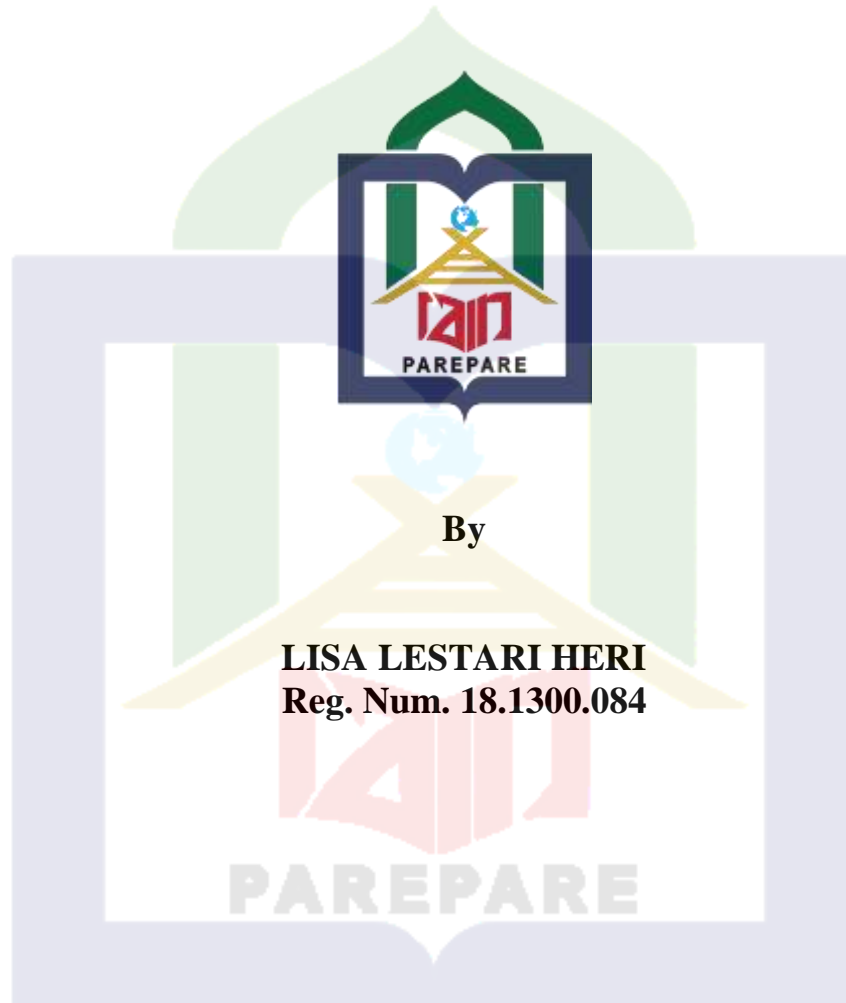


**A THESIS**  
**STUDENTS' STRATEGIES IN MANAGING TENSION IN SPEAKING**  
**CLASS (AN ANALYSIS AT FOURTH SEMESTER OF**  
**ENGLISH EDUCATION PROGRAM AT**  
**IAIN PAREPARE)**



**By**

**LISA LESTARI HERI**  
**Reg. Num. 18.1300.084**

**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2022**

**A THESIS**  
**STUDENTS' STRATEGIES IN MANAGING TENSION IN SPEAKING**  
**CLASS (AN ANALYSIS AT FOURTH SEMESTER OF**  
**ENGLISH EDUCATION PROGRAM AT**  
**IAIN PAREPARE)**



**By**

**LISA LESTARI HERI**  
**Reg Num. 18.1300.084**

Submitted to the English Education Program of Tarbiyah Faculty of State  
Islamic Institute of Parepare in Partial of Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2022**

**STUDENTS' STRATEGIES IN MANAGING TENSION IN SPEAKING  
CLASS (AN ANALYSIS AT FOURTH SEMESTER OF  
ENGLISH EDUCATION PROGRAM AT  
IAIN PAREPARE)**

**Thesis**

**As Partial Fulfillment of the Requirement for the Degree  
of Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted by:**

**LISA LESTARI HERI  
Reg Num. 18.1300.084**

**To**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2022**

## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Lisa Lestari Heri  
The Title of Thesis : Students' Strategies in Managing Tension in Speaking Class (An Analysis at Fourth Semester of English Education Program at IAIN Parepare)

Student Reg. Number : 18.1300.084

Faculty : Tarbiyah

Study Program : English Education Program

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate

No. B.1521/In.39.5/PP.00.9/06/2021

Approved by Examiner Commissions

Consultant : Dr. Arqam, M.Pd

*Arqam*  
(.....)

NIP : 197403292002121001

Co- Consultant : Dr. Magdahalena Tjalla, M.Hum

*Magdahalena*  
(.....)

NIP : 2020037001

Cognizant of:  
Tarbiyah Faculty,  
Dean



Dr. Zulfahy, M.Pd.  
NIP. 1983042020008012010

## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Lisa Lestari Heri  
The Title of Thesis : Students' Strategies in Managing Tension in  
Speaking Class (An Analysis at Fourth  
Semester of English Education Program at  
IAIN Parepare)  
Student Reg. Number : 18.1300.084  
Faculty : Tarbiyah  
Study Program : English Education Program  
By Virtue of Consultant Degree : No. B.1521/In.39.5/PP.00.9/06/2021

Approved by Examiner Commissions

Dr. Arqam, M.Pd (Chairman)  
Dr. Magdahalena Tjalla, M.Hum (Secretary)  
H. Ambo Dalle, S.Ag, M.Pd (Member)  
Munawir, M.Pd (Member)

*marisid*  
.....  
*af*  
.....  
*ngus*  
.....

Cognizant of:  
Tarbiyah Faculty,

  
Dean  
Dr. Zulfah, M.Pd.  
NIP. 1983042020008012010

## ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

*“In the name of Allah, the Beneficent and the Merciful”*

*Alhamdulillah Rabbil ‘Alamiin.* All praise is to Allah SWT. the lord of the world who gives the researcher strength and capability to finish the last assignment in her study. Peace be upon him, the Prophet Muhammad Shallallahu ‘Alaihi Wasallam, who has guided the human to know Islam and giving direction to the straight path.

First of all, the researcher wants to say her greatest gratitude to her parents, Bakri Banong and Hj. St. Marwah for endless love who always support her to finish her research and for everything that they had given to her. Wonderful thanks to my elder brothers Risman Bakri and my young sister Sarina bakri who have encouraged her to finish her study, giving motivation and advice, love and never being tired to take care of her and to be patient person to get all of her dreams.

Then the researcher would like to say thank you to her Consultants Dr. Arqam, M.Pd and Magdahelana Tjalla, M. Hum for their guidance, patience and time on helping her to complete her research. Also, the researcher would like to say thanks to:

1. Dr. Hannani, M.Ag. as the Rector of State Islamic Institute (IAIN) Parepare who has worked hard to manage the education in our college.
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare, who has arranged a positive education for the students in the Tarbiyah Faculty.

3. Dr Arqam, M.Pd as the Chairman of English Education Program of Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare, for the fabulous serving to the students.
4. All lecturers, especially those of English Education Program, who have already taught and given knowledge to the researcher.
5. The writer to give her sincerest gratitude to her beloved parents. Her lovely mother Sarti, her lovely father Heri and also to her sister Dian Pratiwi Putri Heri for the supporting and praying for the writer's education until the Degree of Strata-I (S1)
6. Aditya Aulia Muhammad as the best partner who always advices while supporting the writer in finishing this research.
7. The researcher wants to give her thanks to Hikmah Savirah, Israyani, Serina, Nur Amalia, Nurhyati, Intan, Suci because always accompanied her start from the first semester until now and always give her supported and courage as well as their helping for finishing this research.
8. The researcher wants to give her thanks to Syome Squad and Big Family Perumnas Squad because always give her their supporting as well as their helping for finishing this research.
9. All of her friends who come not only from English Education Program but also from any major and other place whose cannot be mention it one by one.

May Allah SWT, always bless them. The researcher realizes that her research is far from perfect and need to be complete for being perfect. Therefore, the suggestions will be accepted to make her research is better. She hopes that her research can be useful and helpful for development of education and become an inspiration for people who read it.

Parepare, 17<sup>th</sup> June 2022  
The Researcher



Lisa Lestari Heri  
Reg. Num. 18.1300.084





## DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Lisa Lestari Heri  
Reg Number : 18.1300.084  
Birthday date and place : 06 May 2000, Maroangin  
Study program : English Education  
Faculty : Tarbiyah  
Thesis Title : Students' Strategies in Managing Tension in Speaking  
Class (An Analysis at Fourth Semester of English  
Education Program at IAIN Parepare)

Stated that herself conducted their thesis, if it can be proved that is copied, duplicated or complied by other people, the degree that has been gotten would be postponed.

Parepare, 17<sup>th</sup> June 2022  
The Researcher



Lisa Lestari Heri  
Reg. Num. 18.1300.084

## ABSTRACT

**Lisa Lestari Heri .** *Students' Strategies in Managing Tension in Speaking Class (An Analysis at Fourth Semester of English Education Program at IAIN Parepare)* (Supervised by Arqam and MagdahalenaTjalla).

Tension is a disturbance in the body and mind caused by the changes and demands of life or defined as the relationship specific between individuals and their environment, assessed by the individual as something burdensome, or exceeds the limits of ability. The purpose of this research is to describe the students' strategies in managing tension in speaking class at Fourth semester English education program at IAIN Parepare.

The method used in this research is qualitative with instruments in the form of observation, interviews and documentation which consisted of 10 students. The data analysis processed by data reducing, displaying and conclusioning data.

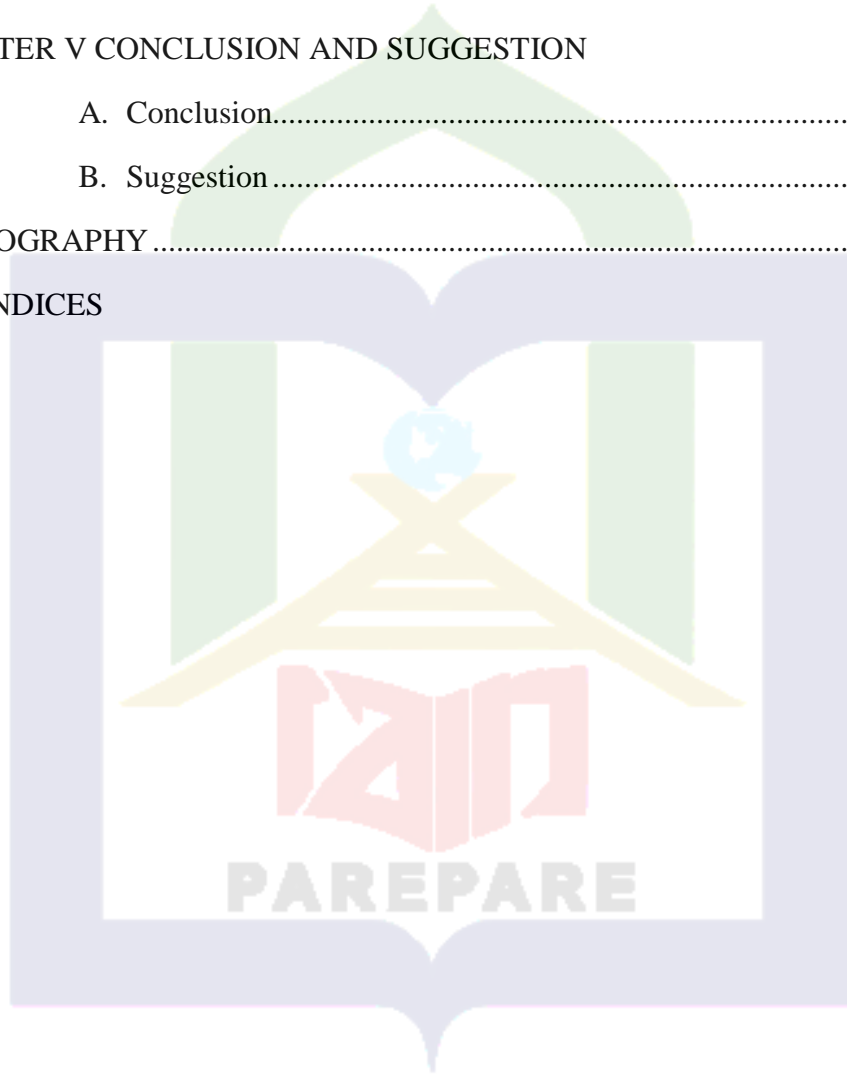
The result of this research refers to student strategies in managing tension in speaking class which used three strategies in managing tension; first strategy is Inhale and Exhale which the process of taking out deep breath during the speaking class room, the second strategy is Practice a lot which did by the students by trying to speak for a many times at home before the class. the third strategy is make a noted which help the students to be more ready for speaking performance and students' reason of implemented the strategy in managing their tension found that, there were two commonly reason; first get focus, the using of the strategy become reason for having more focus in speaking class, focus was the main reason of managing tension; second, get more preparation were the second reason why the students implemented the strategy in managing tension.

