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by Geminastiti Sakkir

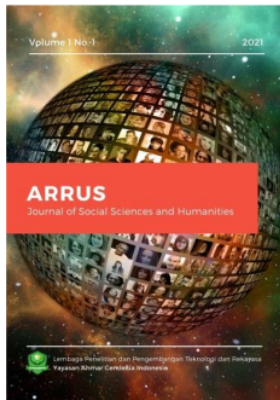
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RESEARCH ARTICLE

EFL Students' Anxiety in Oral Presentation in Thesis Examination during Covid- 19 Pandemic Era: Factors and Strategies

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Abstract: This research discusses EFL students' anxiety in oral presentation in thesis examination. This research aims to reveal the factors causing students' anxiety and the strategy that EFL students apply to overcome/reducing their anxiety. The researchers conducted this research in Islamic Higher Education and this research used a qualitative method with case study approach. The participants of this research were 7 (seven) EFL students that the data were analyzed using thematic analysis based on Braun and Clarke (2016). Then, the researchers used Wilson's (2004) model semi-structure interview that the researchers arranged as the research instruments. The results revealed that the factors causing students' anxiety generally: linguistic factors and non-linguistic factors (psychology factors, environment factors, and individual factors). Furthermore, the researchers found the strategies that EFL student apply to overcome anxiety in oral presentation: preparation, relaxation, positive thinking, peer seeking, self-entertaining, praying. Therefore, the lecturers have to know their students' anxiety in oral presentation and they have to apply the best strategy in teaching English as Foreign Language.

Keywords: Anxiety, Oral Presentation, Tesis Examination, Covid-19 Pandemic Era.

1. Introduction

Anxiety is a phenomenon that still happened in daily life especially when students learn a foreign language. This is a phenomenon that people need to study more deeply because one of the factors that affect the low achievement of students is because of anxiety. According to Trang, Moni, and Baldauf (2012), there are a lot of elements that can affect foreign language acquisition, including the number of students, motivation, attitude, anxiety, and beliefs. Anxiety has received a lot of attention among the reasons. Foreign language anxiety, according to Saito & Samimy (1996), can have a negative impact on learners' performance. So, it can be concluded that language anxiety influences students' performance, the students who can keep their anxiety will have good performance in doing communicating with other people.

In learning English as a foreign language each student has a different psychological condition and there are 4 (four) skills that are needed to be mastered, those are speaking, listening, reading, and writing but one of them speaking is more important. According to Pollard (2008), speaking is one of the most difficult abilities for pupils to master. Speaking is one of the key purposes of learning English in this scenario since it allows students to communicate with others. Learning EFL, particularly speaking, is difficult for students who do not use a foreign language as their primary mode of communication. Actually, some students have a lot of ideas to speak but it hard to explore.



However, some students have difficulty communicating, and the majority of these issues are driven by anxiousness. People that are anxious are unable to communicate with others. Anxiety is one of the variables that makes it difficult for students to improve their speaking skills (Rahman & Dewi, 2016). The autonomic nervous system's activation, according to Horwitz et al. (1986), causes anxiety, which is a subjective sensation of tension, apprehension, worry, and uneasiness.

Nowadays, teachers/ lecturers must pay more attention related to their students' anxiety, especially in EFL oral presentation, in order to help the lecturer or teacher have to know to handling the students based on their condition and situation.

Moreover, currently the Covid-19 pandemic era, it is important to explore the factors causing learners' anxiety in oral presentation. By knowing learners' anxiety, it can help overcome learners' anxiety and help to increase their confidence in their speaking. Feeling anxious can make students stuck in doing an oral presentation. The global pandemic of the Covid-19 virus has caused huge fear and change for practically everyone. (Sakkir et al., 2021).

In order to get an overview of the phenomenon regarding EFL students' anxiety in an oral presentation proposal seminar thesis and the result of the presentation seminar on research location, the researchers conducted in Islamic Higher Education because a proposal seminar is one of the requirements for an undergraduate student to finish their study. The researchers focused on investigating the factors of students' anxiety in an oral presentation in thesis examination in Islamic Higher Education and the strategies to overcome it.

2. Literature Review

2.1. Definition of Anxiety

There are some people who have given a definition on the term of anxiety, Fitriah & Muna (2019) state that language anxiety is an important area of language teaching and learning. Brooks & Schweitzer (2011) state that anxiety is related to fear, frustration, worry, stress, tension, apprehension, and nervousness.

