anxiety during the activity. The researcher analyze as follow:

Figure 4.1 Percentages of Social Phobia



According to the data above the result of students answer frequencies are 183, from 5 questions. The graphic chart showed that the first question, Q7 said “strongly agree” with 29.7% rate. And following with “agree” and “neutral” options with 29.7% rate. Next, the option “disagree” with 13.5%, and last

“strongly disagree” with 0%. It can be concluded that some students are agree with the social phobia in this question.

In the second question, Q10 the students who choose “strongly agree” with 18.9% rate, and the highest one is “agree” option with 40.5%, then the answered “neutral” 24.3%, after that, the “disagree” option with 18.9% then the “strongly disagree” 0 % rate. It can be said that, most the students was agree with social phobia.

In the third question, related to the chart, Q15 showed that “strongly agree” option with, 29.7%, “agree” option with 32.4%, and following the highest one is “neutral” with 35.1%, and “disagree” options with 5% rate, the last is “strongly disagree” with 0% rate. Ultimately, it can be conclude that the students was more felt agree and also strongly agree in this question.

In the fourth question, the Q19 option had 29.7% rate in “strongly agree”, following with “agree” option with 32.4% rate. As well the “neutral” option most the popular option for the students with 35.1%, then “disagree” option 5.4% and the “strongly disagree” with 0% rate. It can be state that, options agree and strongly agree still the highest option.

In the fifth question, based on the graphic, Q23 showed the “strongly agree” option with 13.5%, then the “agree” option was the highest one with 40.5% rate. After that, the “neutral” option was 21.6%, and “disagree” option 18.7%, the last “strongly disagree” option with 5.4% rate. To sum up, it can be conclude that most answered in this question the strongly agree and agree option.

Table 4.1 Social Phobia Frequencies

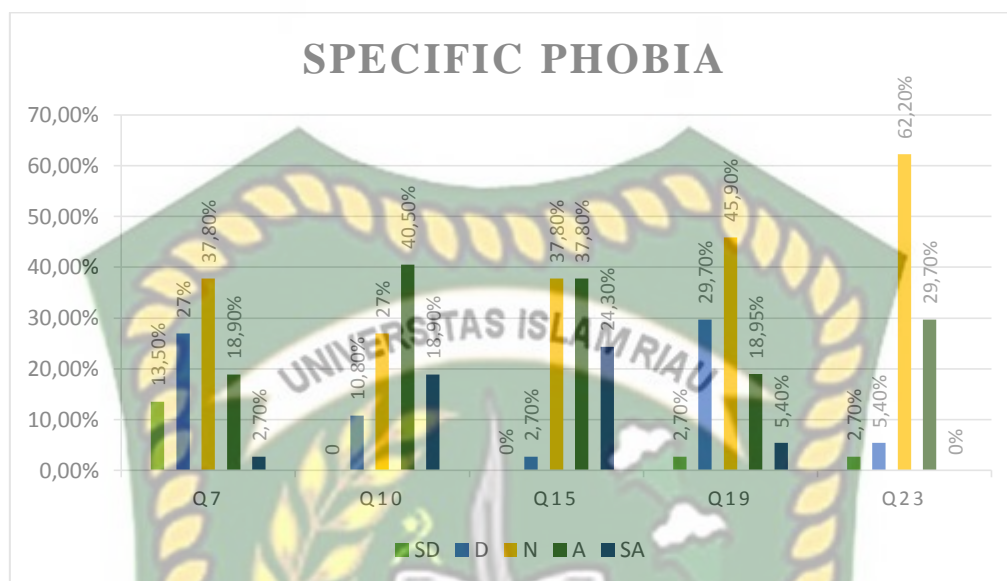
SOCIAL PHOBIA FREQUENCIES								
NO ITEM	Q7	Q10	Q15	Q19	Q23	TOTAL	PERCENTAGE	LEVEL
SD	0	0	0	0	2	2	2.22%	Very Low
D	0	7	2	5	7	21	23.33%	Low
N	11	9	13	18	8	59	65.56%	High
A	11	15	12	11	15	64	71.11%	High
SA	11	7	11	3	5	37	41.11%	Moderate
TOTAL OVERALL						183	61.00%	High

The conclusion of this part, most of the students felt social phobia, in the class or in presentation performance, based on the table above the total answer 183 with average 61.00%. Furthermore, it can be seen that, the agree option showed 64 total answered and 71.11% percentage with high level. And strongly agree option was support agree option with 37 answer and 41.11%. The highest option was agree option that answered by students at the fifth semester in English Education Department at FKIP UIR.