**Keyword;** *Learning Tension, Speaking Class.*

**LIST OF CONTENTS**

COVER .....	ii
SUBMISSION PAGE .....	iii
ACKNOWLEDGEMENT .....	iv
ENDORSEMENT OF CONSULTANT COMMISSIONS .....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI .....	viii
ABSTRACT .....	ix
LIST OF CONTENT .....	x
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiii
LIST OF APPENDICES .....	xiv
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Research Question.....	3
C. The Objective of the Research .....	3
D. Significance of the Research.....	3
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Related Of Previous Research.....	5
B. Some Pertinent Ideas.....	7
C. Conceptual Framework .....	31
<b>CHAPTER III METHODOLOGY OF THE RESEARCH</b>	
A. Research Design.....	32
B. Location and Time of the research.....	32
C. Focus Research.....	32
D. Types of Data Source .....	33
E. Data Collection Techniques .....	34

F. Technique of Data Analysis .....	34
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
A. Findings.....	36
B. Discussion .....	43
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	47
B. Suggestion.....	47
<b>BIBLIOGRAPHY.....</b>	<b>49</b>
<b>APPENDICES</b>	



## LIST OF TABLES

<b>Table Number</b>	<b>Name of Tables</b>	<b>Pages</b>
1.1	Classification of LLS Based on O'Malley and Chamot (1985)	25
2.2	Classification of LLS Based on Oxford (1996)	26



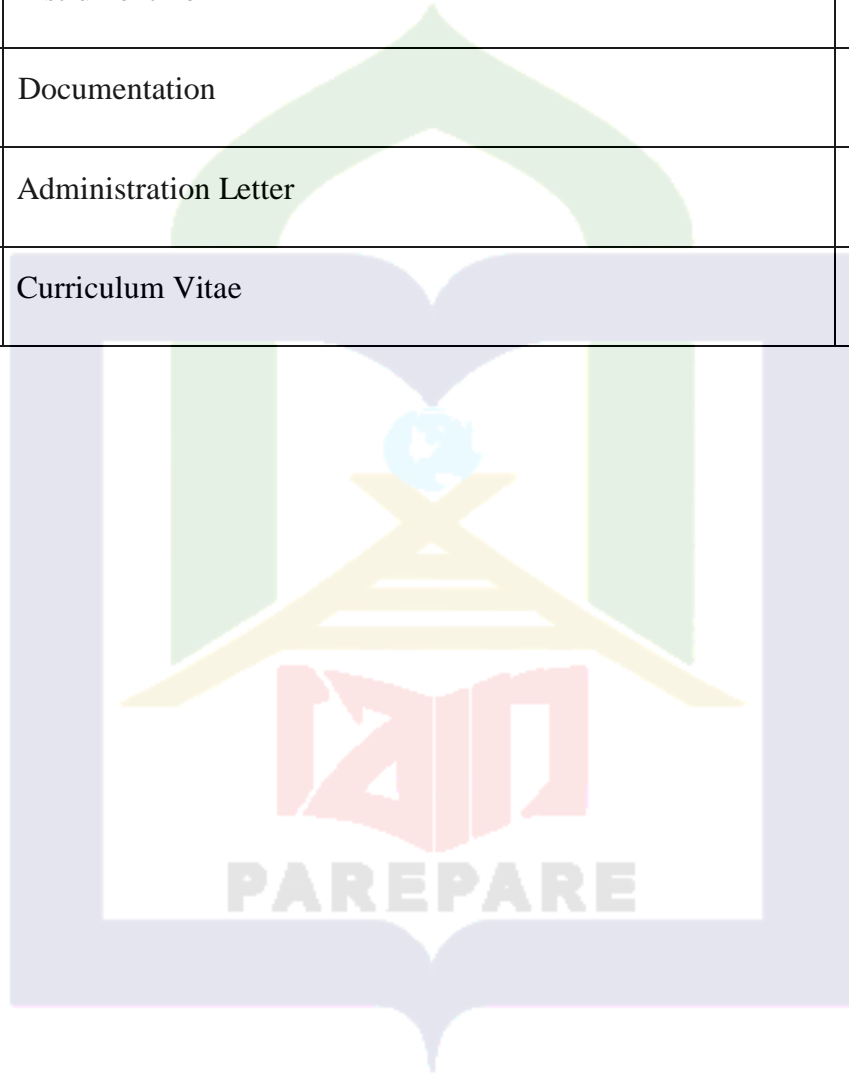
## LIST OF FIGURES

Figure's Number	Name of Figures	Page
C	Conceptual Framework	31



## LIST OF APPENDICES

No.	The Title of Appendices	Pages
1	Instrument Form	-
2	Documentation	-
3	Administration Letter	-
4	Curriculum Vitae	-



## CHAPTER I

### INTRODUCTION

#### **A. Background**

Communication related to oral and speaking skill is a productive skill in the oral mode. Speaking used when someone wants to communicate with others through message orally. Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact. Speaking is one way to communicate which ideas and thought delivered through orally. To enable students to communicate, we need to apply the language in real communication.

Student communicating related to the speaking skill which become the subject learn in university scope, this skill become very important to be learn effective without any trouble in dept, in some cases, speaking which though many model of method sometimes causes little anxiety, trouble, and problem. Speaking which tough as communication tools should be face in effective teaching approach without any obstacle.

Based on pre observing at fourth semester of English Education program, it was conducted before did this research proposal. This also happens in the Speaking class, where this learning method is very influential on the level of students' speaking, there are some students who have very good abilities so that they are able to follow the learning process well, on the other hand, there are also other participants who have sufficient abilities. so low that further treatment is needed, in fact, mostly students get tensioned among their learning processed, it may assumed that many



factor cause of the students tensioned. Thus reason becomes interesting issue to be conducted in study.

According to the results of the previous research, several studies related to tension in class speaking, including: research which discussed the level of tension experienced by students during learning during a pandemic where there were very significant changes in the learning process. The stuttering of educators, the confusion of parents accompanying children and students who are confused in dealing with learning methods and accompanied by piles of tasks cause more widespread anxiety in the form of feelings of worry, feeling bad, feeling afraid and others. Those all explanation may support this concept of research.

This research may give much contribution to the scope of the university especially for the learning strategies, the research novelty may see from the newest issue for the students' strategies in managing their tension, the tension which caused from the speaking subject and affecting from covid-19 which become caused of tension; the result of this research will give contribution specially for the problem solving of the learning strategies. This issue may become great reason of the research novelty.

The researcher is trying to conduct the research which focuses on students strategies in managing tension, it's very important to identify the students' furious strategies in order to solve their tension.

It discusses the challenges of speaking in university, where many students become confused when participating in learning due to different methods and less effective learning. Based on some of the explanation above, this research will conduct a study which focus on the title "Students' Strategies in Managing Tension in

Speaking Class (An Analysis at Fourth Semester of English Education Program at IAIN Parepare)”

## **B. Research Questions**

Based on the concept of the research explain above, the researcher formulate research question as follow:

1. How are the students’ strategies in managing tension in speaking class at Fourth semester English education program at IAIN Parepare?
2. What are the students’ reasons of implemented the strategy in managing their tension at Fourth semester English education program at IAIN Parepare?

## **C. The Objectives of the Research**

Based on the question formulated above, the objective of the research is:

1. To describe the students’ strategies in managing tension in speaking class at Fourth Semester English Education Program at IAIN Parepare.
2. To describe the students’ reason of implemented the strategy in managing their tension at Fourth Semester English Education Program at IAIN Parepare.

## **D. The Significance of the Research**

By doing this research, researcher hope to contribute can to manage tension in speaking learning. Researcher hope that this research can be benefit for teacher, the students, and researcher herself.

1. Practically
  - a. For the Teacher

The researcher hope that teachers can teach by paying more attention to teaching methods, especially in learning so that they don't make students feel uncomfortable

b. For the Students

Researchers hope that students can overcome tension during learning, especially in speaking classes

c. For the Researcher

It can be used to add references on how to manage tension in speaking classes.



## CHAPTER II

### REVIEWS OF REATED LITERATURE

#### A. Review of previous research

In this part, the researcher review some result of their studies as follow:

1. The first previous research from SukardiWeda on her research “English Language Learning Strategies: Attend to from and Attend to Meaning anxiety Strategies” This study examines the most dominant of the English Language Learning Strategies (ELLSs) employed by secondary school students in Indonesia, and the relationship between language learning strategies (LLSs) and the anxiety in learning process use and students’ English proficiency level. Data analysis relied heavily on statistical analysis i.e., Multiple Comparison Tests. The results of the study revealed that the most dominant (popular) of English Language Learning Strategies (ELLSs) during learning process which recovered from anxiety used by secondary school students was “Attend to Form” and “Attend to Meaning,” and others were the least popular, and the students who employed various strategies had good scores in the test. This revealed that language learning strategies facilitate the learning of English as a foreign language (EFL) in Indonesia.<sup>1</sup>
2. The second researches from Ryan Michael in his research conclude that instructions face-to-face direct switch to learning during the global outbreak COVID-19. the results revealed that student nurses who have not yet passed is considered to have learning during the outbreak of COVID-19 to tension

---

<sup>1</sup>SukardiWeda “English Language Learning Strategies: Attend to from and Attend to Meaning Strategies” (Ejournal - State University of Makassar)

(44.4%) and tension (4.2%). tension the negative impact of a less civilized student satisfaction and academic performance. This study shows that certain steps must be done to reduce tension and improve the process of teaching during the outbreak of COVID-19.<sup>2</sup>

3. The third research is from MutiatunNasihah on her research stated that “Language Learning Strategies, Anxiety, and result Achievement of Indonesian EFL”. The results of research revealed that the null hypotheses for the three correlational analyses were rejected. In other words, there is a significant correlation between LLSs and writing achievement; there is a significant correlation between Anxiety, and result Achievement; and there is a significant correlation between LLSs combined with Anxiety, and result Achievement. Theoretically, this study supports the important roles of LLSs and anxiety, either separately or combined, in predicting Achievement. Pedagogically, when teaching writing, EFL teachers are recommended to introduce the potential of LLSs to EFL students, arouse the students’ anxiety to learn, or to apply both of them simultaneously to boost EFL students’ learning achievement.<sup>3</sup>
4. JamilaShaaruddinon in her research “Identifying the difficulties of Active Learning Strategies and Benefits in Curriculum and Pedagogy Course for Undergraduate TESL Students”. The findings reveal the solution offering to overcome the difficulties of the three commonly used strategies associated with active learning strategies in this study. Among the beneficial of imparting

---

<sup>2</sup>Michael Ryan,” Learning in Nursing Education During the Covid-19 Pandemic: Tension, Satisfactions, and Academic Performance”, ( Journal Of Cambridge: West WisayaState University, 2021), p.11

<sup>3</sup>MutiaturNasihah “Language Learning Strategies, Motivation, and students anxiety of Indonesian EFL”. (Graduate post Program in English Language Teaching UniversitasNegeri Malang)

active learning strategies are as follows; creates positive learning environment, allows direct interaction between lecturers and students, promotes open minded ideology, learn to respect someone else opinion, enhance communication skill, allows students to personally engaged with the learning activities and encourage participation. The findings and discussion of this study would be able to help the pertinent parties such as policy maker, teachers, facilitators and students with better guidance for utilizing and maximizing different other selections of active learning strategies that could benefit teaching and learning process in the higher education scenario.<sup>4</sup>

Based on the previous research, the researcher tried to explain more about the similarity and differentiate between the research and previous research, firstly about the similarity, this research has similarity from the aspect of learning strategy, all the previous research also conducting learning strategy become their variable issue. While the differentiate from the object of the research, some of the previous research did their object for Indonesian achievement or pedagogic.

## **B. Some Pertinent Ideas**

### **1. The Concept of Speaking**

#### **a. The Nature of Speaking**

Speaking is the most natural way to communicate. It is also used for interacting between two people in daily life, such as: at school, at home or some other places. It quoted Underhill's opinion "speaking generally involves two ways communication

---

<sup>4</sup>JamilaShaaruddin on her research "Identifying the Difficulties of Active Learning Strategies and Benefits in Curriculum and Pedagogy Course for Undergraduate TESL Students"

with interactive role switching between the speaker, who conveys a message, and the listener, who interprets responds to it.<sup>5</sup>

Besides, speaking also is the way to express ideas, opinions, or feelings with others by using words or sounds in delivering message. As human beings, especially as social creatures have a need to make meaning of their surroundings by communicating each other. They have a need to express their thoughts, opinions, or feelings in order to be accepted in social life. Speaking does not only make sound by the speech organs but ideas and emotions. As Cameron states “Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of “*receptive*” and “*productive*” uses of language can be applied to speaking respectively”.<sup>6</sup>

In addition, in delivering ideas and meanings of a certain situation, a speaker has to use an accurate pattern and choose the correct words that fit into it. As Ur stated “people who know a language are referred to as „speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.”<sup>7</sup>

Based on the definitions above, it can be concluded that speaking is the process of sharing information with another person, one’s knowledge, interests, opinions or ideas. Besides, speaking also is the way to make someone interest to the information that the speaker wants to share.

---

<sup>5</sup>Margo Gottlieb, *Assessing English Language Learners*, (California: Corwin Press, 2006). p.45

<sup>6</sup>Lynne Cameron, *Teaching Language To Young Learners*, (Cambridge: Cambridge University Press, 2001). P.40

<sup>7</sup>Penny Ur, *A Course in Learning Teaching*, (Cambridge: Cambridge University Press, 1996). p.103

## b. The Element of Speaking

Speaking is very important for student to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by learners" language. According Jeremy Harmer, there are two elements of speaking. First, language features, consist of:

- 1) Connected speech is the modifying in sound production or utterances such as assimilation, omission, addition, and weakened (through contraction and tension pattering)
- 2) Expressive devices are the alteration of speed, volume, and tension of utterances to show the feeling. The use of device contributes the ability to convey meaning
- 3) Lexis and grammar related to the ability to use number common lexical phrases, especially in the performance of certain language functions.

Negotiation language is the ability to gets benefits from negotiators language we use to seek clarification and to show of structure of what we are saying.

The second element of speaking is mental or social processing, consist of :

- 1) Language processing: the ability to process language in their own heads and put it into coherent order so that it comes out it forms that are not only comprehensible, but also convey the meanings that are intended.
- 2) Interacting with others. It's mean that speaking also involves a good deal of listening, and understanding of how the other participants are feeling.
- 3) Information processing: the ability to process the information the moment we get it.



In a conclusion, the elements of speaking are language features; which includes pronunciation, grammar, vocabulary, fluency, and comprehension, and mental or social processing.

### c. The Component of Speaking

There are four components of speaking based on Richards and Renandya quoted from Kang Shumin who highlights the components which underlies speaking effectiveness:<sup>8</sup>

#### 1) Grammatical Competence

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology and syntax), vocabulary and mechanics. The terms mechanics refer to basic sounds of letters and syllables, pronunciation and tension. As Richards and Rodgers said that grammatical competence refers to linguistic competence and formally possible because relates to grammatical and lexical capacity.<sup>9</sup> Thus, grammatical competence enables speakers to use English language structure accurately and unhesitatingly, which contributes to their fluency.

*Example:* Person who are able to use grammar appreciably will speak more fluently and correctly in their speaking performance.

#### 2) Discourse Competence

Learners must develop discourse competence because they should can make or arrange the communication whether in spoken or written cohesively and coherence in order to convey the conversation in a meaningful way, which is concerned with

---

<sup>8</sup> Richard & Renandya, *Methodology in language teaching: An anthology of current practice* (Cambridge, UK: Cambridge University) p.207-208

<sup>9</sup> Jack C. Richards and Theodore S. Rodgers, *2<sup>nd</sup> Edition, Approaches and Methods in Language Teaching*, (New York: Cambridge University Press. 1986). p.71

intersentential relationships. As Olshtain and Cohen stated “Discourse competence relates to features of text, whether it spoken or written”<sup>10</sup>. Thus, the component of speaking not only should be based on sentence-level grammar, but also it should be meaningful.

*Example:* Speaking in performance always regarding to the context of theme in their speaking materials.