Furthermore, anxiety is defined as the cognitive-affective responses marked by bodily arousal and apprehension regarding the possible bad consequence that the individual perceives as impending in the literature (Asnur, 2010). Furthermore, anxiety, according to Suleimenova (2013), is a mental state of disquiet and distress brought on by a fear of misfortune.

Based on the foregoing, the researchers finds that anxiety is a feeling and a behavior that occurs when people are worried, shaking, and apprehensive while learning a foreign language.

2.2. The Factors causing Foreign Language Anxiety

Wang (2014) categorizes three factors that cause speaking anxiety, those are cognitive factors, linguistics factors, and affective factors:

The first is cognitive factors. According to Levelt (1989), the process of speaking includes conception, formulation, and articulation. Conceptualization is concerned with the knowledge that will be employed, formulation is concerned with the right use of words and grammar, and articulation is concerned with the production of speech.

The second is linguistics factors. If compare with native speakers English is different from EFL learners' mother tongue. Therefore, EFL learners may hard to use proper pronunciation, grammar, and vocabulary (Bygate, 2005).

The third is affective factors. The affective factor is which might influence the learners are anxiety and self-restriction. (Wang, 2014) states that if learners are not good at grammar, pronunciation, and have limited vocabulary, it will lead them not to speak English, for example, person attempts to speak in English and she/he makes mistake in grammar or



pronunciation. At the moment she/he gets feedback from friends or teachers. However, sometimes the feedback is negative. From the feedback, it makes him/his afraid to try to speak in English again.

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

a. Internal Factor:

1) Fear of failure

The speaker is concerned that they will not be able to answer the audience's or examiner's questions, or that they will be asked unexpected questions. Essentially, no one wants to make mistakes because they will be obsessed with them all of the time if they do.

2) Fear of criticism

Speakers may be concerned that others will not listen to what they have to say or that their message will be ignored.

3) Conflicting emotion

Some speakers encountered conflicting emotions in their minds, where they wanted to be successful in the presentation but were also terrified of making a mistake. This element may make it more difficult for students to achieve better results, but students who can manage their competing emotions and focus on success rather than failure as a result of a mistake will almost certainly achieve better results.

4) Speech anxiety

The speaker is concerned about their linguistic abilities, including vocabulary, grammar, and pronunciation. The reality that the more mistakes speakers make, the more nervous they become, and the less likely they are to perform well while speaking, resulting in a vicious spiral in which a person may become apprehensive about their method of speaking, fearful of stuttering or forgetting their words.

5) Negative experiences

The speaker may relive the terrible occurrence from the past, making him unwilling to speak in public again, and the unfavorable experience of the students participating in the presentation may also affect their performance. As a result, they should refrain from recalling their unfavorable experiences in the past.

6) Fear of losing the thread of material

The speakers are concerned that if they forget the subject, it will be present, which would heighten their anxiousness. Speakers' incapacity to practice and strategize on preparation is linked to their anxiousness, because failing to practice and strategize on preparation would cause them to lose their words and forget their material to be presented during and even at the start of the presentation.

7) Fear of being stopped

They were afraid during they conducted their presentation the observer would stop their presentation because of their performance that might be not very well.

8) Negative thinking

Some speakers failed to deliver because they couldn't overcome their negative thoughts before and during the presentation. As a result, it has been demonstrated that what we think in our minds is what will happen to us, thus we must always think positively about what we want to do.



b. External Factors:

1) Condition of Presentation Room

The way the audience, supervisors, and examiners gazed and followed their presentation as an external element of fear heightened their nervousness. Some of them are concerned about the room's new configuration.

2) Failing to Practice

Some persons experience speaker anxiety as a result of failing to rehearse their speech and public speaking technique, and they may feel unprepared and unworthy to stand in front of an audience. This nervousness is especially prevalent among inexperienced public speakers.