4.1.2 Specific Phobia

There are four main subtypes of specific phobias (animal type, habitat type, bleeding injury type and situation type) along with the remaining phobia categories that are clearly not included in any of these four categories. Specific phobias often involve fear of various items, especially items grouped into specific subcategories. The result analyze shows bellow:

Figure 4.2 Percentages of Specific Phobia



According to the data above the result of students answer frequencies are 186, from 5 questions. The graphic chart showed that the first question, Q1 said “strongly agree” with 2.7% rate. And following with “agree” 18.9%, and “neutral” options with 37.8% rate. Next, option “disagree” with 27%, and last “strongly disagree” with 13.5%. It can be said that some students are strongly agree and agree with the question but, the neutral option and disagree more high then both.

In the second question, Q4 the students who choose “strongly agree” with 18.9% rate, and the highest one is “agree” option with 40.5%, then the answered “neutral” 27%, after that, the “disagree” option with 10.8% then the “strongly disagree” 0 % rate. It can be conclude that, most the students was answered agree and strongly agree in this question.

In the third question, related to the chart, Q9 showed that “strongly agree” option with, 24.3%, “agree” option with 37.8%, and following the highest

one is “neutral” with 37.8%, and “disagree” options with 2.7% rate, the last is “strongly disagree” with 2.7% rate. Ultimately, it can be said that, the students agree and also strongly agree based on the data.

In the fourth question, the Q8 option had 24.3% rate in “strongly agree”, following with “agree” option with 37.8% rate. As well the “neutral” option most the popular option for the students with 37.8% rate same as before, then “disagree” option 2.7% and the “strongly disagree” with 0% rate. It can be state that, options agree and strongly agree still the highest option.

In the fifth question, based on the graphic, Q25 showed the “strongly agree” option with 5.4%, then the “agree” option with 18.9% rate. After that, the “neutral” option was the highest one with 45.9% rate, and “disagree” option 2.7%, the last “strongly disagree” option with 0% rate. To sum up, it can be conclude that most answered in this question is neutral option then following by disagree option.

Table 4.2 Specific Phobia Frequencies

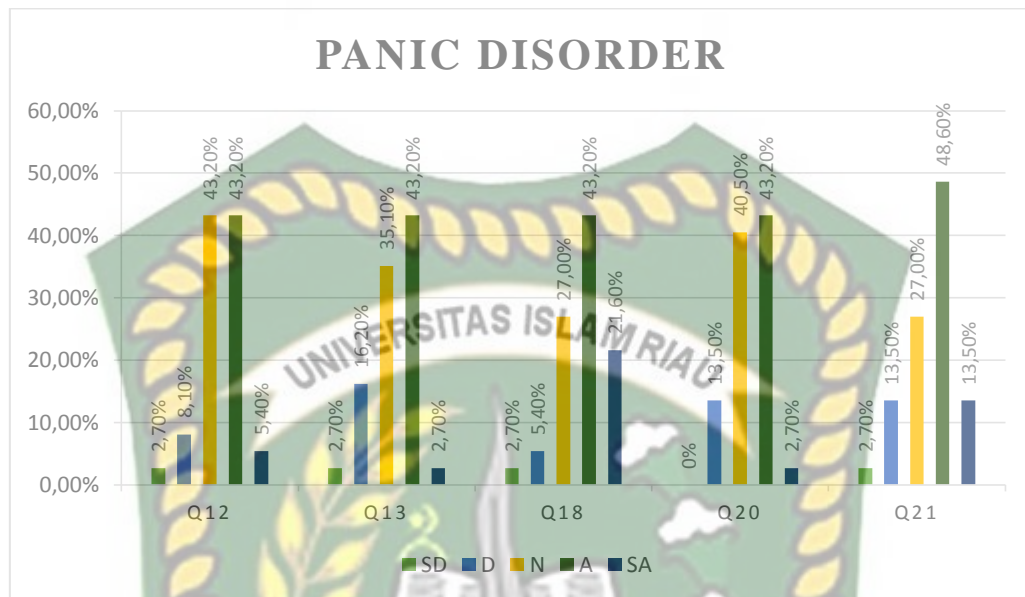
SPESIFIC PHOBIA FREQUENCIES								
NO ITEM	Q1	Q4	Q8	Q9	Q25	TOTAL	PRECENTAGE	LEVEL
SD	5	1	0	1	1	8	8.89%	Very Low
D	10	4	1	11	2	28	31.11%	Low
N	14	10	14	17	23	78	86.67%	Very High
A	7	15	14	7	11	54	60.00%	High
SA	1	7	8	2	0	18	20.00%	Low
TOTAL OVERALL						186	62.00%	High

To sum up, this part some of the students anxiety, in the class or in presentation performance. But, based on the table above it can be seen that, the total answer 186 with average 62.00%. Furthermore, the highest one with 78 answered neutral option following with 86.67%, and very high level. Moreover, following with agree option highest after neutral, with 54 answered and 60.00% in high level. It can conclude that, the students anxious in speaking performance.