### 3) Sociolinguistic Competence

Language teaching is influenced by sociolinguistic competence in order to increase language and learning. Knowledge of language does not adequately prepare learners for effective and appropriate of target language. In teaching speaking, the teacher could approach the students in teaching speaking by understanding the social context in which communication takes place or situation of speaker and interlocutor.

As Richards and Rodgers says “Sociolinguistic competence refers to an understanding of the social context in which communication takes place, including role relationship, the shared information of the participants, and the communicative purpose for their interaction.”<sup>11</sup>

*Example:* Speaker must speak based on their sociolinguistic aspect, the example of the using certain sound in speaking performance.

### 4) Strategic Competence

Concerning to the component of speaking, strategic competence refers to the ability to know and how to keep conversation going, how to finish the conversation,

---

<sup>10</sup>Elite Olshtain and Andrew Cohen, *Teaching Speech Act Behavior to Native Speakers*, (Baston: Heinle and Heinle Publishers, 2001) p.154

<sup>11</sup>Jack C. Richard and Theodore S. Rodgers, *2<sup>nd</sup> Edition, Approaches and Methods in Language Teaching*,(New York: Cambridge University Press. 1986) p.71

and how to clear up communication breakdown as well as comprehension problems. As Harmer stated “when choosing who should come out to the front of class we need to be careful not to choose the shyest students first, and we need to work to create the right kind of supportive atmosphere in the class.”<sup>12</sup>

*Example:* Students must arrange the strategy in speaking, either, they speak continuously or they speak based on their topic in daily life.

From the explanation above, the writer can conclude that there are four components areas of speaking skill which each area plays as its function and there are also some factors affect the effectiveness of speaking and should be in the teaching speaking.

## **2. The Concepts of Learning Tension**

Learning tension is lack of knowledge and trying to speak in another language and lack of understanding and responding to a topic. To talk about ways to overcome the Learning tension, we need to understand the reasons that cause it.

Speaking about the reasons of the language tension, it should be noted that one of the main reason is the psychological uncertainty of a student, fear of making a mistake, a feeling of discomfort when communicating in English. In order to overcome the language tension caused by these reasons, it is necessary to create such conditions in which a student would feel comfortable, in which the potential internal capabilities of a student would be revealed, so that a student would psychologically relax and speak spontaneously on a particular topic.

---

<sup>12</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Pearson Education Limited, 2001) p.8

One of the fears of students in speaking a foreign language is that they are afraid of making mistakes and often it is the fault of a teacher who constantly corrects students' mistakes without allowing them to express their point of view. Speaking of error correction and elimination of student fear we must take into account the psychological characteristics of each student.

Thus, some errors can be corrected in the course of speaking, some mistakes can be corrected only after the student has completed his statement.

Another problem that causes students' fear in speaking a foreign language is that they are so fixated with grammar that it causes anxiety and lack of motivation for students both when they study and their environment.<sup>13</sup>

a. Definition of Tension

The term 'tension' is used by the wider community and have a lot of understanding its own. Until recently, the debate about the definition of tension is still lasts warm, so there is still no agreement among researchers about the definition of tension. Based on the Language Dictionary Indonesia, tension is the disruption or disorder of mental and emotional caused by factors outside.

However, in general, there are 3 the principle in defining tensions, including:

- 1) The Stimulus, i.e., a definition that describes tension as the impact of a pressure from the outside environment.
- 2) Response, i.e., a definition that describes tension as a response someone to the stimuli that harm or harm. Response these can be in the form of a physiological response, which is formed by the activity of the sympathetic

---

<sup>13</sup> Lowman, J. *Mastering the Techniques of Teaching*.( San Francisco: Jossey-Bass, 2013)

adrenal-medulla or the activity of the pituitary-adrenal-cortical and psychological response.

- 3) Dynamic process, i.e. the definition that describes tension as a process the dynamic reflects the external and internal factors of a person. This principle explains that the level of tension that a person influenced by the demands of itself and the demands of the environment about. In other words, the stimulus and the response to tension can influence by the cognitive (thoughts, attitudes, beliefs) a person.<sup>14</sup>

Tension is a disturbance in the body and mind caused by the changes and demands of life. According to Charles D. Spielberger, mentions of tension are the demands on a person for example objects in the environment or something of the stimulus that objectively is dangerous. Tension is also bias be interpreted as pressure, tension unpleasant interruption that comes from outside oneself.

Tension is defined as the relationship specific between individuals and their environment, assessed by the individual as something burdensome, or exceeds the limits of ability, so threaten the welfare of the individual<sup>15</sup>. It non-specific response of the body against a wide range of demands. Then, according to Miller, tension is a stimulus to the extreme, strong and not ordinary, so that it becomes a threat and can give the impact of changes significant on the individual. In brief, It defines tension as a stimulus that has the potential to cause.

---

<sup>14</sup>Contrada, R.J. & Baum, A.,”*The Handbook of TensionScience : Biology, Psychology, and Health. 1 ed*”. (New York: Springer Publishing Company,2011),p.72

<sup>15</sup>Lazarus &Fulkman, S.”*Tension Appraisal and Coping*”.(Newyork : Springer Publishing Company.Inc,1984) p. 23

From the opinions of several experts above, in my opinion tension is a disorder in the body and mind of the inability to deal with threats that lead to mental, physical, emotional and spiritual human beings which at one time can affect the human physical condition.

#### b. Types of Tension

According to Jenita Donsu stated that, tension is divided into two:

##### 1) Acute tension

Tension also known as the fight or flight response. Acute tension is the body's response to a specific threat, challenge or fear. Response acute tension immediately and intensive in some circumstances can cause shaking. *For Example*, students who are difficult to give positive respond to the others.

##### 2) Chronic tension

Chronic tension is tension that is difficult to be separated or resolved, and the effect more long and more. *For Example*, students who are difficult to give positive respond to the others which impact for long time.<sup>16</sup>

According to Priyoto according to the symptoms of tension are divided into three, namely:

##### 1) Mild Tension

Mild tension is a tension that is encountered every people regularly, like a lot of sleep, traffic congestion, criticism from superiors. Tensionful situation slight lasted a few minutes or hours.

Traits of mild tension that is increasing spirit, vision sharp, energy increases but the reserves of his energy decreases, the ability complete the lesson is increased,

---

<sup>16</sup>Donsu, Jenita DT, "Psikology Keperawatan". (Yogyakarta: Pustaka Baru Press, 2017) p.37

often feel tired for no reason, sometimes there are system disorders such as gastrointestinal, brain, and feelings are not relaxing. Mild tension is useful because it can spur a person to think and trying to be tough to face the challenges of life.

## 2) Moderate Tension

Moderate tension lasts longer than mild tension. Reason moderate tension is an unresolved situation with colleagues, children who illness, or prolonged absence of a family member. Tension characteristics moderate, namely abdominal pain, heartburn, muscles feel tense, feeling tense, sleep disturbances, lightheadedness.

## 3) Severe Tension

Severe tension is a situation that long felt by a person can blasts several weeks to several months, such a dispute marital continuously, the difficulty of financial that lasts a long time because there is no improvement, parting with the family, on the move live has a chronic disease and included the physical changes, psychological social age.

Traits of severe tension that difficult guest, disruption of social relationships, hard to sleep, negativistic, loss of concentration, fear not clear, fatigue increased, not being able to do simple work, system disorders feelings of fear increased.<sup>17</sup>

Lazaro and Judith Cohen Classify the tension or in 3 categories:

### 1) Cataclysmic Events

Cataclysmic events are unique events, whether intentional or unintentional, that happens suddenly and gave the impact of the different on many people, for example disaster nature.

---

<sup>17</sup>Priyoto, "Teori Sikap dan Perilaku". (Yogyakarta: Nuha Medika, 2014) p.86

## 2) Life Events

A life event is a change in a person's lives that happened slowly and have an impact only on some people, for example parents ' divorce.

## 3) Daily Hassles

Daily hassles are part of everyday life occur repeatedly outside the control of someone, for example live in poverty<sup>18</sup>

Then, a tension or can also be grouped based on three sources (Sarafino and Smith, namely:

### 1) A source from within the Individual

Sometimes tension can be sourced from yourself, like a disease chronic, conflict within yourself, or a life goal that is not achieved. The disease can lead to chronic insistence of physical and the psychological to the individual, so that will cause the level of tension vary in accordance with age and other variables. Tension also can grow due to the presence of conflict that occurs in you someone. Conflict occurs when there are two motivation contrary simultaneously, either of themselves, of the environment, or both.

Miller explained that there are the principle of 'approach' and 'avoidance' in a conflict. The principle is then divided into three types, namely:

- a) Approach-approach conflict, occurs when an individual must choose one of the 2 conflicting options, but equally preferred, for example, a person sees food very tasty and fatty, but on the other hand, people such are attempting to reduce weight to fix her health. Tension can arise due to

---

<sup>18</sup>Lazarus, Judith Cohen, "Human Behaviour and Evironmenmental Tension". (Springer, Bostom, MA, 1977) p.89-90



regret of the choices not taken. However, the conflict type this is quickly resolved.

- b) Avoidance-avoidance conflict, occurs when an individual must choose one of the options that are equally avoided, for example a patient who has a serious illness should be choose one of the 2 treatment options, but both have unwanted side effects. Individual having this type of conflict tends to be trying to delay the decision-making, repeatedly changing decision, or ask someone else to make the decision. Therefore, this type of conflict is difficult to resolve and raises tension levels are quite high.
- c) Approach-avoidance conflict, occurs when the choice of which should be taken has a good and bad side. Individuals feel attracted while trying to avoid such a choice, for example person has the habit of smoking, but want to stop smoking. Such individuals are faced by a conflict between the desire to improve the health of self, with difficulty that must be faced in order to restrain myself so as not to smoking.

## 2) The source than in the Family

Not a strange thing if a person's tension arising due to people nearby. Family can give comfort, but it can also be a source of conflict and pressure on individual. Interpersonal problems can arise from problems financial behavior is not tolerance, or difference of opinion. In addition to it, the family can also cause high levels of tension within the individual, such as the presence of a new family member, divorce, or death of a family member.

### 3) A source from within the Community

Contact with the outside community can give the impact of tension that is quite significant. In children, regular tension inflicted due to the conditions in the school environment, such as competition or match. While in adults, the tension arising tend to be associated with conditions in the work environment. Environmental conditions a person can also be a cause of tension, like the noise or the crowds. Crowded conditions and tightness can reduce the response yourself against the environment and refrain a person to move freely conditions otherenvironments, such as war or terrorism, can also be cause a feeling threatened, so it can cause tension and deterioration of health.<sup>19</sup>

#### c. Response to Tension

Tension Stimulus potential can provide the pressure and affect the condition of the biological, psychological, and social individual, so it will be cause the onset of changes in life. Such changes caused by the presence of the body's response against tension. The tension response can be seen through various aspects of:

##### 1) Physiological Aspects

The response of physiological individuals against tension, or pressure, is called 'reactivity'. Researchers explain the reactivity as a measure of the comparison against a threshold stimulus with the potential to cause of tension on the individual. Genetic factors and mental condition, for example, tension is chronic, it can also affect the reactivity of the individual in a tension or that appears. Response to physiological, or 'reactivity', arising characterized by the appearance of a response of

---

<sup>19</sup>Sarafino, *Psychology: Biopsychosocial Interactions, 7th Edition*". (Amerika Serikat: Jhon Wiley, 2011) p.73-75

'fight-or-flight' on individual. The response of 'fight-or-flight', the perception of danger will activate the sympathetic nervous system and stimulate many organs, like the heart and the adrenal glands. Therefore, a response to physiological against the tension or can be characterized by increased blood pressure, heartbeat, pulse, and respiratory systems, as the effect of increasing the sympathetic nervous system.

Selye studied the physiological reactions that may occur if the individuals exposed continuously to the tension or, which is known with the term 'General Adaptation Syndrome (GAS)'. This reaction consists of three stages, namely:

a) Alarm Reaction

The reaction evoked in the first stage is similar to fight-or-flight response. Stimuli that occur at this stage is the result of the activation of the sympathetic nervous system, which then stimulates the activation of other organs, such as the glands adrenal. The path of the hypothalamic-pituitary-adrenal too horny and resulting in the secretion of ACTH into the blood.

b) Stage of Resistance

Tensionful stimuli is still high, but the prisoners can be given the body begins to weaken. The role of the sympathetic nervous system is replaced by the role of the line HPA. In this condition, the individual begins to feel the health problems such as ulcers, high blood pressure, asthma, or decline in the immune system.

c) Stage of Exhaustion

Exposure to prolonged tension can lead to a decrease the immune system. At this stage, the energy and the immune system begins to experience

weakness. If exposure to tension still persists, the onset of the disease and damage to internal organs may occur.

## 2) Aspects of Psychosocial

A system of biological, psychological, and social can affect each other to form an aspect of psychosocial in the individual. Reaction psychosocial tension includes:

### a) Response to Cognitive

Tension can impair cognitive function by disrupting attention, for example, individuals who live in noisy environments. Atmosphere the noise causes the individual to change the focus between the sound that should be heard and should be heard. However, not only does tension can affect a person's cognitive, but cognitive conditions also can affect the level of tension a person, for example, someone worrying about the results of the test time are working on the exam. The two-way relationship between tension and cognitive is very important in the process of thinking, which is known to 'executive functioning'.

'Executive functioning' is the cognitive ability of a person to determine the regulation and direction of the mind, such as focusing attention, inhibit the response or impulses that are not needed, set the memory capacity, and sort various kinds of the response that the body needs. The application of 'executive functioning' can help individuals in the set pressure of the tension stimulus.

However, failure in the setting of the pressure stimulus can because the disruption of cognitive processes of the individual. Therefore it, a response cognitive against the tension or can be characterized by the

presence of the mind, the declining power of concentration, repetitive thoughts, and the mind is not reasonable.

b) Emotional Response

Individuals of different ages can express emotions it has. Emotions tend to be present side by side with tension, and people often use the emotional conditions of their to evaluate the tension encountered. Fear is a reaction emotional happens often. This reaction can cause discomfort in the aspect of physiological and psychological. Researcher's group fear into two categories, namely, phobias and a sense of anxiety. A phobia is an intense fear and irrational when confront the situation or condition specific.

While the taste anxiety is a feeling of fear and anxiety against the threat of the not specific. Tension can also cause depression. Terms 'depression' is used to express emotions and 'depression' as a serious mental disorder distinguished by degrees of severity and the length of time the complaint is at least 2 weeks after the first complaint.