3) Physical Factor

In general, Horwitz et al. (1986) differentiate factors of foreign language anxiety into 3 components as follows:

- a. The first is communication apprehension, which is a sort of shyness marked by a fear of or concern about talking with others. It manifests itself when people interact with others in a circumstance. People with communicative anxiety have difficulty speaking in public, and those who have difficulty speaking in groups are likely to have even more difficulty speaking in a foreign language class, where they have little control over the communicative situation and their performance is constantly monitored (Horwitz et al., 1986).
- b. The second factor that contributed to foreign language anxiety is test-anxiety, which is a type of performance anxiety that stems from a fear of failing. It indicates that students who are test-averse in a foreign language class will have a lot of trouble because tests and quizzes are common, and even the brightest and best-prepared students will make mistakes on a test (Horwitz et al., 1986).
- c. The third is the fear of negative evaluation, which is characterized as concern about other people's opinions, avoidance of evaluative situations, and the belief that others will negatively evaluate oneself. Communication anxiety is defined as a fear of receiving an unfavorable evaluation. While fear of negative evaluation is similar to test anxiety, it has a broader scope because it can occur in any social, evaluative situation, such as a job interview or speaking in a foreign language classroom, when they try to interact with other people, such as if they get a question they don't know how to answer. Then, when they try to communicate with others in the second language, they are unclear whether or not what they are saying is correct, and they are anxious about other people's opinions (Horwitz et al., 1986).

2.3. *The Strategy to Overcome Anxiety*

Students have several strategies to avoid the anxiety that explained by (Kondo & Yang, 2006) as follow:

- a. Preparation refers to efforts to reduce the threat by enhancing learning and study tactics such as studying hard and attempting to collect solid summaries of lecture notes (Kondo & Yang, 2006).
- b. Relaxation is related to tactics that the purpose of reducing somatic anxiety symptoms. For example: "take a deep breath", try to calm down when speaking (Kondo & Yang, 2006).
- c. Positive thinking is distinguished by its palliative effect of suppressing troublesome cognitive processes that underpin anxiety in students, such as visualizing oneself producing a wonderful performance or attempting to enjoy the stress. The methods' goals are to divert the nervous student's attention away from the stressful environment and toward positive and pleasurable cues (Kondo & Yang, 2006).



- d. Peer seeking is students' willingness to look for other students who appear to be having difficulty understanding the class and/or regulating their anxiety (Kondo & Yang, 2006).
- e. Resignation is related to students' reluctance to do anything to alleviate their language anxiety such as: giving up, sleeping in class). By refusing to address the situation, students reporting incidents of resignation appear to be attempting to minimize the impact of worry (Kondo & Yang, 2006).

3. Research Method

In this research, the researchers used a qualitative method with a case study design based on Tomaszewki, et.al (2020) which explains that qualitative research values people's lived experiences. Furthermore, according to Tomaszewski et al. (2020), a case study might be a whole research project, such as community studies or programs. Case studies can be used in educational settings to explain, test, or expand a theory, or to help other educators assess or shape their methods.

According to Braun & Clark (2013), qualitative research uses words as data, which is collected and processed in a variety of ways. The researchers employed a semi-structured interview method in this research.

In this research, the subject of the research is the student of the English program in Islamic Higher Education. The researchers investigated the students who have conducted a seminar presentation proposal thesis and the result of the presentation seminar in 2021. Researchers took 7 (seven) students for analysis and researchers used purposive sampling with a sampling technique of 7 (seven) students.

In this research, the researchers used two instruments to gather the data, those are interview and audio recording.

- a. Interview guide
Interview is a type of verbal communication, which aims at obtaining information by delivering directly some questions to the informants. The writer used a model interview guide by Wilson (2014).
- b. Recording
Then, the recording is an instrument that the researchers used to save the data and in other avoid the loss of data.

In line with the purpose of the study, the procedure of collecting data in this research is as follow:

- a. The researchers came to campus to ask permission to do research
- b. The researchers made an appointment with the student before doing an interview, the researchers explained the purpose and process of the research to the students
- c. The researchers interviewed and recorded the student to get the data related to the study
- d. The researchers identified the student answer in the recording of an interview
- e. The researchers identified, transcribed, and classified the data in this research and the researchers only transcribes the students' interview result

The researchers analyzed the data using the thematic analysis based on Braun & Clarke (2006). Thematic analysis is a strategy for detecting, analyzing, and reporting pattern themes within data, and it is the most frequent way for exploring interviewee replies in a qualitative study (Braun & Clarke 2006). There are sixth stages of thematic analysis as follow:

- a. Familiarization with the data
- b. Generating initial code
- c. Searching for themes
- d. Reviewing themes
- e. Defining and naming themes



f. Producing the report

4. Results and Discussion

4.1. *The Factors causing Students' Anxiety in Oral Presentation in Thesis Examination*

Based on the result of interview, the researchers find factors causing students' anxiety those are linguistics factors and non-linguistics factors. The explanation of the factors causing student's anxiety in oral presentation thesis examination can be seen in extract below:

a. Linguistic factors

The explanation above linguistic factors are displayed below:

1) Poor Vocabulary

Extract 1:

Only in vocabulary and grammar. Sometimes like I don't know which vocabulary need to be used when I speak English (Student 1)

Only in vocabulary and grammar. Sometimes like I don't know which vocabulary need to be used when I speak English (Student 1)

Above it shows, EFL students reported that the factors causing student's anxiety in presentation seminar is caused by poor vocabulary. When the researchers asked the student related to the factor causing their anxiety in oral presentation, at the moment the student stated that "only in vocabulary. Sometimes like I don't know which vocabulary need to be used when I speak English. From the result of interview, the data proves that student lack of vocabulary. If student is poor of vocabulary, it makes them difficult to speak English.

Based on the statement above, the researchers classify poor of vocabulary as factor causing student's anxiety related to linguistic factor. If student lack of vocabulary it influences student performance.

2) Poor Grammar

Extract 2

Terkendala di ini sih di grammar terkadang suka bingung pake past or present (Students1)

My problem is in grammar, sometimes I get confused using the past or present (Student1)

Based on the extract above, in can be seen that student is poor grammar in presentation seminar. The student stated that "Terkendala di ini sih di grammar terkadang suka bingung pake past present". The data shows that student was confuse about using present and past tense when they speak English. When students have problems in grammar it can affect their performance during presentations.

Based on the statement above, the researchers concludes that poor grammar is one of factor causing student's anxiety in oral presentation thesis examination which the researchers classify it as linguistic factor. If student is poor grammar, it leads them not speaking English better.

3) Low Pronunciation

Extract 3

I just mention that I am not confident with my pronunciation apalagi kata-kata yang tidak umum (Student 7)

I just mention that I am not confident with my pronunciation especially the words that are not common (Student 7)

Based on the extract above, EFL students reported that the factor causing their anxiety is also pronunciation. As student stated "I am not confident with my pronunciation apalagi



kata-kata yang tidak umum. From the statement, it can be seen that pronunciation affect students' performance and leads student being difficult to speak English. Although students know the word but they don't know how to pronounce, it indicates that student have problem in language. Therefore, the researchers concludes that pronunciation is one of linguistic factors that causing student's anxiety in oral presentation thesis examination.

4) Low English Proficiency

Extract 4

Ada beberapa saya lupa di proposal, saya terkendala di bahasa (Student 5)

There are some that I forgot in the proposal that I have problems with the language (Student 5)

The extract above shows that factor causing anxiety in seminar presentation is low English proficiency. If student is low English proficiency, it causes student's anxiety and made student being difficult to perform their presentation. As student stated that "saya terkendala di Bahasa".

From the data above, the researchers concludes that low English proficiency leads student being difficult to perform better presentation. The researchers categorize that low English proficiency as one of factors causing students' anxiety.

b. Non- Linguistics factors

The explanations about non-linguistic factors are displayed as follows:

1) Factors psychology

From the result of interview, factors psychology experienced by the student can be seen in the following statement below:

a) Fear making mistakes

Extract 5

Kalan khawatirnya itu pas waktu ujiannya berjalan seminarnya takutnya ada pertanyaan ternyata jawabannya tidak dipersiapkan sebelumnya kak (Student 4)

If I am worried when the exam is running, I am afraid there is a question but the answers are not prepared beforehand, sister (Student 4)

From the extract above, the student reported his experience in seminar presentation that he worries. The reason student 4 worries because he is afraid to make mistake. As student stated that "Kalau khawatirnya itu pas waktu ujiannya berjalan seminarnya takutnya ada pertanyaan ternyata jawabannya tidak dipersiapkan sebelumnya kak.

Based on the statement above, the researchers concludes that fear of making mistakes is one of factor causing student's anxiety related to psychology factor.

b) Fear of question from examiners

Extract 6

Mungkin seperti pertanyaan-pertanyaan yang diajukan oleh penguji, sometimes mereka mengujinya sebenarnya tau jawabannya cuman karena keadaan pengujinya itu kayak terlalu apa sih mukanya kejam sekali jadi kadang langsung drop tidak ditau jawabannya (Student 1)

Maybe such as the questions asked by the examiner, sometimes they test it, actually I know the answer, just because the condition of the examiner is too cruel, his face is so cruel so sometimes I drop immediately, I don't know the answer (Student 1)