4.1.3 Panic Disorder

Repeated “panic attacks” are a hallmark of panic disorder. A panic attack is a sudden episode of fear accompanied by at least four autonomic or cognitive symptoms such as palpitations, palpitations or rapid heartbeat, sweating, trembling or trembling, shortness of breath or choking, shortness of breath, chest pain or discomfort, nausea. or abdominal pain, dizziness, instability, dizziness or fainting, consciousness (feeling unreal) or disability (fear of parting), fear of losing control or embarrassment, fear of death, paresthesia and fever, or thunder. The researcher analyze as follow:

Figure 4.3 Percentages of Panic Disorder



According to the data above the result of students answer frequencies are 188, from 5 questions. The graphic chart showed that the first question, Q12 said “strongly agree” with 5.4% rate. And following with “agree” and “neutral” options with 43.2% rate. Next, the option “disagree” with 8.1%, and last “strongly disagree” with 2.7%. It can be state that, most students are agree with this question.

In the second question, Q13 the students who choose “strongly agree” with 2.7% rate, and the highest one is “agree” option with 43.2%, then the option “neutral” 35.1%, after that, the “disagree” option with 16.2% then the “strongly disagree” 2.7% rate. It can be said that, some the students attack panic disorder and some students’ state neutral.

In the third question, related to the chart, Q18 showed that “strongly agree” option with, 21.6%, following the highest one “agree” option with 43.2%, and the option “neutral” with 27.0 %, and “disagree” options with 5.40% rate, the

last is “strongly disagree” with 5.4% rate. It can be state that, the students more agree and also strongly agree in this question based on the chart.

In the fourth question, the Q20 option had 2.7% rate in “strongly agree”, following with the highest option, “agree” option had 43.2% rate. The “neutral” option with 40.5%, then “disagree” option 13.5% and the “strongly disagree” with 0% rate. It can be said that, options agree and strongly agree still the highest option.

In the fifth question, based on the graphic, Q21 showed the “strongly agree” option with 13.5%, then the “agree” option was the highest one with 48.6% rate. After that, the “neutral” option was 13.50%, and “disagree” option 18.7%, the last “strongly disagree” option with 2.7% rate. To sum up, it can be conclude that most answered in this question the agree option.

Table 4.3 Panic Disorder Frequencies

PANIC DISORDER FREQUENCIES								
NO ITEM	Q12	Q13	Q18	Q20	Q21	TOTAL	PERCENTAGE	LEVEL
SD	1	1	1	0	1	4	4.44%	Very Low
D	3	6	2	5	5	21	23.33%	Low
N	16	13	10	15	10	64	71.11%	High
A	16	16	16	16	18	82	91.11%	Very High
SA	2	1	8	1	5	17	18.89%	Very Low
TOTAL OVERALL						188	62.67%	High

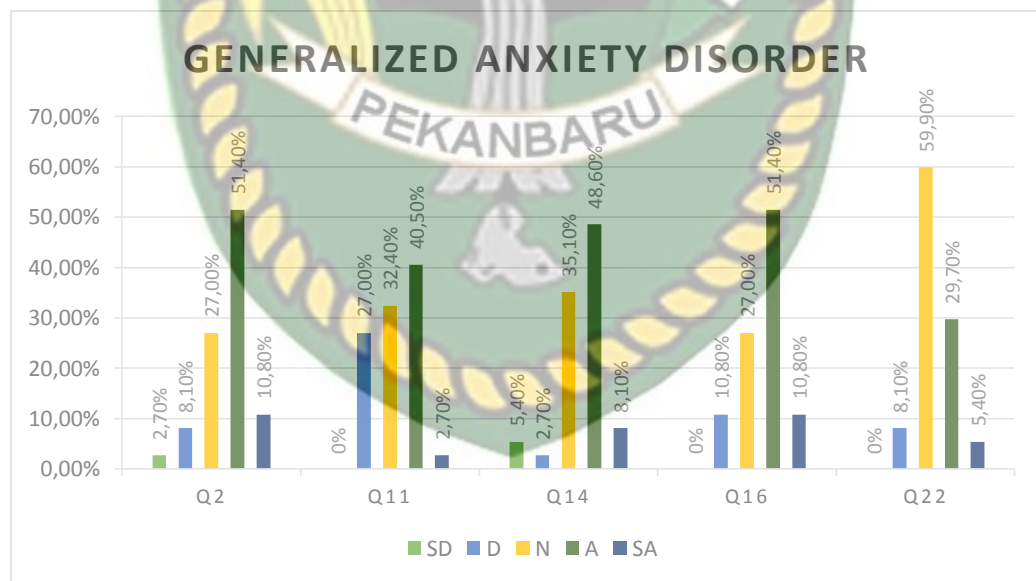
The conclusion of this part, most of the students experiences panic disorder, based on the table above it can be seen that, the total answer 188 with average 62.67%. Furthermore, the agree option showed 82 answered with 91.11%

in very high level, and in strongly agree option 17 answered with 18.89%, it can be said that most of students still panic in the class in presentation performance, especially at the fifth semester in English Education Department at FKIP UIR.