Individuals with mental disorders depression can be characterized by the appearance of a sad mood, lethargy, loss of interest and energy, quality of sleep and eating worse, the desire to end life, and levels of confidence low. In brief, the emotional response to the tension or can be characterized by the feelings of fear, anxiety, shame, lack of confident, angry, and so on.

c) Response Behavior

Tension can change a person's behavior to the environment, for example in situations of natural disasters. Several tension conditions occurs when natural disasters can lead people to do well and help others. However, on

the other hand, these conditions can also make people lazy to socialize and apathy in others. Tension caused by discrimination social can increase aggressive behavior in individuals. For example, the tension caused by failures in marriage can be increasing the conflict and the potential for the occurrence of violence, both to a spouse or to children. In brief, the response the behavior to the cause of tension can be characterized by the presence of changes in behavior, whether positive or negative.

### **3. English Language Learning Strategies**

#### **a. Definitions of Language Learning Strategies**

Before going further to the next level, firstly the writer would like to provide information regarding learning styles and learning strategy.

Learning styles and learning strategy are commonly puzzled. Whereas, both items are different. Learning styles defined as approach that employed by students to learning a language or other subject. It gives general direction to the behaviour of learning. It is also biological characteristics that influencing individual preference. Learning style depends on individual personality and preference. Some facets of learning style are sensory preferences, personality types, desired degree of generality and biological differences.

In other side, O'Malley et al doing their research about language learning strategy by using the definition as the operations or steps applied by a learner that will assist the acquisition, storage, retrieval or use of information, which originally came from Rigney. the language learning strategies itself are defined as particular steps, behaviors, actions or techniques used by learners to elevate their learning in a

second or foreign language. In short, the learning strategy is influencing the acquiring and learning in practical conditions.

The present study will study more about language learning strategy instead of learning style. The students use language learning strategies more often than they know. All language learners, consciously or unconsciously, always use language learning strategy during the process of acquiring new information in language lesson. The strategies used by learners will help them to understand the language information such as new vocabulary, how to pronounce well, and the way to speak confidently and soon, so they can deal with task given further.

#### b. Classification and Function of Learning Strategies

There have been several learning strategies classification. Some of popular classifications were coming from Rigne, O'Malley and Chamot and Oxford. Rigney classified it into two: the strategies that operated directly on the materials or labeled as primary strategies and the strategies that operated on the individual or labeled as support strategies. Primary strategy requires deep understanding on the material, including the importance, the difficulties and unfamiliar parts of the material. The further step after understanding all information about the material, students must bear it in mind and recall it accordingly when deal with a test or task. The support strategies are those steps or actions that assist the primary strategies to run well. Some of the actions that include in support strategies are appropriate learning attitude and some techniques to prevent distractions, loss of concentration, fatigue, frustration, etc. The support strategies also important on gaining success learning as it will decrease the possibility of primary strategy to fail.

O'Malley and Chamot Classified the strategies into three categories of strategy :metacognitive ,cognitive and socio-affective. The Classification will be shown in table as below.

Table.1

**Classification of LLS Based on O'Malley and Chamot(1985)**

Classification	Description
Metacognitive Strategies	It involves the learning process, like planning for learning, monitoring of learning and self-evaluation of learning.
Cognitive Strategies	It involves the learning of the materials and learning tasks. Some of the strategies are repetition ,translation, grouping, note taking.
Socio-affective Strategies	It involves the strategies that associated with social Interaction or activity with others.

The table oabove categorized the strategies into two general categories. They are direct strategy and indirect strategy. Direct strategy is strategy that influence the learning directly, such as memory, cognitive and compensation strategy. Indirect strategy is the strategy that influencing the learning indirectly, such as meta-cognitive, affective and social strategy. Those six strategies are further developed to the strategy items which are called Strategy Inventory of Language Learning (SILL). The classification will be shown in table.2 as below.



Table2.2

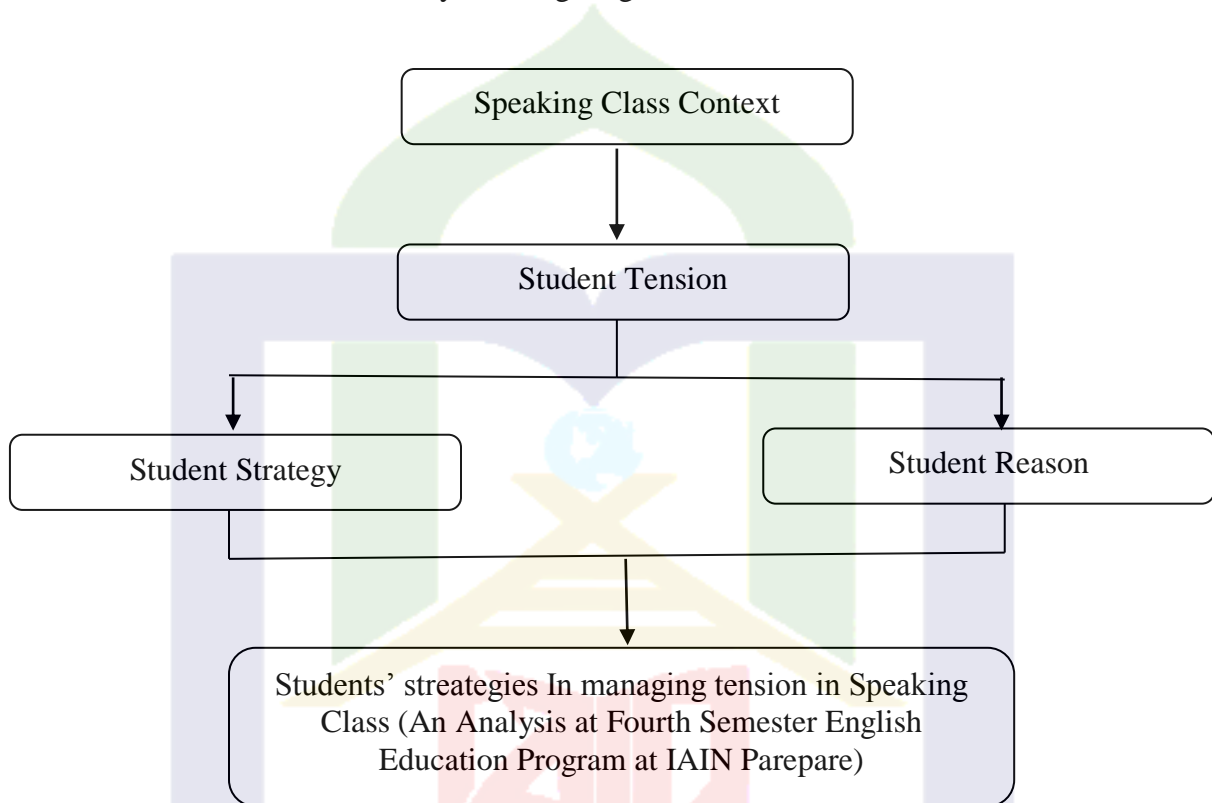
**Classification of LLS Based on Oxford(1990)**

Classification	Description
Memory Strategies	This strategy helps students to link the information of language to another. The linking process here is only at the surface area of language learning. For example: students use new word of English into a sentence to remember it, or use Media such as flash card to memorize the new vocabulary.
Cognitive Strategies	It helps students to manipulate or develop material directly. This strategy was significantly related to foreign language proficiency in previous studies of Oxford and Ehrman and Park. For example: note-taking, summarizing, outlining, reorganizing information, practicing to speak like native speaker or formally, reading English story or magazine or other naturalistic settings, etc.
Compensation Strategies	It helps learners to build missing in formation. It relates with actions to understand speaking and writing. For example: guessing the meaning of unfamiliar word, use gesture in case they do not know the English word, making up new. Words when they do not know the suitable words ,etc.
Metacognitive Strategies	It helps students to manage the learning process in cognitive strategies, metacognitive strategies have significantly affected cognitive strategies. For example: pay attention

	<p>when someone speak English, plan a schedule to learn English, make opportunities as much as possible to learn English ,etc.</p>
Affective Strategies	<p>It involves management of emotions, motivation and attitude toward learning. For example: students encourages themselves to learn English, give reward when pass the English task well, try to relax when afraid of making mistakes, etc.</p>
Social Strategies	<p>Other sources often call it socio-communication strategies. This strategy relates within interaction with others in learning language, especially in speaking. For example: asking question, whether for getting clarification or correction, practice English speaking with partner, etc.</p>

### C. Conceptual Framework

The main focus of this research is out the students' strategies in managing their tension in the speaking learning. The researchers design the conceptual framework of this research by showing diagram below:



Based on the conceptual framework, the researcher firstly conduct the research for Fourth semester English Education, the researcher will do in qualitative research for identifying learning strategies and learning tension in speaking class.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher was use qualitative research. This method will help the researcher to have deep information to have the answer of the research question. This method was used to analyze the phenomenon by asked the questions directly to the source of information and will be describe and explain by narration or descriptive.

Qualitative research is descriptive which means the data display in word from rather than number.<sup>20</sup> In addition qualitative research is the collection, analysis and interpretation of comprehensive narrative and <sup>21</sup>visual data in order to gain insight into particular phenomenon.

Based on explanation above, this research aimed to know the students strategies in managing tension in speaking class (an analysis at Fourth semester English Education Program IAIN Parepare).

#### B. Location and Time of the research

The location of this research was in IAIN Parepare, which located in Jln Amal Bakti, because this research used qualitative and has a several time to collect and analyze the data, the researcher finished this research about 45 days.

#### C. Focus of the Research

This research used on students' strategies in managing tension in speaking class (an analysis at Fourth semester of English Education Program) this focus was

---

<sup>20</sup>Sugiyono, *Metode Penelitian Kuantitatif, dan R&D*. (Bandung : Alfabeta, 2008)

<sup>21</sup> Gay, L. R., Mills, G. E., & Airasian, P. W. *Education research : competencies for analysis and applications* (Upper Saddle River, N.J.: Merrill/pearson 2009) p.9

the main research question of this research. The population of this research students' strategies in managing tension in speaking class at Fourth semester of English Education Program.

#### **D. Types of Data Source**

Data sources are all information obtained from the respondent as well as those from documents either in the form of statistics or in other forms for the purposes of the study.<sup>22</sup> The data interpreted as facts or information obtained from what was heard, observed, felt and thought by the researcher of the activity and place that was examined.<sup>23</sup> So, the data source is all data obtained directly from everything related to research. In this study, there are usually two types of data analyzed, namely primary data and secondary data. Data sources that will be used in this study are:

##### **1. Primary Data**

Primary data is data obtained directly from the source, observed and recorder for the first time.<sup>24</sup> It is data obtained directly from the object of the research, without being mediated by other parties. In this research, the primary data was obtained directly from the field either in the form observations or from the results of Students' strategies in managing tension in speaking class at Fourth semester of English Education Program.

##### **2. Secondary Data**

It is data that includes official documents for relevant agencies, books, research results that are in the form of reports, diaries, and other.<sup>25</sup> It is obtained by

---

<sup>22</sup>JokoSubagyo, *MetodePenelitian (Dalamteoripraktek)*, (Jakarta, RinekaCipta: 2006). p. 87

<sup>23</sup>HarunRasyid, *MetodePenelitianKualitatif*(Pontianak: STAIN Pontianak, 2000), p.36

<sup>24</sup>Marzuki, *MetodologiRiset*, (Yogyakarta: Hanindita Offset, 1983) p. 55

<sup>25</sup>SujonoSoekarno, *PengantarPenelitian*, (Jakarta: UI Press, 1986) p. 12

researchers indirectly or from the other sources in the form of scientific books, journals, newspapers, magazines, and others that can support researcher to analyze students' strategies in managing tension in speaking class at Fourth semester of English Education Program.

### **E. Data Collection Techniques**

#### 1. Observation

Observation is data collection technique used to collect research data through observation and sensing<sup>26</sup>. The researcher was observe the object by the data, not only the document, which is observed the researcher also used interview with the students to got some information. The researcher observed speaking class pandemic at Fourth semester of English Education Program.

#### 2. Interview

Interview is data collecting technique which uses open from questions and it can use to get more information about students' strategies in managing tension in speaking class at Fourth semester of English Education Program. The researcher was interview the students and the students were answer the questions with their own words. The researcher will interview the students via by using whatsapp.

### **F. Technique of Data Analysis**

There are three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion.<sup>27</sup> The researcher was present the data after all interview conducted and will follow this step below:

---

<sup>26</sup>Burhan Bungin, *Penelitian Kualitatif: Edisi Kedua*(Jakarta: Kencana Prenada Media Group, 2007) p. 111

<sup>27</sup>Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006)

### 1. Data Reduction

Reducing data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary. There are many data collected from the observation, and interview. In this research, the researcher limited only to the description Students' strategies in managing tension in speaking class at Fourth semester of English Education Program. In this research, the data reduction will be done by summarizing the raw data that were got from observation, and interviews. Then, the next thing did by the researcher was finding the data which are related with the research objectives and finding the pattern of it. Here the data related with the research were the data from observation, and interview.

Example : "About my strategy, I prepare from my house that I did like practice before I come to Class, and make me easier when learning process." I did the strategy if I feel the lecture ask me later" and "I am just prepare myself before I use this strategy and used the time to study first, so I don't forget to say Bismillah also".