The data from interview above shows that when the researchers asked the student about the factor causing their anxiety in presentation, at the time, EFL students answered that they are afraid of questions from examiner. Based on the data above the researchers



concludes that fear of making mistake is one factor psychology that causes student anxiety in presentation seminar.

c) Negative thinking

Extract 7

Yes, siapa tau tidak bisaka jawab dan siapa tau terbantahkan lagi begitu statement saya because never do seminar thesis examination, and saya terlalu memikirkan nanti begini, begini, negative thinking (Interview, EFL Student 6)

Yes, who knows I can't answer and who knows, it will be refuted again after my statement because I never did a thesis examination seminar, and I was thinking too much later like this, like this, negative thinking (Student 6)

Based on the extract above, it shows that negative thinking is one of factor causing students' anxiety. The students feel anxious because their negative thinking. As a stated by the students in the interview that "Yes, siapa tau tidak bisaka jawab dan siapa tau terbantahkan lagi begitu statement saya. Because never do seminar thesis examination, and saya terlalu memikirkan nanti begini, begini, negative thinking". It means that negative thinking affects students' presentation seminar.

From the data above, the researchers concludes that negative thinking influenced students' performance. The researchers categorize negative thinking as factor psychology causing student anxiety in oral presentation thesis examination.

d) Forget the content of the thesis

Extract 8

Yah beberapa yang dilupa, isinya itu proposal sama point- point tentang apakah English camp termasuk metode pembelajaran ternyata English camp termasuk program, bukan metode pembelajaran (Student 5)

I forgot a few things, it's the contents proposal and the points about whether English camp is a learning method, it turns out that English camp is a program, not a learning method (Student 5)

From the students' answers in the interview above, the data shows that students feel anxious in oral presentation because students forgot the content of their thesis. The reason student felt anxious as stated that "Yah beberapa yang dilupa, isinya itu proposal sama point- point tentang apakah English camp termasuk metode pembelajaran ternyata English camp termasuk program, bukan metode pembelajaran. Based on the data, if students forget the content of their thesis, it can make student stuck during presentation.

e) Fear of not being able to convey the message well

Extract 9

Just in Bahasa, speak English siapa tau tidak sampai penyampaian saya toh, miscommunication (Student 5)

Just in Language, speak English who knows my delivery not convey, miscommunication (Student 5)

In this extract, the students informed that the factor causing their anxiety because their fear of not being able to convey the message well in presentation seminar. The utterance "speak English siapa tau tidak sampai penyampaian saya toh, miss communication". It indicates the reason student feel anxious because of fear what they said not conveying well to the listener.

f) Fear of criticism from examiners

Extract 10



Maybe, kritik dari penguji membuat khawatir (Student 3)

Maybe, criticism from examiners make me worry (Student 3)

From the extract above, it shows that students are afraid when the lecturer gives criticism to them in presentation seminar. One of the factors causing their anxiety is criticism from examiners. Therefore, from the statement above, the researchers concludes that student felt anxious in oral presentation thesis examination because it causes from examiner's question which the researchers categorize as psychological factor.

g) Shyness

Extract 11

Dan malu tidak bisa menampilkan yang terbaik (Student 5)

And I'm ashamed that I can't show my best (Student 5)

In this extract, the researchers finds that EFL students reported the reason why they feel anxious in their presentation seminar. As students' reason that "malu tidak bisa menampilkan yang terbaik". It states clearly that they were shy. Based on the data above, the researchers concludes that shyness is one factor causing students' anxiety in oral presentation in thesis examination.

2) Factors Environment

a) People have many knowledges in the room

Extract 12

Yes, if we know that the people have many knowledges than us it makes us anxiety (Student 7)

Yes, if we know that the people have many knowledges than us it makes us anxiety (Student 7)

Based on the extract above, EFL student reported the reason why they feel anxious in their presentation seminar. At the moment the student answered that "because if we know that people have many knowledges it will make us anxiety".

Therefore, based on statement above the researchers concludes people have many knowledges in the room is one of the environment factors that making EFL student felt anxious in oral presentation thesis examination.

b) Topic of the research

Extract 13

Yes, because my research sebenarnya butuh situasi offline, sementara kemarin jaman pandemic dan itu membuat saya khawatir apakah pandemic ini masih lama atau bagaimana (Interview, EFL Student 7)

Yes, because my research actually needs an offline situation, while yesterday was a pandemic era and it made me worried whether this pandemic was still long or what (Interview, EFL Student 7)

From the extract above, EFL student 7 reported the reason that he was anxious in presentation seminar because the topic of his research. As student stated that because my research sebenarnya butuh situasi offline, sementara kemarin jaman pandemic dan itu membuat saya khawatir apakah pandemic ini masih lama atau bagaimana. It states clearly that student was worry about his topic of the research.

c) Physical physic/ healthy

Extract 14

Karena siapa tau terserang ki demam saat habis proposal (Student 5)

Because who knows that I get a fever when the proposal is finished (Student 5)



In this extract above, the research finds the data making student feel anxious in presentation seminar is about his healthy. As student said in the interview that “Karena siapa tau terserang ki demam saat habis proposal. This statement proves that student is worried about their health after he make a presentation in a thesis exam seminar.