4.1.4 Generalized Anxiety Disorder

Generalized anxiety disorder (GAD) it is a persistent anxiety syndrome and worry about many events or thoughts that patients generally recognize as excessive and inappropriate. People with symptoms of generalized anxiety disorder tend to always anticipate disaster and cannot stop taking care of their health, money, family, work or school. In people with GAD, anxiety is often unrealistic or out of balance with the situation. Everyday life becomes a state of constant worry, fear and dread. The result can be seen below:

Figure 4.4 Percentages of Generalized Anxiety Disorder



According to the data above the result of students answer frequencies are 187, from 5 questions. The graphic chart showed that the first question, Q2 said

that “strongly agree” with 10.8% rate. And following with “agree” option 51.40%, and “neutral” options was 27% rate. Next, the option “disagree” with 8.1%, and last “strongly disagree” with 2.7%. It can be state that most students are agree in this question that can be seen above.

In the second question, Q11 the students who choose “strongly agree” with 8.1% rate, and the highest one is “agree” option with 40.5%, then the answered “neutral” 32.4%, after that, the “disagree” option with 27%, then the “strongly disagree” 0 % rate. It can be conclude that, the highest rate in this question agree option, but some students also answered neutral.

In the third question, related to the chart, Q14 showed that “strongly agree” option with, 8.1%, and following the highest one “agree” option with 48.6%, then “neutral” option with 35.1%, and “disagree” options with 2.7% rate, the last is “strongly disagree” with 5.4% rate. Ultimately, it can be said that the students more faced of GAD, and the highest answer is agree in this question.

In the fourth question, the Q16 option had 10.8% rate in “strongly agree”, following with “agree” option that high answered one with 51.4% rate. After that, the “neutral” option with 27%, then “disagree” option 10.8% and the last “strongly disagree” with 0% rate. It can be conclude that, options agree still the highest option.

In the fifth question, based on the graphic, Q22 showed the “strongly agree” option with 5.4%, then the “agree” option with 29.7% rate. After that, the highest one “neutral” option 59.9%, and “disagree” option 8.1%, the last “strongly disagree” option with 0% rate. To sum up, it can be conclude that most answered in this question the neutral question and following with agree option.

Table 4.4 Generalized Anxiety Disorder (GAD) Frequencies

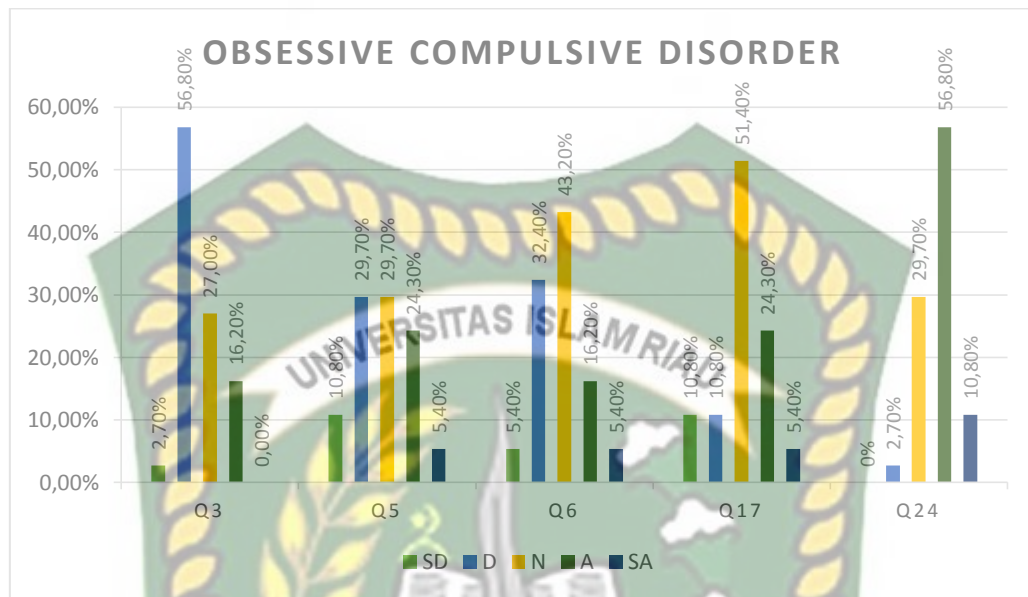
Generalized Anxiety Disorder (GAD) Frequencies								
NO ITEM	Q2	Q11	Q14	Q16	Q22	TOTAL	PERCENTAGE	LEVEL
SD	1	0	2	0	0	3	3.33%	Very Low
D	3	10	1	4	3	21	23.33%	Low
N	10	12	13	10	22	67	74.44%	High
A	19	15	18	19	11	82	91.11%	Very High
SA	4	1	3	4	2	14	15.56%	Very Low
TOTAL OVERALL						187	62.33%	High