### 2. Displaying Data

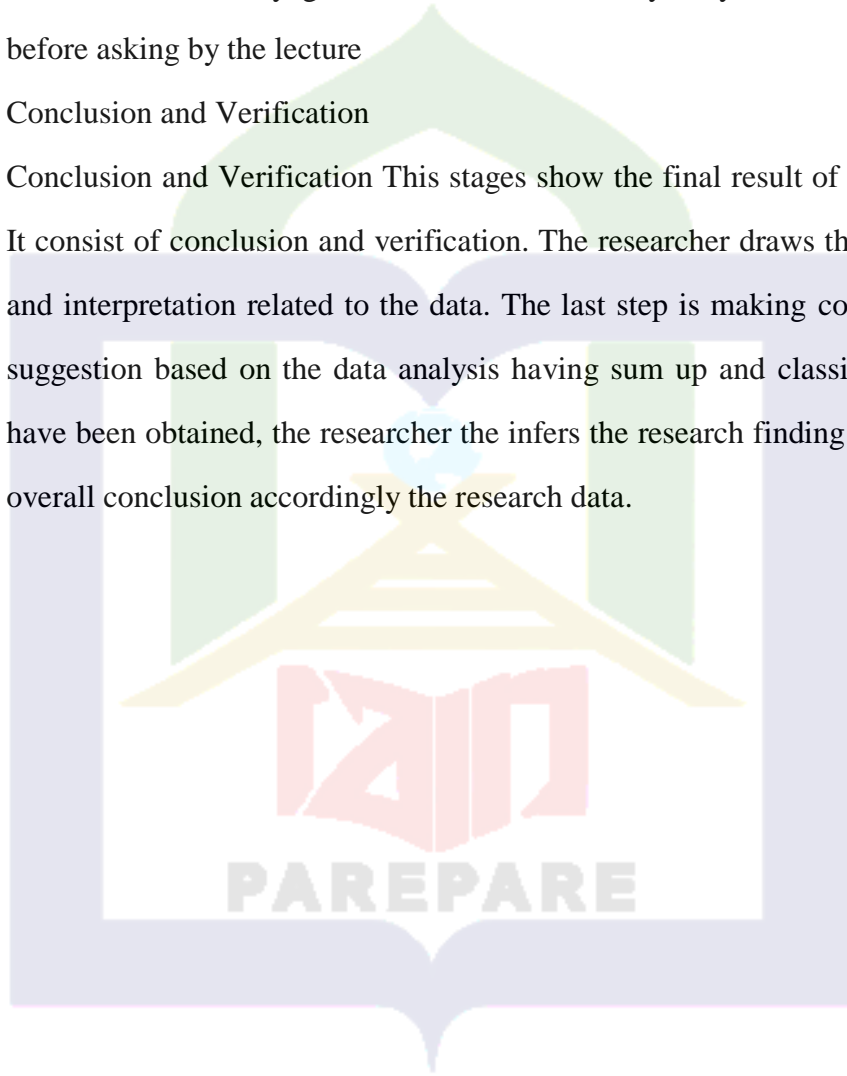
The next step is presenting the data. This technique was used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what we should do. In addition, we could make the analysis or take the order action based on her understanding. The researcher displayed the data then described it. After describing the data, the researcher made analysis about the data.

Example :

The informant stated about their strategy in practice a lot, by doing a lot practice, the students will get more preparation before they perform or the class started, or they get more convert and they may handle the situation before asking by the lecture

### 3. Conclusion and Verification

Conclusion and Verification This stages show the final result of the research. It consist of conclusion and verification. The researcher draws the conclusion and interpretation related to the data. The last step is making conclusion and suggestion based on the data analysis having sum up and classified the data have been obtained, the researcher the infers the research finding into a single overall conclusion accordingly the research data.





## CHAPTER IV FINDINGS AND DISCUSSION

### A. FINDINGS

This chapter is the findings of the research which related to the research question, the researcher explained the findings based on research question. First research question is to find out Students' strategies in managing tension in speaking class and the second research question is about students' reason of implemented the strategy in managing tension and the last research question refers to implementation of the strategy in managing tension.

The researcher is describing the third research question as explained below:

1. The students' strategies in managing tension in speaking class.

The first step in this research was observing, the research came to the class, than did the observing referred to the descriptive observation, the researcher found some of the students who felt tension, even not in visual character, mostly the students felt tension after the researcher asked by the interview.

This first researcher asked the first question referred to the strategy used by the students in managing tension at speaking class, all the informan have their own stratgey, in fact, the researcher found diffrent strategies.

- a. Inhale and Exhale Strategy

One of the informan stated that:

“About my strategy in speaking class, If I fell tension, sometimes, I do inhale and exhale again. I try also to take a depth breath in the class, I felt unfocused so I do a lot inhale”<sup>28</sup>

---

<sup>28</sup>Informant 01, Male, *Students of English Department*, interview on 25 July 2022

Based on the statement above, the students really felt the tension, but they just solve the tension by doing inhale and exhale, this strategy used for taking dept breath to let the felling more calmly.

The same informan stated that:

“Talking about the strategy, for me its over tension, taking inhale and exhale it’s so simple I can.”<sup>29</sup>

“I doing my strategy like that inhale and exhale, just rilex do it”<sup>30</sup>

According to the informant strategy, one of the students strategy used exhale strategy which doing slowly through your mouth. As you blow air out, purse your lips slightly but keep your jaw relaxed. It was the processed of exhale. Another informant stated their strategy that:

“I have a strategy to manage my tension the first I do is said Basmallah, and inhale a deep breath and believe yourself that you can do it and this strategy just I did if I feel tension” and “ I like this strategy because it’s so simple and I think it so make me comfort and easy to use it.”<sup>31</sup>

Based on the answer, the second informant did the same strategy with the previou informant which used inhale and exhale strategy. They do the same strategy because its easy to be impelemented.

“Before performance I am always prepare and take a breath, and I trying to focus and effort to calm for myself and then I trying to speak up.”<sup>32</sup>

---

<sup>29</sup> Informant 01, Male, *Students of English Department*, interview on 25 July 2022

<sup>30</sup> Informant 01, Male, *Students of English Department*, interview on 25 July 2022

<sup>31</sup> Informant 02, Male, *Students of English Department*, interview on 25 July 2022

<sup>32</sup> Informant 04, Female, *Students of English Department*, interview on 25 July 2022

Based on the all result interview, the first strategy used mostly by the informant was taking inhale and exhale in managing their tension, in sum, the researcher assumed that, one of the strategy moslty used was inhale and exhale strategy or taking a depth breath.

Another informant have another strategy except inhale and exhale, it found the strategy referred to practive a lot to manage their tension. The informant stated:

“About my strategy, I prepare from my house that I did like practice before I come to Class, and make me easier when learning process.” I did the strategy if I feel the lecture ask me later” and “I am just prepare myself before I use this strategy and used the time to study first, so I don’t forget to say Bismillah also.”<sup>33</sup>

The informant stated about their strategy in practice a lot, by doing a lot practice, the students will get more preparation before they performe or the class started, or they get more convert and they may handle the situation before asking by the lecture.

b. Practice Strategy

The another informan used the similar strategy, the informant assumed like the statement below:

“Especially for my strategy I am always practice before the class start so I don’t got tension, and try to speak whatever was on my mind at the time”.<sup>34</sup>

According to the seventh informant, they stated that, by doing more

---

<sup>33</sup> Informant 03, Female, *Students of English Department*, interview on 25 July 2022

<sup>34</sup> Informant 07, Female *Students of English Department*, interview on 25 July 2022

practice in their home, they can solve the tension. In fact they try to speak whatever on his mind because they have more preparation before the class.

“About my strategy when I got tension especially when I performance, I try to find another word or sentence that related the previous theme because I am always practice on my home so it’s continue until my Class Speaking, it’s like my habit also”.<sup>35</sup>

According to the eighth informant, she stated that, when she get a stuck when performance, she always to speak with another statement or another words and sentence but related the previous aim or theme. Because that strategy can said to have become a habit, because she always doing practice at home

“For me,my strategy is just make a noted from my home about the topic, so if the I forget the topic I can see my noted as my reference”.<sup>36</sup>

#### c. Make Noted Strategy

In another informant, they have another strategy, their strategy is make a small noted as their reference to help their to answer all of the question from the lecture and also can help their handle the tension on learning process.

“My strategy is I am always make a small noted before I come to class for make me easier to answer all of the question from my lecture, and then I always believe myself”.<sup>37</sup>

In another informant, they have a some strategy to manage their tension is make a noted. Their used this strategy to make easier to answer all of the question

---

<sup>35</sup> Informant 08, Female, *Students of English Department*, interview on 25 July 2022

<sup>36</sup> Informant 09, Female, *Students of English Department*, interview on 25 July 2022

<sup>37</sup> Informant 10, Female, *Students of English Department*, interview on 25 July 2022

and make their believer their self.

“I am learning Speaking English from the first Semester until now and when I feel tension I am always prepare the draft or like small note, and take a deep breath and sometimes have a word affirmation, and then believe yourself that you can do it”. and “Just prepare yourself to performance and just say what you think and always make yourself comfort and don’t forget to say Basmalah”.<sup>38</sup>

In some strategy there are informant used it also, it is make a note. Their feel if their make a note that can handle the tension and feel confidence about their effort and make easy to speaking because the note as a reference from them.

“About my strategy, I have a u unique strategy, when I feel tension I am always look into my lecture’s eyes. Because if I did it I can focus again and this is one of challenge for me to prepare myself to answer when my lecture ask me suddenly”.<sup>39</sup> “The other strategy I am always make a note about the theory or what the lecture said”.<sup>40</sup>

In the last informant, she have a another strategy, when she get a stuck or tension in speaking learning process, she always look at into her lecture’s eyes. But she also used make a noted about the theory was lecture said. The strategy make the informant comfort and confidence on learning process.

## 2. The students’ reason of implemented the strategy in managing tension

### a. Get More Focus

The second research question explained about the specific question referred to the implementation the stategy which explained from the previuse research question.

“I decided to choose the strategy because I don’t get a tension and make me

---

<sup>38</sup> Informant 05, Female, *Students of English Department*, interview on 25 July 2022

<sup>39</sup> Informant 06, Female, *Students of English Department*, interview on 25 July 2022

<sup>40</sup> Informant 06, Female, *Students of English Department*, interview on 25 July 2022

easy to handle my tension also, it affect my focus in class”.<sup>41</sup>

The reason informant decided to choose the strategy inhale and exhale is make handle their tension and their get a focus in class. And then the informant not distract from the topic.

“Because that strategy is simple, flexible, I easy to use it, I feel more focus when I use the strategy and the advantage is faster finished.”<sup>42</sup>

Another reason to choose the strategy that informant can more get focus about the topic, they take a deep breath and continuo their speaking or theory to get faster finished.

“My reason choose my strategy because if my lecture ask me something I can answer, and feel really enjoy when I use it”.<sup>43</sup>

Inhale and exhale strategy also used by another informant, they feeling better used the strategy because they can answer the question form their lecture and also feel really enjoy the strategy because it is work for handle or manage their tension and scared in speaking class.

“The aim that my strategy is of course can handle or manage my tension or my scared, my brain can fresh”.<sup>44</sup>

One of the aim of the strategy is make the informant get a focus on the topic or theme in speaking class. if they take a deep breath they feel calm and can think more about the topic, so this strategy is very work for the informant.

---

<sup>41</sup> Informant 01, Male, *Students of English Department*, interview on 25 July 2022

<sup>42</sup> Informant 02, Male, *Students of English Department*, interview on 25 July 2022

<sup>43</sup> Informant 03, Female, *Students of English Department*, interview on 25 July 2022

<sup>44</sup> Informant 04, Female, *Students of English Department*, interview on 25 July 2022

“I think this strategy one of my tips to can focus again, and then I can understand about what the theory of my lecture said, and I think it can appreciated my lecture more”.<sup>45</sup>

In another informant that they strategy is look at the lecture’s eyes, the informant can feel appreciated the lecture more and they feel really enjoy with the strategy.

“I feel confidence when I use this strategy and I can give a word affirmation to my self, and I feel calm, comfort when I performance”.<sup>46</sup>

#### b. Get Preparation

The informant have a strategy is give word affirmation and the informant get feeling confidence because the informant can answer or can better performance, so the informant can get more preparation.

“I choose the strategy because I feel it easy for me to use it and can help me to learning Speaking”.<sup>47</sup>

The aim strategy use by informant is more get preparation, the informant practice or remind vocabulary before learning in class so the informant can feel easy and enjoy when join on the process learning.

“In my opinion the strategy is so good for me and like a challenge for me to think more and more”.<sup>48</sup>

The informant used the strategy get more preparation because the informant must found a statement or sentence in related to the topic or theme. And it is make

---

<sup>45</sup> Informant 06, Female, *Students of English Department*, interview on 25 July 2022

<sup>46</sup> Informant 05, Female, *Students of English Department*, interview on 25 July 2022

<sup>47</sup> Informant 07, Female, *Students of English Department*, interview on 25 July 2022

<sup>48</sup> Informant 08, Female, *Students of English Department*, interview on 25 July 2022

the informant can handle their tension.

“My reason is its work and easy for me to do it, because I have a reference from my home so I don’t get a tension or I can handle myself from my scared”.<sup>49</sup>

The informant get more preparation because the strategy is when informant must prepared noted about the topic or theme first before join in the speaking class. and it is really help the informant get more confidence to answer the question by the lecture.

“My reason choose my strategy is I feel comfort when I make a noted to prepare before I come to class and so handle my tension”.<sup>50</sup>

The informant feel really comfort of the strategy, and the informant get a more preparation like make a noted before learning process, so the informant can enjoy and not get a tension or scared in speaking class.

Comparisan:

The third previous Research has the different result, The comparisan between the result and previous result. The previous research found about teaching and learning proces, the rule of classroom activities play very important rule. But in the comparison of this research students his/her self play important rule seuch like to be more focus by doing inhale and exhale.

New Finding:

Based on the findings explained on the discussion above, the research get now finding refers to the students strategy. The new finding was about students psikology which refers to the students habbit, students felt mpre clam after did Inhale and Exhale.

---

<sup>49</sup> Informant 09, Female, *Students of English Department*, interview on 25 July 2022

<sup>50</sup> Informant 10, Female, *Students of English Department*, interview on 25 July 2022



This strategy naturally used as psychology aspect of student learning. This strategy caused of psikology strategi in solving student anxiety.

## **B. DISCUSSION**

This section explain about the discuss refers to the finding above, the data which explain in previous section did by reeducating data which found about the strategy in managing tension at speaking class, and also students reason in implemented the strategy.

After explain the result of interview, the researcher discuss about the strategy used by the students namely; Inhale and exhale, Practice a lot, Make a note, Get focus, and get more preparation.

Inhale and Exhale become the strategy used mostly by the students, the students doing inhale in order to be more focus on materials, when students get tension, they need only Inhale to stabilize their tension and to put their calmly well.

Exhale also become the strategy used because by exhale the students may be influence the tension to be more calmly,

Based on theory an attempt to maximally inhale and exhale, thereby stimulating the stretch receptors of the lungs slowly, and stimulating the nerves. The function of inhale and exhale emotionally can help achieve peace of mind, directing thoughts and feelings to be calmer, not thinking about things that are uncertain so that brain performance can be reduced. Therefore, the theory the Inhale and Exhale that is done can suppress the anxiety that is experienced. Inhale and Exhale Effectively reduces symptoms of anxiety and can improve students' mood. This inhale and exhale technique is a relaxation technique to reduce anxiety so that the body becomes relaxed. Based on the result of observation, mostly students apply this strategy, even in general, person who have some problem on their anxiety or

tension, they will do the same which inhale and exhale processing.

Exhale which did by the students can effect the students emotional and their felling before speak up in front the class, the time when the teacher asked the students to speak, they will get nervouse and showed their confused, it may become the indicator of being afraid, nervouse and fear, it showed from the observation, mostly the students get indicated as showed in theory, which also the indicator of being afraid.