Based on the data above, the researchers concludes that healthy is one factors causing student felt anxious in presentation seminar.

d) Lack of knowledge about research

Extract 15

The difficulty of my thesis is the research in the methodology because in this campus we are the first generation, so we don't have seniors or maybe many lecturers that can teach us about this method. My research uses quantitative research, it is very different with friends and many of my friend uses (Student 7)

The difficult of my thesis is methodology of because in this campus we are the first generation, so we don't have seniors or maybe many lecturers that can teach us about this method. My research uses quantitative research, it is very different with my friends and many of my friends use (Student 7)

From the extract above, it can be seen that EFL students asserted the reason he was anxious in presentation seminar. As students answered that “The difficult of my thesis is the research in the methodology because in this campus we are the first generation, so we don't have seniors or maybe many lecturers that can teach us about this method”. It clearly states that student is lack of knowledge about research.

Based on the data above, the researchers concludes that lack of knowledge is one of the factors causing students' anxiety in oral presentation thesis examination.

e) Bad presentation experience

Extract 16

Kalau nervousnya kan itukan baru pertama kali begitu kak maksudnya baru pertama sekali seminar begitu lebih kepada persiapannya kak kalau nervousnya (Student 4)

If it's nervous because it's the first time, sister I mean, it's the first time for a seminar, so it's more about preparation, if I am nervous (Student 4)

In this extract, EFL students reported that they were anxious in presentation seminar. The reason students feel anxious as the answered of interview. Kalau nervousnya kan itukan baru pertama kali begitu kak maksudnya baru pertama sekali seminar begitu”. Beside that the other student stated that “Because never do seminar thesis examination, and saya terlalu memikirkan nanti begini, begini”. The data indicates that students felt nervous because it was the first time his experienced conduct seminar presentation. It means that they lack of presentation experience. If students have bad presentation experience, it affects their performance during presentation.

Based on the statement above, the researchers concludes that bad presentation experience is one of factors causing students' anxiety in presentation seminar.

4.2. The Strategy that Students Apply to Overcome their Anxiety in Oral Presentation Thesis Examination

Based on the result of interview, the researchers find the strategies those are preparation, relaxation, positive thinking, peer seeking, self-entertaining, and praying. The explanation of the strategies that students apply to overcome their anxiety in oral presentation thesis examination can be seen in extract below:

a. Preparation



1) Making a note

Extract 17

Cuma kan ada catatan juga (Interview, EFL Student 4)

It's just that there are notes too (Student 4)

Based on the extract above illustrates that one of student strategy to overcome anxiety was making a note before seminar presentation. As student stated that "Cuma kan ada catatan juga". Therefore, making a note before the day of presentation it can helps student in presentation seminar.

Based on the data above the researchers concludes that making a note is one of strategy to overcome anxiety in presentation seminar.

2) Self-preparation

Extract 18

Yeab, I know, yeab, I have read about the article, about how to mengatasi kecemasan pada saat presentasi (Student 1)

Yeab, I know, yeab, I have read about the article, about how to overcome anxiety during presentation (Student 1)

I prepare myself before present my proposal (Student 2)

I prepare myself before present my proposal (Student 2)

In this extract, EFL students informed that they prepared their self before presentation seminar. Some students prepare their self before the day of presentation to overcome anxiety as they have answered in the interview section. Student answered that "I prepare myself before present my proposal". Then, the other students' strategy to reduce anxiety in oral presentation that she prepared herself by read, such as she read article as her statement "Yeah, I know, yeah I have read about the article, about how to mengatasi kecemasan pada saat presentasi". From some statement, it proves that self-preparation is one of student strategy in presentation seminar.