The conclusion of this part, most of the studentss face out the generalized anxiety disorder (GAD), based on the table above, the total answer 187 with average 62.33%. Furthermore, it can be seen that, the agree option showed 91.11% percentage with 82 total answer in very high level, and strongly agree option 15.56% with 14 total answer, this result is the second highest after panic disorder. It can be said that most of students anxious of generalized anxiety disorder (GAD) in the class or in presentation performance, especially at the fifth semester in English Education Department at FKIP UIR.

4.1.5 Obsessive Compulsive Disorder

Obsessive-compulsive disorder can occur at any age, but is often first seen in adolescence. Prolonged delay in diagnosis, counting, poor concentration, more frequent touching. The researcher found the result as follow:

Figure 4.5 Percentages of Obsessive-Compulsive Disorder



According to the data above the result of students answer frequencies are 188, from 5 questions. The graphic chart showed that the first question, Q3 said “strongly agree” with 0% rate. And following with “agree” option was 16.2% rate. Then the “neutral” options with 27% rate. Next, the highest one option “disagree” with 56.8%, and last “strongly disagree” with 2.7%. It can be concluded that most of students are disagree with the obsessive compulsive disorder in this question.

In the second question, Q5 the students who choose “strongly agree” with 5.4% rate, and following with “agree” option 24.3%, then the “neutral” option and “disagree” in same rate that was 29.7%. After that “strongly disagree” option with 10.8 % rate. It can be conclude that, some the students in neutral position and some students disagree with the obsessive compulsive disorder.

In the third question, related to the chart, Q6 showed that “strongly agree” option with, 5.4%, “agree” option with 16.2%, and following the highest

one is “neutral” with 43.2%, and “disagree” options with 32.4% rate, the last is “strongly disagree” with 5.4% rate. Ultimately, it can be conclude that the students in neutral option then disagree in this question.

In the fourth question, the Q17 option had 5.4% rate in “strongly agree”, following with “agree” option with 24.3% rate. As well the “neutral” option most the popular option for the students with 5.4%, then “disagree” option 10.8% and the “strongly disagree” with 10.8% rate. It can be said that, options neutral the highest one and following by disagree option.

In the fifth question, based on the graphic, Q24 showed the “strongly agree” option with 10.8%, then the “agree” option was the highest one with 56.8% rate. After that, the “neutral” option 29.7%, and “disagree” option 2.7%, the last “disagree” option with 0% rate. To sum up, it can be conclude that most answered in this question the agree option.

Table 4.5 Obsessive Compulsive Disorder (OCD) Frequencies

Obsessive Compulsive Disorder (OCD) Frequencies								
NO ITEM	Q3	Q5	Q6	Q17	Q24	TOTAL	PERCENTAGE	LEVEL
SD	1	4	2	4	0	11	12.22%	Very Low
D	21	11	12	4	1	49	54.44%	Moderate
N	10	11	16	19	11	67	74.44%	High
A	6	9	6	9	21	51	56.67%	Moderate
SA	0	2	2	2	4	10	11.11%	Very Low
TOTAL OVERALL						188	62.67%	High

To sum up, this part some of the students was anxiety, in the class or in presentation performance. But, based on the table above the total answer 188 with

average 62.67%. Furthermore, it can be seen that, the neutral option showed 67 answered with 74.44% in high level, then following with the agree option the second highest after neutral with 51 total answer and 56.67% in moderate level. It can be said that, some students still anxious exactly in obsessive compulsive disorder.

4.2 Data Description of Interview

The participant of this interview was the students with factor of anxiety that relate to theory of Ansari (2015), the characteristic factor of anxious students are: Nervous, Worried, Fearful, hearth beats quickly. The researcher codes the sample as P1 until P5. The result can be seen below :

1. How do you feel when studying English in the classroom?

P1: *"I had a wide range of tastes when I learned English. It starts with nervousness, fear, and joy".*

From the answers above, it can be said that the P1 is still feel nervous and fear, when learn English. It can define that the factors that faced by P1 is nervous, and it match to questioner number Q10 (*I get nervous and confused when I am speaking in my language class.*). Students agreed that they were unsure about attending English classes. Furthermore, the researcher also identified that respondents of P3 that said:

P3: *"Of course I feel happy when I study I convince myself that I love that lesson I can and understand that lesson, but sometimes we get tired, worried, and feeling bored, normally it's human then but happy, sure I feel happy and like when I learn English".*

The statement above supported the result of interview before. The P3

feel happy but still worried about English class. It can be conclude that, the students in presentation performance still experienced the worried. Therefore, the outcome of this study indicates that the students' perception of the fifth semester of English Language Education still face out the anxiety.