The theory statated that Learning tension is lack of knowledge and trying to speak in another language and lack of understanding and responding to a topic. To talk about ways to overcome the Learning tension, we need to understand the reasons that cause it. The theory which explained on the second chapter related to the research result. Students showed their learning tension in visual observing. It support the result of this research.<sup>51</sup> The students showed their learning pressure when the lecture asked them to speak up which become the step of lecture evaluation.

Based on the result of interview also that one of the fears of students in speaking class is that they are afraid of making mistakes and often it is the fault of a lecture who constantly corrects students' mistakes without allowing them to express their point of view. Speaking of error correction and elimination of student fear we must take into account the psychological characteristics of each student. The students sometimes afraid being make a mistake during the class.

Another strategy used also was practice a lot whcih also effective to be implemented in the classroom specially for the students who are easy to be tension in

---

<sup>51</sup> Lazarus, Folkman. S. *Tension appraisal and coping*. (Newyork : Springer Publishing Company.Inc.2016)

speaking class, some of the caused of tension in speaking was because of low preparation, mostly students get tension or afraid to make a mistake because of the low preparation before the class begin, Another problem that causes students' fear in speaking a class is that they are so fixated with grammar that it causes tension and lack of confident for students both when they study and their environment.

Related to the fear of making a mistake, a feeling of discomfort when communicating in English. In order to overcome the language tension caused by these reasons, it is necessary to create such conditions in which a student would feel comfortable, in which the potential internal capabilities of a student would be revealed, so that a student would psychologically relax and speak spontaneously on a particular topic. Those problem become the main caused why the students should have strong preparation before go to the class.

Discussing about another strategy which is make a note is also used by students strategy to manage their tension, note may help the students for their preparation, note may sums the idea which comes out to be topic which going to be speak, make a note related to the greaat preparaation in class, related to the theory that, Tension is defined as the relationship specific between individuals and their environment, assessed by the individual as something burdensome, or exceeds the limits of ability, so threaten the welfare of the individual<sup>52</sup>. The result of observing showed similar condition, the students get effected from their friend who have ability more in speaking, that condition force the students to be more active, in fact this condition of course influenced the students fear.

Another discussion about get focus which become the reason of strategy by the

---

<sup>52</sup>Lazarus &Fulkman, S."Tension Appraisal and Coping".(Newyork : Springer Publishing Company.Inc,1984).p23

students manage their tension, focusing on the materials become the main reason why the students should did some of the strategy mentioned above, focusing on the materials related to the speaking object should be done by the students in order to be more active at class, focus is the condition which the students get attention more toward the materials better than other environment, in fact, speaking materials is too difficult because the materials should be understood while practice a lot.

Several strategy like inhale and exhale is trying for get focus in learning speaking, the researcher assumed that, students focusing is hard to be implemented without doing inhale and exhale, this strategy is effective enough to get focus. Last reason why the students used the strategy of making note because of great preparation for the students manage their tension. Having great preparation before come to class really help the students. The conclusion were that, students felt the tension during the class which also have their certain strategy which related to the strategy used in the second chapter.

Based on the discussion above, the researcher related the theory with the result of the discussion, it found that the students' strategies in managing their tension, in previous research which explained about English Language Learning Strategies: Avoiding anxiety Strategies. This study examines the most dominant of the English Language Learning Strategies (ELLSs) employed by secondary school students in Indonesia, and the relationship between language learning strategies (LLSs) and the tension in learning process use and students' English proficiency level.<sup>53</sup> Data analysis relied heavily on statistical analysis which conclude that students' strategies depend on the students' habit in solving their stressed. Based on the theory which

---

<sup>53</sup>Conrada.R.J, Baum, *Psychology and Learning*, (New York: Springer Publishing Company. 2011)

related to the research result that students' habit become the most strategy used by the students, the habit refers to the inhale and exhale did by the students.

Another statement that, tension can impair students' tension by disrupting attention, for example, students who live in certain condition will addict their emotional and tension, this related to the theory of activated strategy that involves management of emotions, motivation and attitude toward learning. For example: students encourages themselves to learn English, give reward when pass the English task well, try to relax when afraid of making mistakes, etc.<sup>54</sup> This theory supported the result of data that showed students motivated themselves and try to get relax on themselves by doing inhale and exhale during the classroom activities. Another step of solving tension were making note as great preparation.

---

<sup>54</sup>Cohen, *Environmental Tension. In Human Behavior and Environment. Springer.* (Boston. MA. 2018)

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

This section explain about the conclusion if the research which refers to the research question, the conclusion about students' strategies in managing tension in speaking class (an analysis at fourth semester of English education program at IAIN Parepare). The conclusions of the research were:

1. Student strategies in managing tension in speaking class Fourth Semester of English Education Program at IAIN Parepare showed that, students used three strategies in managing tension; first strategy is Inhale and Exhale which the process of taking out deep breath during the speaking class room, the second strategy is Practice a lot which did by the students by trying to speak for a many times at home before the class. the third strategy is make a noted which help the students to be more ready for speaking performance
2. students' reason of implemented the strategy in managing their tension found that, there were two commonly reason; first get focus, the using of the strategy become reason for having more focus in speaking class, focus was the main reason of managing tension; second, get more preparation were the second reason why the students implemented the strategy in managing tension. Both of reasons become the conclusion of this research.

#### **B. Suggestion**

Based on the conclusion, the researcher would like to give some suggestions related to this researcher to the English speaking lecture. The suggestions is that teachers should be more attention to see the student tension when they teach speaking

in the class, by seeing aand get attention to the students tension, it may help the students to learn more effective if the lecture may avoid some of the technique which affect the students tension.



## BIBLIOGRAPHY

- Abd Moawad Ruba. *Learning During the Covid-19 Pandemic and Academic Tension in University Students*. Ceeol: Editura Lumen. Asociatia Lumen. 2020
- Brown. H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. White Plains, NY: Longman. 2000.
- Burns. A. Joyce. H. *Focus on Speaking*. Sydney. Macquarie University Press. 1997
- Burhan Bungin, *Penelitian Kualitatif: Edisi Kedua* (Jakarta: Kencana Prenada Media Group, 2007)
- Cameron. Lynne. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press. 2001
- Contrada. R. J., Baum. A. *The Handbook of Tension Science: Biology, Psychology, and Health*. 1 ed. New York: Springer Publishing Company. 2011
- Donsu. Jenita DT. *Psikologi Keperawatan*. Yogyakarta: Pustaka Baru Press. 2017
- Feny Wahyu Indah Sari. *The Students' Speaking Accuracy and Fluency Ability in Video Production Through Learning Process A Descriptive Qualitative Research in the Second Year of SMA Gajah Mada-Medan*. Unpublished Universitas Muhammadiyah Sumatera Utara. 2020
- Gay, L. R., Mills, G. E., & Airasian, P. W. *Education research : competencies for analysis and applications* (Upper Saddle River, N.J.: Merrill/pearson 2009)
- Harun Rasyid, *Metode Penelitian Kualitatif*. Pontianak: STAIN Pontianak, 2000.
- Joko Subagyo, *Metode Penelitian. Dalam teori dan praktek.*, Jakarta, Rineka Cipta: 2006.
- Lazarus R.S., Cohen J.B. *Environmental Tension. In Human Behavior and Environment*. Springer. Boston. MA. 1977
- Lazarus. R.S. & Folkman. S. *Tension appraisal and coping*. New York : Springer Publishing Company. Inc. 1984
- Marzuki, *Metodologi Riset*, Yogyakarta: Hanindita Offset, 1983..
- Michael Ryan. *Learning in Nursing Education during the Covid-19 Pandemic: Tension, Satisfaction, and Academic Performance*. Cambridge: West Visaya State University. 2021
- Priyoto. *Teori Sikap dan Perilaku dalam Kesehatan*. Yogyakarta: Nuha Medika. 2014



- Richards.Jack.C. and Rogers. Theodore. S..*2<sup>nd</sup> Edition Approaches and Methods in Language Teaching*. New York: Cambridge University Press.1986
- Sarafino. E. P.. Timothy W. Smith..*Health Psychology: Biopsychosocial Interactions.7th edition*.AmerikaSerikat: John Wiley & Sons.Inc.2011
- SujonoSoekarno, *PengantarPenelitian*, Jakarta: UI Press, 1986.
- Ur.Penny..*A Course in Language Teaching*. Cambridge: Cambridge University Press.1996
- Wulandari. Ade Erma."*The Difficulties of the Second Semester Students at University Malang in Speaking Courses During Covid-19 Pandemic*"UnpublishedSkripsiUniversitas Islam Malang.2020.





**APPENDICES**

**PAREPARE**

## Appendix 1

### Observation Protocol

<p>Date / Time : 22 June 2022 / 09.00 – 10.45          Place : T/101 IAIN Parepare          Observation : Tension in Speaking Class          Observer : Lisa Lestari Heri          Activity : Observation in Speaking Class at Fourth Semester</p>
<p style="text-align: center;"><b>Descriptive Notes</b></p> <p style="text-align: center;">(Detailed, chronological notes about what the observer sees, hears; what occur; the physical setting)</p> <p>Dosen memulai atau membuka kelas sesuai jadwal, memulainya dengan menyapa mahasiswa, sambil menunggu mahasiswa yang lain datang, dosen menanyakan ke mahasiswa bagaimana metode atau strategi belajar mereka dalam mempelajari Bahasa Inggris dalam hal ini Speaking. Disamping itu dosen juga memberikan saran dan motivasi bagaimana cara belajar dengan baik atau tips-tips belajar Speaking kepada Mahasiswa diantaranya dengan mendengarkan music, ataupun mencatat dan menghafalkan vocabulary.</p> <p>Dosen memulai pembelajaran, dengan terlebih dahulu mengingatkan materi pembelajaran sebelumnya kemudian memberikan materi berupa tenses yakni Simple Present Tense, Simple Past Tense, Simple Future Tense dan Simple Past Future Tense. Tidak hanya mengajarkan cara penulisan sesuai kaidah dalam bahasa Inggris tetapi dosen juga mengajarkan cara pronouncation serta psikolinguistik kepada mahasiswa.</p> <p>Dalam proses pembelajarannya, dosen menguasai atau dapat mengelola kelas dengan baik sehingga mahasiswa merasa nyaman, dan enjoy dalam mengikuti proses pembelajarannya hal ini bertujuan agar mahasiswa tidak merasakan takut ataupun tegang sehingga materi yang disampaikan itu mudah untuk mereka pahami. Dan juga dosen mengajarkan micro teaching kepada mahasiswa.</p> <p>Di akhir pembelajaran, dosen memberikan evaluasi kepada mahasiswa mengenai materi yang di sampaikan serta kembali memberikan motivasi dalam pembelajaran Bahasa Inggris.</p>
<p style="text-align: center;"><b>Reflective Notes</b></p> <p style="text-align: center;">(Concurrent notes about the observer's personal reaction, experiences)</p> <p>Dosen tidak hanya memberikan materi mengenai tenses ataupun materi speaking,</p>

namun dosen menyinggung empat skill dalam pembelajaran Bahasa Inggris, dimana dosen mengajarkan cara pronouncation (speaking), reading, listening maupun writing serta hal-hal dalam psikolinguistik. Dan juga pengelolaan kelas yang baik sehingga mahasiswa merasa nyaman dan tidak takut ketika pembelajaran berlangsung.



Appendix 3

Hasil Instrument Penelitian

NAMA : MUHAMMAD FACHRUL ROZY SUDIN

NIM : 2020203888203023

No	PERTANYAAN	JAWABAN
A. INTERVIEW TERBUKA		
1. Subyek Penelitian		
1	Apakah anda telah mengampu mata kuliah Speaking selama proses perkuliahan berlangsung?	Iya
2	Bagaimana pendapat anda tentang metode pembelajaran pada mata kuliah Speaking?	Menurut saya, metodenya bagus serta penyampaian materi yang diajarkannya pun juga bagus.
3	Menurut anda, apakah mata kuliah Speaking ini mudah untuk anda pahami?	Mudah, ya mudah. Selama ini mudah sih.
	- Berarti selama ini lancar-lancar ji?	- Iya lancar-lancar ji
4	Bagaimana perasaan anda selama belajar mata kuliah Speaking?	Perasaan saya untuk mata kuliah Speaking ini yah gampang, ga terlalu susah dan mudah di mengerti juga sih.
	- Ini kamu merasa mata kuliah Speaking ini mudah karena dosen yang mengajarkannya dengan baik atau bagaimana?	- Ee yap, tergantung dosennya juga sih
5	Apakah anda merasa tegang saat belajar mata kuliah Speaking?	Engga, tergantung dosen juga heheh
6	Dapatkah anda menjelaskan perasaan anda ketika belajar mata kuliah Speaking?	Ee.. iya bisa, bisa
	- Seperti apa?	
	- Have fun yah	- Ee, kalau perasaannya sih ga tegang

		<ul style="list-style-type: none"> <li>- Iya merasa have fun juga, ya balik lagi tergantung dosennya hahah sama apa yang diajarin gitu.</li> </ul>
<p><b>B. INTERVIEW TERFOKUS</b></p> <p><b>1. Interview Terfokus Mengenai Strategi Mahasiswa dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare</b></p>		
1	<p>Apa strategi yang anda gunakan untuk mengatasi ketegangan saat belajar speaking?</p>	<p>Aa.. kalau misalnya saya tegang yah coba untuk rileks, eh apa coba apa, inhale dan exhale lagi. Ee tarik napas mungkin mencoba untuk focus biar ga apa.. ee distrack ke yang lain.</p>
2	<p>Bagaimana cara anda menggunakan strategi tersebut dalam mengatasi ketegangan anda?</p> <ul style="list-style-type: none"> <li>- Rileks?</li> </ul>	<p>Caranya kaya tadi sih hahah, ya gitu jadi ya apa namanya.. inhale dan exhale</p> <ul style="list-style-type: none"> <li>- Ya rileks aja biar ga tegang gitu</li> </ul>
3	<p>Apakah anda menggunakan strategi anda di setiap kelas?</p>	<p>Kenapa? Oh ya Eh iyasih hampir semua kayanya kek gitu. Iya</p>
4	<p>Dapatkah anda menjelaskan secara spesifik penggunaan strategi anda?</p> <ul style="list-style-type: none"> <li>- Oh berarti spontanitas yah?</li> <li>- Lancar memang speakingnya? I mean kaya ee memang ada skill untuk speaking</li> </ul>	<p>Kalau ee.. penggunaan strategi untuk yang kaya tadi biar ga tegang sih, ee.. ga terlalu kaya gimana ya, cuman ehm buat saya kaya gitu ee, ga apa namanya? Ga terlalu ya, langsung aja gitu. Ga terlalu strategi, ga terlalu apa.. ee ga terlalu bertele-tele juga</p> <ul style="list-style-type: none"> <li>- Yah spontan saja, ga yang gimana-gimana</li> <li>- Iya, bisa bisa</li> </ul>
<p><b>2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare</b></p>		
1	<p>Apa tahapan pertama yang anda lakukan dalam mengimplementasikan strategi</p>	<p>Tahap pertama untuk pengimplementasian strategi tersebut, yang pertama ucapin Bismillah sih,</p>