Based on the data above, the researchers concludes that self-preparation can help student to overcome or reduce their anxiety in oral presentation in thesis examination.

b. Relaxation

1) Take a breath

Extract 19

Take a breath berusaha calm down, thinking that ujiannya akan berlalu kok tidak akan lama (Student 6)

Take a breath berusaha calm down, thinking that the exam will pass it won't take long (Student 6)

Based on the extract above, the students reported from the result of interview that take a breath is another way to reduce anxiety in oral presentation seminar. As student said "Take a breath berusaha calm down, thinking that ujiannya akan berlalu kok tidak akan lama". From the data, beside relaxation students also used positive thinking to overcome anxiety which relaxation is from nose and breathe it slowly to the mouth. Take a breath during presentation seminar is one of strategy that student applied to overcome their anxiety.

Therefore, the researchers conclude that take a breath is part of strategy from relaxation. So, it can be seen that relaxation is one of strategy that students can apply to overcome their anxiety in presentation seminar.



c. Positive thinking

1) Imagine a perform good presentation

Extract 20

I try to positive thinking such as everything is gonna be ok, I try to put in my is gonna be going well (Student 1)

I try to positive thinking such as everything will be ok, I try to put in my mindset is will be going well (Student 1)

In this extract, EFL students reported their experience in presentation seminar. As student stated that “I try to put in my mindset is gonna be going well”. Then the other student stated that “I try to positive thinking that I can pass this exam”. Before thesis examination, if better students imagine perform a good presentation to reduce their anxiety.

Based on the data above, the researchers concludes that student tries to imagine perform good presentation and it indicates the strategy that students apply to overcome their anxiety in oral presentation seminar.

2) Enjoy

Extract 21

Tapi kalau strategy dari saya kak just positive thinking belajar dan tenangkan diri saja (Student 3)

But if my strategy is just positive thinking, just learn and calm down (Student 3)

It can be seen in the extract above that when the researchers asked students about their strategy to overcome anxiety during presentation seminar. From the result of interview, EFL student reported that “kalau strategy dari saya kak just positive thinking belajar dan tenangkan diri saja”. It proves that students enjoy during presentation performance. In the middle of presentation students was enjoy to overcome their anxiety during thesis examination.

Based on the statement above, the researchers conclude enjoying is one of strategy that students apply to reduce their anxiety in oral presentation in thesis examination.

d. Peer seeking

1) Seeing friends' experience

Extract 34

Karena kak sebelum ujian juga dilihat teman-teman sebelumnya ternyata begini pas ujiannya, jadi otomatis kita kan dibelakang lebih banyak persiapan juga kak bisa lebih santai juga kak (Student 4)

Because sis, before the exam, I saw my friends before it turned out to be like this during the exam, so automatically we are behind a lot of preparation too, Sis can be more relaxed too, sis (Student 4)

Based on the extract above EFL students reported their experienced in presentation seminar seeing friends' experience. As EFL student informed in the interview that “Karena kak sebelum ujian juga dilihat teman-teman sebelumnya ternyata begini pas ujiannya, jadi otomatis kita kan dibelakang lebih banyak persiapan juga kak bisa lebih santai juga kak”. From the data, the researchers concluded that when student look their friend it can minimize their anxiety in oral presentation in thesis examination.

e. Self-entertaining

1) Watching movie and Playing game

Extract 35

Kemarin just main game and watching movie. jadi main game ja begitu untuk menghilangkan kecemasan atau nonton anime begitu (Student 5)



Yesterday, I was just playing games and watching movies. So, I was playing games like that to reduce of anxiety or watching anime like that (Student 5)

From the extract above, it can be seen that students experienced to overcome his anxiety is watching movie and playing game before conduct presentation seminar. As student stated that “jadi main game ja begitu untuk menghilangkan kecemasan atau nonton anime begitu”. It clearly shows that EFL student entertain his self by watching movie and playing games.

Based on the statement above, the researchers conclude that watching movie and playing before presentation seminar is the strategy to reduce anxiety.

f. Praying

1) Praying beforehand

Extract 35

Palingan belajar, meyakinkan diri sendiri, positive thinking, berdoa (Student 3)

Mostly I learn, convince myself, positive thinking, pray (Student 3)

Based on the extract above, EFL student reported the strategy that she applied to overcome their anxiety is praying. As the result of interview student said that “Palingan belajar, meyakinkan diri sendiri, positive thinking, berdoa”. It proves clearly, besides studied, self-confidence, positive thinking that student also pray. Praying before the day of presentation and at the day of presentation can reduce student’s anxiety.