2. What the thing that bothers you when studying English in the classroom?

P1: "When I saw the view of the friends in the class. There is a look like a hunt of encouragement and there is a look like an understatement. And sometimes the atmosphere of English class is noisy enough because too many voices to be heard".

From the statement above it can be said that the student feel worried when people like to hunt and understatement, and dying to feel calm situation. It relates to the questionnaire number Q23 (*I am afraid that the other students will laugh at me when I speak the foreign language*). The sample was annoyed by other people when learning activity or English class.

In other words, others students also faced the different problem. It supported the analyzed data above.

P4: "I feel kind of scared that the teacher may suddenly call my name and ask me a question that I haven't prepare"

From the above answers, he supports the results of previous interviews. P4 felt scared when the teacher asked the question. It can be concluded that the students in the performance were still experiencing fear. However, the outcome of this study indicates that the students' perception of the fifth semester of English Language Education still scared to the teacher and faced anxiety.

3. Do you have any idea why you feel so anxious in your English class?

P1: "Yes, I know, some things cause anxiety in English class. First, fear is in pronunciation. Second, by committing errors in both writing and speaking, fear being ridiculed by classmates. Last, the envy of friends who have a good English skill so that gives rise to a lack of confidence".

P4: "Maybe because I lack of confidence".

From the answers above, we can see that the students lacked self-confidence in their ability to communicate in English. It relates to the questionnaire number Q1 (*I always feel that the other students speak the foreign language better than I do*). The students agree that they sensed anxious in English class. The results showed the primary source is fear of making mistake in speaking, such as writing and pronunciation.

This statement also supported the question before:

P2: "I know my anxiety in learning English in class, firstly I like to be nervous when I want to present something, even though I've been practicing all night I still have problems when presenting such as nervousness, fear and so on. Because my English is limited so I always convey something not fluently, and secondly I will be more nervous if the teacher asks questions that I have not prepared".

The students' answers above supported by their responses to the questionnaire number Q24 (*I get nervous when the language teacher asks questions which I haven't prepared in advance*) and also Q2 (*I get nervous and confused when I am speaking in my language class*). The result found that nervousness occurs when the students do not have preparation well.

4. How do you think your classmates will react if you make a mistake in English class?

P1: *"At first I was scared when I tried to speak English or write a sentence in English in front of my friends. I'm afraid they'll laugh at me. But when I make a mistake, some of my friends in class helped me correct that mistake. For example when I was presentation, I forgot the English of a word, one of my friends helped me to remind through body language or lips movement without sound".*

From the answers above, it can be said that the sample provoke factor of anxiety is fear of negative evaluation, which means that the students were afraid of being evaluated by the lecturer and friends if they are making mistakes in speaking English.

It relates to the questionnaire number Q23 (*I am afraid that the other students will laugh at me when I speak the foreign language*). It also increased students' insecurity, fear, and makes them unable to show their speaking ability.

5. Do you think English is a difficult language to learn?

P1: *"It was difficult for me because there was honestly a lot of material in English class that I had never learned in high school. In school, my English teacher focused only on speaking skills by making a dialogue conversation. I'm even just learning about tenses in college. But I remain enthusiastic because my friends always encourage me and they also help me understand the material".*

P5: *"Maybe yes, because I have been learn English for almost fifteen years and I'm not still that good even though I'm try to be good".*

The students' answers above supported by their responses to the questionnaire number Q22 (*I feel overwhelmed by the number of rules I have to*

learn to speak English). In which they were agree with this question. Some students got different material that they never learned before.

6. Do teacher influence your mood in learning English?

P3: *"Of course not because the teacher didn't affect my mood".*

P4: *"Of course, I have some teachers that make me feel uncomfortable when I studying with them, I just can't understand what they saying".*

P5: *"Of course, I'm not like teacher who spreads more intimidate vibes and it is kind of make us feel stress while study".*

From the answers above, the researcher can be conclude that the students' anxiety increased when the lecturer affected their mood, uncomfortable, and also intimidate while they were studied.

The students' answers above supported by their responses to the questionnaire number Q20 (*I get upset when I don't understand what the teacher is correcting*). It means the students preferred the correction in personal and managed the situation.

7. What is your strategy to reduce your speaking anxiety?

P1: *"I'm sorry, I cannot find the idea to making English learning more relaxed until now. I always nervous in English class, but when I have speak up by give my opinion, nervousness was gone".*

From the answers above, it can be said that the P1 still felt nervous. It can define that the factors faced by them are nervous that relate to question Q10 (*I get nervous and confused when I am speaking in my language class*).