	<p>tersebut?</p> <ul style="list-style-type: none"> <li>- Bismillah? Diam?</li> </ul>	<ul style="list-style-type: none"> <li>- Yah ucapin Bismillah abis tuh diam, abis tu berfikir, tarik napas abis tu respond.</li> </ul>
2	<p>Apa alasan anda dalam memilih strategi tersebut untuk mengatasi ketegangan saat pembelajaran Speaking?</p>	<p>Ehm,. Karena yang kepikiran itu hahah, yah yang kepikiran itu . trus kalau untuk yang lain yap udah ee apa namanya.. bisanya di situ biar ga tegang. Yap</p>
3	<p>Apa kelebihan yang anda rasakan ketika menggunakan strategi ini?</p>	<p>e.. kelebihanannya yah lebih cepet aja biar ga e apa. Ga tegang</p>
4	<p>Bagaimana anda mengetahui strategi tersebut?</p> <ul style="list-style-type: none"> <li>- Setelah mengalami ketegangan, otodidak hahah</li> <li>- Good job</li> </ul>	<p>ee... saya mengetahui tuh ee setelah ee..</p> <ul style="list-style-type: none"> <li>- Hahah ya langung ji. Yang kaya oh kaya gini nih caranya. Gitu</li> <li>- Yup</li> </ul>
5	<p>Apakah anda memiliki perlakuan khusus pada strategi ini? Perlakuan khusus begini, dalam artian ee misalnya begini kan tadi salah satu strateginya itu mencoba rileks, nah adakah sesuatu yang mulakukan untuk buat rileks bgitu?</p>	<p>Hhmm.. perlakuan khusus maksudnya?</p> <p>Ee ga ada sih, kalau perlakuan khusus begitu ga ada.</p>

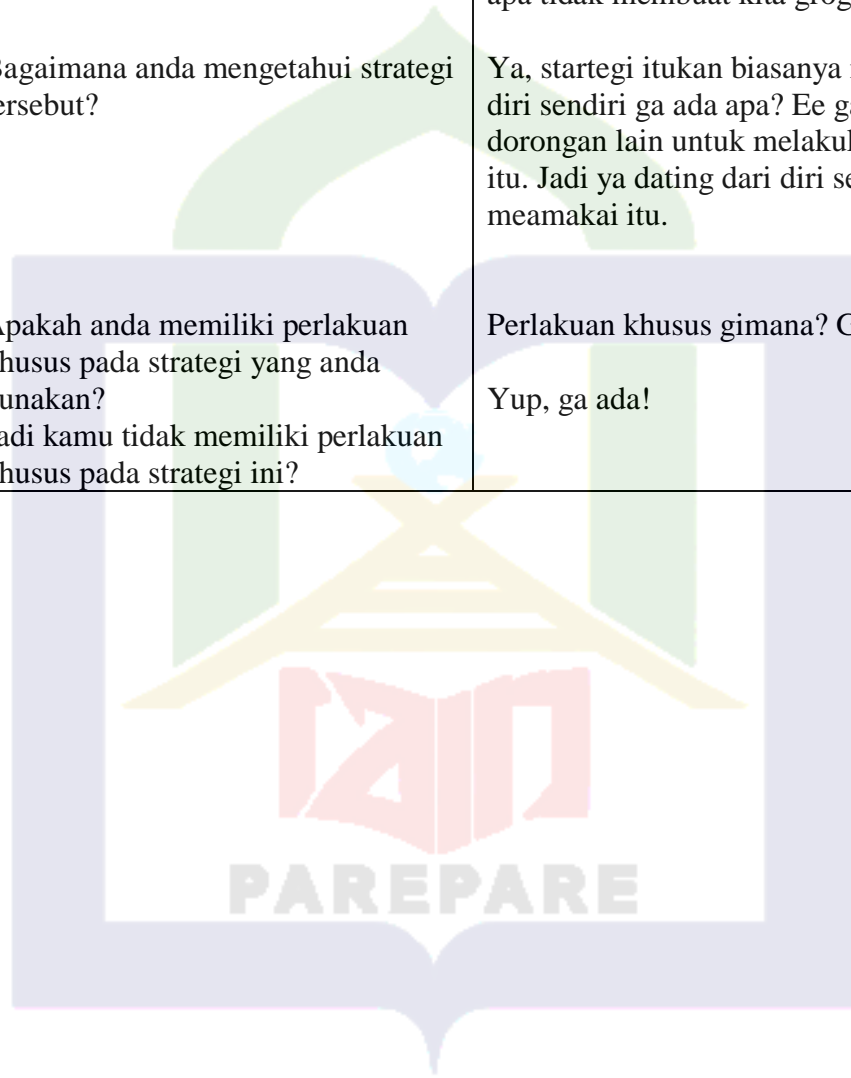
NAMA : AL IKHWAL  
 NIM : 2020203888203002

No	PERTANYAAN	JAWABAN
A. INTERVIEW TERBUKA		
1. Subyek Penelitian		
1	Apakah anda telah mengampu mata kuliah Speaking selama perkuliahan berlangsung?	Udah!
2	<p>Bagaimana pendapat anda mengenai metode yang digunakan dalam pembelajaran Speaking?</p> <ul style="list-style-type: none"> <li>- Metode pembelajarannya?</li> <li>- Metode pembelajaran kaya bapak tadi..</li> <li>- Kaya bisa kuasai kelasnya, mencangkup berbagai hal di dalam, misalnya dia melakukan evaluasi dengan cara menanyakan satu persatu mahasiswa mengenai materi yang diajarkan tadi .</li> </ul>	<p>Ya,, tergantung dosennya bagus sih</p> <ul style="list-style-type: none"> <li>- Maksudnya metode kek mana?</li> <li>- Oh yang tadi? Ee kaya apa eee???</li> <li>- Ya, kalau begitu sih ya, maunya gitu terus sampai selesai semester ini yak arena bagus caranya .</li> </ul>
3	<p>Menurut anda, apakah mata kuliah Speaking ini mudah untuk anda pahami?</p> <ul style="list-style-type: none"> <li>- Kamu belajar Speaking itu dari semester berapa?</li> <li>- Dan mulai dapat enjoynya belajar Speaking semester berapa?</li> </ul>	<p>Kalau itu ee kembali lagi tergantung dosennya gimana caranya mengajar, kalau caranya keras ya susah pahamiya.</p> <ul style="list-style-type: none"> <li>- Semester satu</li> <li>- Semester sekarang (Empat)</li> </ul>
4	Bagaimana perasaan anda selama mengikuti proses mata Kuliah Speaking?	Eee.. enjoy yah karena ya kalau dari semester satu ke tiga ya,, yaa ga terlalu enjoy karena dosennya ya bisa dibilang susah untuk pahamiya. Kalau sekarang keren, bagus.
5	Apakah anda merasa tegang saat belajar Speaking?	Ya lumayan sih, kalau misalnya ditunjuk di suruh ngomong tu semua orang juga



6	<p>Dapatkah anda menjelaskan perasaan anda selama belajar Speaking?</p> <ul style="list-style-type: none"> <li>- Kamu tadi yang duduk paling belakang waktu baru dating?</li> <li>- Kenapa kamu pilih duduk paling belakang?</li> <li>-</li> <li>- Oh.. bukan karena tegang ya?</li> </ul>	<p>tegang hahah</p> <p>Yaa.. senam jantunglah intinya, itu kalau ditunjuk ya kalau ga ya biasa aja.</p> <ul style="list-style-type: none"> <li>- He'e ya itu</li> <li>- Ya karena kan sebelumnya udah di sampaikan kalau terlambat itu bakal dikeluarin makanya duduk di belakang dulu tunggu di suruh kedepan .</li> </ul> <p>Engga!</p>
<p><b>B. INTERVIEW TERFOKUS</b></p> <p><b>1. Interview Terfokus Mengenai Strategi Mahasiswa Dalam Managing Tension Pada Mata Kuliah Speaking Semester Empat IAIN Parepare</b></p>		
1	<p>Apa strategi yang anda gunakan untuk mengatasi ketegangan saat belajara Speaking?</p> <ul style="list-style-type: none"> <li>- Nda ada strategi lain selain yang kamu sebutkan tadi?</li> </ul>	<p>Nah jadi, e.. kalau saya lagi tegang tuh biasanya ee baca Bismillah dulu trus e tarik napas yang panjang dan nanamkan dalam hati bahwa saya tuh bisa.</p> <ul style="list-style-type: none"> <li>- Ga ada, itu udah pasaran sih</li> </ul>
2	<p>Bagaimana cara anda menggunakan strategi anda dalam mengatasi ketegangan anda?</p>	<p>Ya balik ke tadi lagi caranya seperti itu. Ee dengan cara begitu. Tadi udah di jelasin kan?</p>
3	<p>Apakah anda menggunakan strategi itu di setiap kelas?</p>	<p>Ee tergantung, saat saya lagi tegang saja mungkin. Kalau engga ya santai aja</p>
4	<p>Dapatkan anda menjelaskan lebih spesifik penggunaan strategi anda?</p>	<p>E.. jadi ee strategi saya tu digunakan saat tegang aja sih</p>
<p><b>2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare</b></p>		
1	<p>Apa alasan anda memilih strategi tersebut dalam mengatasi ketagangan anda?</p>	<p>Nah jadi, karena strategi ini simple, fleksibel, mudah untuk dipakai yaa jadi saya memakai itu.</p>
2	<p>Apa tahapan pertama yang anda</p>	<p>Ya baca Bismillah trus tarik napas yang</p>

	<p>lakukan dalam mengimplementasikan strategi anda?</p> <ul style="list-style-type: none"> <li>- Meyakinkan diri ya?</li> </ul>	<p>dalam dan ee apa? Mananam dalam hati bahwa saya tuh bisa</p> <ul style="list-style-type: none"> <li>- He'e, yakin aja udah</li> </ul>
3	<p>Apa kelebihan yang anda rasakan menggunakan strategi tersebut?</p>	<p>Nah, kelebihannya itu yah ee mudah untuk mengembalikan ketegangan, dan e apa tidak membuat kita grogi. Tu dia.</p>
4	<p>Bagaimana anda mengetahui strategi tersebut?</p>	<p>Ya, startegi itukan biasanya muncul dari diri sendiri ga ada apa? Ee ga ada dorongan lain untuk melakukan strategi itu. Jadi ya dating dari diri sendiri untuk meamakai itu.</p>
5	<p>Apakah anda memiliki perlakuan khusus pada strategi yang anda gunakan? Jadi kamu tidak memiliki perlakuan khusus pada strategi ini?</p>	<p>Perlakuan khusus gimana? Ga ada sih Yup, ga ada!</p>



NAMA : NURUL SYAFIQAH

NIM : 2020203888203010

No	PERTANYAAN	JAWABAN
A. INTERVIEW TERBUKA		
1. Subyek Penelitian		
1	Apakah anda telah mengampu mata kuliah Speaking selama proses perkuliahan?	Iyap betul!
2	Bagaimana pendapat anda tentang metode dalam pembelajaran Speaking? <ul style="list-style-type: none"><li>- Jangan tegang hahah. Bagaimana mu rasa tentang metode pembelajarannya?</li><li>- Untuk kelas ini saja? Kalau semester-semester kemarin?</li><li>- Nah, waktu online kemarin kan beda metode. Bagaimana yang mu rasa saat itu?</li></ul>	Menurut saya, metodenya fun, dan ee... <ul style="list-style-type: none"><li>- Ee saya fikir, ee yah pembelajarannya menyenangkan, membuat kita lebih paham dan bapak selalu memotivasi kita setiap memulai pembelajaran</li><li>- Sama sih tapi, semester satu kan via online</li><li>- Kalau onlinenya saya kurang apa ya? Ee saya kurang masuklah apa ee karena jarang practice kalau online kalai offline seperti tadi yang dilakukan bapak.</li></ul>
3	Menurut anda, apakah mata kuliah Speaking ini mudah untuk anda pahami?	Yah,
4	Bagaimana perasaan anda selama belajar Speaking? <ul style="list-style-type: none"><li>- Bagaimana perasaan mu? Senang kah, takut kah?</li><li>- Kalau misalnya tadi bapak tunjuk satu-satu itu tegang tidak?</li></ul>	Kadang senang, kadang tegang sih, tergantung ee apanya, tergantung bapaknya <ul style="list-style-type: none"><li>- Ya, tapi kalau selesai yah langsung plong!</li></ul>
5	Apakah anda merasa tegang saat	Sometimes ee tegang kadang juga enjoy

	<p>peroses pembelajaran Speaking? Kaya di tunjuk-tunjuk itu tegang kah, atau kek enjoy saja sampai berakhir kelas?</p> <p>Dapatkah anda menjelaskan perasaan anda selama belajar Speaking?</p>	<p>Perasaan saya, yah senang, takut campur aduklah</p>
<p><b>B. INTERVIEW TERFOKUS</b> 1. Interview Terfokus Mengenai Strategi Mahasiswa Dalam Managing Tension Pada Mata Kuliah Speaking Semester Empat IAIN Parepare</p>		
1	<p>Apa strategi yang anda gunakan untuk mengatasi ketegangan saat pembelajaran Speaking?</p> <ul style="list-style-type: none"> <li>- Jadi kamu belajar dan sudah mempersiapkan diri sebelum datang ke kampus</li> </ul>	<p>Strateginya saya sih dari rumah saya kaya ee latihan-latihanlah</p> <ul style="list-style-type: none"> <li>- Ee iya</li> </ul>
2	<p>Bagaimana cara anda menggunakan strategi anda dalam mengatasi ketegangan?</p> <ul style="list-style-type: none"> <li>- Ha? Bagaimana cara mu gunakan ini strategi dalam mengatasi ketegangan? Kan tadi strategi mu belajar toh? Misalnya begini, ketika performance saat speaking dan terjadi ketegangan, tegang bgitu nda tau mau bikin apa, nah apa yang bakal mu bikin di situ?</li> </ul>	<p>Skip!</p> <p>Eee, siapkan mental hahahah</p> <p>Eee, siapkan mental hahahah Trus prepare sebelum performance.</p>
2	<p>Apakah anda menggunakan strategi anda di setiap kelas?</p> <ul style="list-style-type: none"> <li>- Just this Class?</li> </ul>	<p>Tidak</p> <ul style="list-style-type: none"> <li>- Saya menggunakan strategi kalau dosennya yang kaya tadi, tidak terlalu perhatian sama ee</li> <li>- Iya tergantung dosennya</li> </ul>
3	<ul style="list-style-type: none"> <li>- Oh tergantung dosen berarti</li> </ul> <p>Dapatkah anda menjelaskan secara spesifik penggunaan strategi anda?</p>	<p>Hmm... tidak terlalu spesifik, tidak yang bagaimana-bagaimana juga cuman mempersiapkan diri sebelum masuk kelas dan menyempatkan belajar sedikit</p>

2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare		
1	Apa alasan anda dalam memilih strategi tersebut untuk mengatasi ketegangan anda?	Biar, nanti kalau di Tanya-taya di kelas saya bisa menjawab.
2	Apa tahapan pertama yang anda lakukan dalam mengimplementasikan strategi tersebut? - Menenangkan diri ya	Baca Bismillah heheh  - Iya
3	Apa kelebihan yang dapat anda rasakan menggunakan strategi tersebut?	Hmm kelebihannya, ee saya bisa enjoy di kelas, saya bisa mejawb pertanyaan apa yang di berikan dosen tersebut.
4	Bagaimana anda mengetahui strategi tersebut? - Darimanakah atau ada temannya yang ksi tau kalau harus belajar dulu sebelum masuk bapak atau bagaimana?  - Berarti strategi ini kamu dapatkan dari melihat pengalaman kamu sendiri berarti tidak ada arahan atau perintah dari orang lain?	Eee...  Ee saya, sebenarnya saya alami karena misalnya saya tidak belajar dari rumah terlebih dahulu otomatis saya diam-diam saja di kelas, tapi kalau saya belajar dari rumah sebelumnya saya bisa aktif di kelas dalam mengikuti kelas Speaking  - Iya, saya sendiri
5	Apakah anda memiliki perlakuan khusus pada strategi anda?	Ee tidak!