Based on the data above, the researchers concludes that praying is one of strategy to overcome in oral presentation in thesis examination.

4.3. Discussion

This section is related to the interpretation of the research findings through semi-structure interview. In this research, the data were obtained on November 29 until December 18, 2021 in Islamic Higher Education.

The first problem is the factors causing students’ anxiety in oral presentation. After conducted the research, the researchers found the factor causing students’ anxiety in presentation in thesis examination, they are linguistic factors and non-linguistic factors. In linguistic factors, the researchers classified into several themes, they are poor vocabulary, poor grammar, low pronunciation, and low English Proficiency while in non-linguistic factors, the researchers categorize into two (2) factors, those are psychology factors, environment factors. The first factors in non-linguistic is psychology factors which the researchers classified into several themes, those are fear making mistakes, fear of question from examiners, negative thinking, forget the content of the thesis, fear of not being able to convey the message well, fear of criticism from examiner and shyness. Then, the second factors in non-linguistic is environment factors which the researchers classified into several themes, those are people have many knowledge, topic of the research, healthy, lack of knowledge about research, and bad presentation experience.

Asnur (2010) in one of her papers divided factors of causing anxiety in a presentation into two, namely internal factors and external factors while it is different with this research that researchers had found that in this research, the researchers categorize the factor causing students’ anxiety into two, those are linguistic factors and non-linguistic factors.

The main causes of Saudi EFL learners’ speaking anxiety, according to Madini & Rafada (2017), were the teacher’s role in raising or reducing anxiety, a lack of vocabulary, fear of peer evaluation, communication apprehension, presenting a topic or material in front of the entire class, low English proficiency, and fear of taking a test. Based on prior studies, there is a parallel with this research in terms of anxiety, but it differs in that the researchers investigated causes affecting students’ nervousness in oral presentations in thesis examinations, particularly in Islamic higher education.



The second problem is the strategies that EFL students apply to overcome their anxiety in oral presentation in thesis examination. There are several strategies that student apply to overcome their anxiety in Islamic Higher Education. Kondo and Yang's (2006) theory stated that strategies to overcome anxiety that they are preparation, relaxation, positive thinking, peer seeking and resignation. Based on the result of this study, researchers just found preparation, relaxation, positive thinking, peer seeking that strategy proposed by Kondo and Yang (2006). In this study, the researchers found new strategy to reduce/overcome anxiety in oral presentation on thesis examination that they are self-entertaining, and praying.

Furthermore, related to the strategy that EFL students apply to overcome their anxiety in oral presentation in thesis examination based on the result of interview the researchers found several strategies. In this research, the first strategy that the researchers found is preparation which categorizes into themes, those are making a note and self-preparation. The second is relaxation strategy, the researchers classified into theme namely take a breath. The third is positive thinking that the researchers categorize into themes namely: imagine a perform good presentation, enjoy. The fourth is peer seeking strategy, the researchers classified into theme namely seeing friends' experience. The fifth is self-entertaining, the researchers classified into theme namely watching movie and playing game. The sixth is praying that the researchers named theme praying beforehand.

5. Conclusion

In this section, after analyzing the data of the research, the researchers concluded of the result of the research in Islamic Higher Education. Related to the problem statement, the result of this research is as follow:

- a. There are several factor causing students' anxieties in oral presentation in thesis examination during covid-19 pandemic era. The first factor is linguistic. Related to the linguistic factors, the researchers categorize into themes namely poor vocabulary, poor grammar, low pronunciation, and low English Proficiency. The second factor is non-linguistic. Related to the non-linguistic factors causing students' anxiety, those are psychology factor, environment factor. In psychology factors, the researchers classified into several themes namely: fear making mistakes, fear of question from examiners, negative thinking, forget the content of the thesis, fear of not being able to convey the message well, fear of criticism from examiner and shyness. In environment factors, the researchers classified into several themes namely: people have many knowledge, topic of the research, healthy, lack of knowledge about research, and bad presentation experience.
- b. The researchers concluded that there are several strategies EFL students applied to overcome/reduce their anxiety in oral presentation in thesis examination. The first is preparation that the researchers classified into two themes namely: making a note and self-preparation. The second is relaxation that the researchers named theme take a breath. The third is positive thinking that the researchers classified into two namely imagine a perform good presentation and enjoy. The fourth is peer seeking that the researchers named theme seeing friends' experience. The fifth is self-entertaining that the researchers named theme watching movie and playing game. The sixth is praying that the researchers named the theme of praying beforehand.

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