The question number 7 had a purpose to find out the strategies used by anxious students to solve an anxiety the result was the sample still cannot explained that.

8. What is your strategy to reduce your speaking anxiety?

P2: *"I think what can reduce my anxiety is to think positively, I've been applying it lately, the most important thing is that if I'm well prepared then I just need to do what I did before. And besides that, you have to practice a lot, especially in listening and grammar. Because if the knowledge is in hand then everything will run smoothly".*

From the answers above, the question number 8 had a purpose to find out the strategies used by anxious students to solve an anxiety. The result is the sample suggest to think positively, and well prepared. It can be conclude that, the strategy to overcome speaking anxiety is by showing expressive reaction.

Based on the description above, the researcher found that some students clarify that lecturer facial expression made they nervous and uncomfortable to following performance. They are also feeling more anxious when the lecturer is very conscientious and does not tolerate a mistake. If the lecturer corrected the students directly in front of the classmate, it could reduce their self-confidence. Relate to theory of Ansari (2015), the characteristic factor of anxious students are: Nervous, Worried, Fearful, hearth beats quickly. The most of the fifth semester students in English Language Education, they are mostly anxious because of worry, fear, unconfident and nervous.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting a research, this study aims to determine the students' anxiety in performance in presentation. As revealed, this study focuses on students' anxiety in performance as well as identifies the dominant aspect of the anxiety. This study found the existence of anxiety in the fifth-semester student of the English Department of FKIP UIR.

Furthermore, social phobia was the dominant aspect of students' anxiety among the five indicators anxiety, which were social phobia, spesific phobia, panic disorder, generalized anxiety disorder, and obsessive-compulsive disorder. The description was showed as below.

In social phobia there are 183 result answered with high total are strongly agree and agree option, that was 101 answered. However, researcher find out that in spesific phobia there were 186 result answered, and the highest one was neutral option with 72 answer. Moreover, in panic disorder there was 188 result answered, following with the high answer was agree and strongly agree with total answer 99. Furthermore, researcher also find out that in generalized anxiety disorder there are 187 answered with 96 result answer. Meanwhile, in obsessive-compulsive disorder there was 188 result answer following with the highest was neutral with 67 result answer.

Therefore, the interview result showed that the students feel more anxiety they are feel nervous, fear and also worries, Relate to theory of Ansari (2015), the characteristic factor of anxious students are: Nervous, Worried, Fearful, hearth

beats quickly. They are also feeling more anxious when the lecturer is very conscientious and does not tolerate a mistake. If the lecturer corrected the students directly in front of the classmate, it could reduce their self-confidence, also when they are asking by the teacher to speak English in front of the class, low preparation, in consequence of lack of English grammar comprehension and have limited vocabulary.

In addition, when the classmate was not being supportive to his or her speaking participation and the lecturer could not think about their feelings and affected to their mistake, when the students directly while they do the speaking performance, the students also could deal with their anxiety. Specifically the nervous anxiety was the one affected the students.

5.2 Suggestion

In consideration of the result of the research, the writer would like to give some suggestion as follows:

1. The Lecturer

From the teachers' point of view, their role is the key point in resolve the students' speaking anxiety. In the classroom activity, the lecturer as the controller and facilitator should have sensitivity about the students' condition and their problems. It is highly recommended that the lecturer strive to create a low stress, friendly and supportive learning environment.

2. The Students

Based on the research finding, every student is certainly having anxiety at a different level. For the student who experienced high anxiety levels, they should resolve the anxiety by doing some strategies.

The first strategy is preparation; it is about improving students' learning strategy during the class or outside the classroom individually or in a group. Relating to the speaking activity, the students could practice and discuss the last topic with the classmate. Moreover, set the planning before following the next meeting that requires an individual performance as a presentation. This preparation could be memorizing the speech script and doing the pronunciation practice for the difficult words. Apart from the academic preparation, it is necessary for students to take a rest and eat some food before the day of the performance. The second strategy is trying to be relaxed during the speaking class. The purpose of this strategy is to reduce nervousness and worries when dealing the speaking class. The common ways of relax is taking deep breath and keep calm. By feeling the relaxation, the students will be better in controlling their voice, articulation and pronunciation that will contribute to students' performance.

The last strategy is being positive thinking. In the learning speaking process, positive thinking is easier when the students have already had some preparation. The student will be more confident and believe that they can be a success in their performance.

3. Other Researchers

The researcher hopes that future researcher conduct better study about speaking anxiety in the English Classroom, and develops the research with other skills such as reading, writing, and listening. As well as conducting better research, it necessary to add the solution to problems in anxiety that can make the students gains success in learning English

REFERENCES

- Aida, Y. 1994. *Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of the Japanese*. Modern Language Journal, 78(2), 155-168.
- Aminullah, F., Apriliawati, R. & Arifin, Z. 2015. *An Analysis on the Students' Speaking Performance in Giving Presentation*. Journal Pendidikan dan Pembelajaran, 4(9), pp 1-14.
- Arikunto, Suharsimi. (2013) *Prosedur Penelitian Suatu pendekatan Praktik*. Jakarta: PT RIEKA CIPTA, Kompleks Perkantoran Mitra Mataram Blok B No1-2.
- Ary, Donal. 2002. *Introduction to Research In Education*. USA: Wadsworth Group A Division Of Thompson Learning Inc.
- Asysyfa. 2019. *Students Speaking Anxiety in EFL Classroom*.
- Bourne J. Edmund. 2010. *The Anxiety & Phobia workbook. Fifth Edition*. Oakland: New Harbinger Publications, Inc.
- Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching, 5th Edition*. NY: Pearson Longman.
- Bungin, Burhan. 2007. *Penelitian Kualitatif: Edisi Kedua*. Jakarta: Kencana Prenada Media Group.
- Creswell, J. W. (2012) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research, Educational Research*. doi: 10.1017/CBO9781107415324.004.
- Cope, J. Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125- 132. In Maryam 2018 *an Analysis of Speaking Anxiety in English Classroom*.
- Diao Zhiping and Shamala Paramasivan. (2013). *Anxiety of speaking english in class among international students in a Malaysian University*. International Journal of Education and Research, 2.
- Dorit Sason. 2010. *Anxiety in a Second Language Learning*. Retrieved from: https://EzineArticles.com/expert/Dorit_Sasson/222964
- Farhan Abas. 2017. *Anxiety Level in Students of Public Speaking: Causes and Remedies*. Journal of Education and Educational Development, 4(1), 94- 110.
- Gay, L. R, Geoffrey E. Mills, and Peter Airaisian. 2012. *Educational Research Competencies for Analysis and Application, 10th ed*. New York: Pearson Education, Inc.
- Hidayat, T., Rustaman, N., & Shidiq, A. S. (2020). Science Teachers' Perception of APL: What and How. ACM International Conference Proceeding Series, March, 169–173. <https://doi.org/10.1145/3395245.3396423>.
- Larson, H.A. 2007. *Reducing Tests Anxiety Among Third Grade Students Through the Implementation of Relaxation Technique*. Eastern Illinois University.

- Laws, Sophie, Caroline Harper, and Rachel Marcus. 2003. *Research for Development*. London: SAGE Publication.
- Moleong, J. Lexy. 2006. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja. Rosdakarya
- Mulyani. 2011. *The Correlation between Students Anxiety Level and Their Speaking Ability at the Second Year of Senior High School 1 Enok Indragiri Hilir Regency*. Pekanbaru: Unpublished Paper.
- Mulyani, S. (2020). *Students' Perception and Motivation Toward English ELearning During Covid-19 Pandemic (a Study At the Tenth Graders At Sma N 1 Suruh in the Academic Year of 2019/2020)*. State Institute For Islamic Studies (IAIN) Salatiga.
- Nunan, D. and Bailey, K.M. 2009. *Exploring Second Language Classroom Research: A Comprehensive Guide*. Boston: Heinle Cengage Learning.
- NurLina A.H. 2018. *Speaking Anxiety in the Presentation of EFL Students*. Semarang: Walisongo State Islamic University
- Omrod, J.E. (2011). *Educational Psychology: Developing Learner*. Boston: Pearson Education.
- Rugaiyah. 2016. *Pengantar Penelitian Kualitatif dan Analisis Bahasa*. Pekanbaru: Forum Kerakyatan.
- Salkind, N. J. (2012) *Exploring Research 8th ed*. Pearson Education, Inc.
- Shibley, et al (2002). *The biology of fear-and anxiety-related behavior* – NCBINIH.
- Sugiyono. 2014. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: CV Alfa Beta
- Suroyo, Anwar. 2009. *Pemahaman Individu; Observasi, Checklist, Kuisioner dan Sosiometri*. Semarang: Widya Karya
- Suryabrata, Sumadi. 2008. *Metodologi Penelitian*. Jakarta: Rajagrafindo Persada.
- Tsiplakides. 2009. *Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations*. Retrived from: <https://files.eric.ed.gov/fulltext/EJ1065743.pdf>
- Weems, Carl F and Wendy Silverman. 2013. *Anxiety Disorders*. Journal of Beach, Volume 1.
- Wiersma, William. 1995. *Research Methods in Education: An Introduction*. Massachusetts: Allyn and Bacon, Inc.
- Zhang, L.J. 2001. *ESL Student's Classroom Anxiety*. Singapore: Institute of Education.