NAMA : PATMAWATI  
 NIM : 2020203888203012

No	PERTANYAAN	JAWABAN
<b>A. INTERVIEW TERBUKA</b> <b>1. Subyek Penelitian</b>		
1	Apakah anda telah mengampu mata kuliah Speaking?	Iya!
2	Bagaimana pendapat anda tentang metode pembelajaran Speaking? - Metode seperti apa yang kamu suka dalam proses pembelajaran speaking?	Tergantung dosennya - Kaya pak Arqam tadi menjelaskan lalu mempraktikkan
3	Menurut anda, apakah mata kuliah Speaking ini mudah untuk di pahami?	Ada yang mudah ada yang susah, itu tergantung dosen.
4	Bagaimana perasaan anda selama belajar mata kuliah Speaking?	Ya, bagus, nyaman, rileks, enjoy dan tetap tergantung dosen hahah
5	Apakah anda merasa tegang saat belajar Speaking?	Iya, adalah kadang-kadang
6	Dapatkah anda menjelaskan perasan anda selama belajar Speaking?	Ya itu, ada tegang sometimes ada enjoy, tergantung suasananya.
<b>B. INTERVIEW TERFOKUS</b> <b>1. Interview Terfokus Mengenai Strategi Mahasiswa Dalam Managing Tension Pada Mata Kuliah Speaking Semester Empat IAIN Parepare</b>		
1	Apa strategi yang anda gunakan untuk mengatasi ketegangan dalam pembelajaran Speaking? - Jadi kalau saat performance itu ketika tegang, nah strategi apa yang kamu gunakan untuk menghilangkan ketegangan yg mu rasa?	Ini sih, tarik napas dalam-dalam, berfikir, ini dulu di kasi tenang dulu pikiran. - Ee itu tadi, mungkin kaya ee tanangkan dulu pikiran, kasi nyaman dulu dirita begitu, di nyamankan dulu ke otak.
2	Bagaimana cara anda menggunakan strategi anda dalam mengatasi ketegangan?	Ya.. diam dulu, prepare dulu kan sebelum performance

3	Apakah anda menggunakan strategi tersebut di setiap kelas?	Ee iyasih, karena pasti adalah masa-masa di mana tegang
4	Dapatkah anda menjelaskan secara spesifik penggunaan strategi tersebut?	Ya, itu tadi, kalau misalnya tegang haru tarik napas dalam-dalam, jernihkan pikiran buat nyaman tubuh.
2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare		
1	Apa alasan anda dalam memilih strategi tersebut untuk mengatasi ketegangan anda?	Ee, bagaimana di? Alasannya? Tentunya untuk mengurangi ketegangan hahahh
2	Apa tahap pertama yang dilakukan dalam mengimplementasikan strategi tersebut?	Eee pertama tenangkan pikiran, menenangkan diri ya iya
3	Apa kelebihan yang anda rasakan menggunakan strategi tersebut?	Ya,, ketegangan itu jadi berkurang, otak lebih fresh yah
4	Bagaimana anda mengetahui strategi tersebut?	Dari diri sendiri ya,
5	Apakah anda memiliki perlakuan khusus pada strategi tersebut?	Kalau perlakuan khusus ga ada sih

NAMA : SYARIBULAN  
 NIM : 2020203888203014

No	PERTANYAAN	JAWABAN
A. INTERVIEW TERBUKA		
1. Subyek Penelitian		
1	Apakah anda telah mengampu mata kuliah Speaking?	Iya, sudah tiga kali dari semester dua, tiga dan empat
2	Bagaimana pendapat anda tentang metode pembelajaran mata kuliah Speaking?	Menurut saya bagus, dan bisa ee mengajarkan kita untuk lebih apaya, lebih mampu untuk speaking dan interviewers atau speakers.
3	Menurut anda, apakah mata kuliah Speaking ini mudah untuk anda pahami?  - Kalau menurut kamu, kamu mudah untuk memahami mata kuliah Speaking tidak? - Cukup mudah yah?	Ee menurut saya berbeda-beda ya, tergantung orang, kan kemampuan setiap orang kan berbeda-beda ya jadi mungkin ada yang mudah memahami dan mungkin ada yang sulit untuk memahami.  - Menurut saya, ee saya cukup eee menurut saya cukup mudah - Iya heheh
4	Bagaimana perasaan anda selama belajar mata kuliah Speaking?	Apaya, perasayaan saya excited sekaligus takut yah,
5	Apakah anda merasa tegang saat mengikuti proses pembelajaran Speaking?	Kadang-kadang
6	Dapatkah anda menjelaskan perasan anda selama belajar Speaking?	Ya seperti tadi perasaannya kadang gembira, takut, tegang, kadang enjoy juga.
B. INTERVIEW TERFOKUS		
1. Interview Terfokus Mengenai Strategi Mahasiswa Dalam Managing Tension Pada Mata Kuliah Speaking Semester Empat IAIN Parepare		
1	Apa strategi yang anda gunakan untuk mengatasi ketegangan dalam proses pembelajaran Speaking?	Ee.. kalau saya menyiapkan dulu konsep yang.. ee kadang menyiapkan kadang juga tidak menyiapkan. Kaya berfikir dulu kata-kata apa yang ingin di ucapkan abis tu tarik napas trus word



2	Bagaimana cara anda menggunakan strategi anda dalam mengatasi ketegangan anda?	affirmation, you can do it, it's okay. Itu
3	Apakah anda menggunakan strategi anda di setiap kelas?	Ya, seperti yang sudah saya sebutkan tadi, kurang lebihnya seperti itu heheh
4	Dapatkah anda menjelaskan secara spesifik penggunaan strategi anda?	Eee iya  Tahapannya? Tahapannya tuh ee siapkan dulu konsep apa yang ingin di bicarakan terus ee tarik napas untuk melegakan perasaan trus memberikan word affirmation dalam diri trus abis tu mengucapkan apa yang ingin diucapkan.
2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare		
1	Apa alasan anda dalam memilih strategi tersebut untuk mengatasi ketegangan anda? Adakah alasan khususnya misalnya saja seperti oh lebih enjoy ka di sini	Ya.. saya lebih percaya diri ya kalau sudah memberikan word affirmation kepada diri saya sendiri, rasanya lebih tenang juga sebelum performance. Yup
2	Apa tahap pertama yang anda lakukan dalam mengimplementasikan strategi tersebut? - Ketika performance tu kan, misalnya begini tanpa ada konsep, kamu di tunjuk naik tanpa ada konsep sebelumnya merasa tegang pasti toh? Nah tahap pertama yang dilakukan pada saat itu apa?	Untuk tahap pertama menyiapkan konsep dalam tulisan atau fikiran - Iya Ee apa ya? Haahaha diam trus berfikir kan trus di ucapkan.
3	Apa kelebihan yang dapat anda rasakan ketika menggunakan strategi tersebut?	Heheh lebih tenang, lebih PD
4	Bagaimana anda mengetahui strategi	ee.. kalau saya ee... dari diri sendiri

	tersebut? Adakah teman yang sarankan atau cari metode tersendiri untuk itu atau bagaimana?	
5	Adakah perlakuan khusus pada strategi tersebut?	Ehhmmm.. perlakuan khususnya ya menurut saya word affirmationnya tadi



NAMA : FAHIRA

NIM : 2020203888203003

No	PERTANYAAN	JAWABAN
A. INTERVIEW TERBUKA		
1. Subyek Penelitian		
1	Apakah anda telah mengampu mata kuliah Speaking?	Ee iya
2	Bagaimana pendapat anda tentang metode pembelajaran mata kuliah Speaking? - Iya, cara mengajarnya atau pengelolaan kelasnya bagaimana? Bagaimana pendapatmu tentang itu? - Terlalu tegang?  - Oh mudah dipahami? - Berarti bagus metodenya bapak?	Ee metode yang dipakai oleh dosen?  - Ee.. kalau yang kemarin sih kak, kalau menurut aku sih kemarin kaya terlalu, eee gurunya sih terlalu tegas tapi eee terlalu mengekang jadinya kita kaya.. - Ee iya terlalu tegang, ee jadinya kita mau dimengerti juga susah masuk. Tapi kalau yang sekarang ini Pak Arqam Alhamdulillah dia ee apa, pembelajarannya itu sederhana tapi masuk ke otak begitu - Iya kak, mudah dipahami, nda di kekang ki - Iya bagus
3	Menurut anda, apakah mata kuliah Speaking ini mudah untuk anda pahami?	Ee kalau menurut saya susah kak, susah sekali hahaha
4	Bagaimana perasan anda selama belajar mata kuliah Speaking?	Ee,, yaa susah senang sih kak, apalagi kalau speakingnya kurang bagus begitu, kurang lancar
5	Apakah anda merasa tegang ketika saat belajar Speaking?	Ya, tegang sih. Tergantung dosennya sih
6	Dapatkah anda menjelaskan perasaan	Eee,, perasaan, kalau yang perasaan

	anda selama belajar Speaking?	senangnya kak, kalau menurut saya ya belajar speaking itu menurut saya bagus sekali karena itukan ee apa, kita kan belajar Bhs. Inggris yah jadi menurut saya itu basic sekali untuk kita pelajari, tapi susahya itu ee apa ya terkadang metodenya, metode dari setiap dosen beda-beda jadi kalau dibilang masuk di otak itu susah. Tergantung dosen dan strategi ajarnya sih.
<p><b>B. INTERVIEW TERFOKUS</b></p> <p>1. Interview Terfokus Mengenai Strategi Mahasiswa Dalam Managing Tension Pada Mata Kuliah Speaking Semester Empat IAIN Parepare</p>		
1	<p>Apa strategi yang anda gunakan dalam mengatasi ketegangan dalam pembelajaran Speaking?</p> <ul style="list-style-type: none"> <li>- Jadi kalau sementara tampil atau performance speaking trus kamu tegang langsung melihat ke dosennya?</li> </ul>	<p>Eee.. kalau saya menatap dosennya sih hahaha, betulan iya kalau aku! Karena kalau ee aku begitu! Iya karena harus focus ke dosennya sebab harus diperhatikan betul-betul dosennya karna kalau tidak diperhatikan jangan sampai ya begitu haha</p> <ul style="list-style-type: none"> <li>- Iya! Harus diperhatikan. Kalau saya sih kak, kan beda-beda.</li> </ul>
2	<p>Bagaimana cara anda menggunakan strategi tersebut dalam mengatasi ketegangan?</p> <ul style="list-style-type: none"> <li>- Ee selain melihat itu adakah strategi lain yang kamu gunakan untuk mengatasi ketegangan?</li> </ul> <p>Misalnya saja prepare sebelum performance atau menuliskan note dan sebagainya atau kaya jawaban teman-temannya yang lebih pilih diam, menenangkan diri dan sebagainya</p> <ul style="list-style-type: none"> <li>- Ee begini, I mean kaya tampil di atas toh performance speaking, sementara speaking</li> </ul>	<p>Eee.. ya itu tadi, dengan cara melihat, kalau dosen melihat lagi..</p> <ul style="list-style-type: none"> <li>- Itu saja ji, di tatap kalau ada yang penting. Kalau bicara di catat lagi. Begitu sih</li> <li>- Yaa, ee pastinya pasti penampilan diperbaiki sih. Karna yah kalau mau tampil pasti diperbaiki memang jadi yaa harus latihan dulu lah.</li> </ul>

	<p>ini, dan kamu tegang. Nah apa yang kamu lakukan di saat itu?</p>	
3	<p>Apakah anda menggunakan strategi tersebut di setiap kelas?</p>	<p>ee.. semuanya sih</p>
4	<p>Dapatkah anda menjelaskan secara spesifik penggunaan strategi tersebut? Bagaimana cara mu tatap dosen? Bisa mu jelaskan lebih spesifik itu?</p> <p>- Eye contact ya hahah</p>	<p>ee.. kan biasa kan kalau ee stiap anu ee menatap pasti ke mahasiswanya kan jadi kalau dosennya mengarah atau melihat ke saya, saya harus siap- siap. Oh na lihat ka, jadi harus ku liat juga.</p> <p>- Iya</p>
<p>2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare</p>		
1	<p>Apa alasan anda dalam memilih strategi tersebut untuk mengatasi ketagangan anda? Apa alasan mu untuk pilih tatap dosen mu ketika kamu merasa tegang?</p>	<p>ee.. karena saya apadi, ee itu kan salah satu cara focus juga untuk saya ee mengerti apa yang di sampaikan oleh dosen juga, tatap itu supaya bisa juga masuk di otak.</p>
2	<p>Apa tahapan pertama yang kamu lakukan dalam mengimplementasikan strategi tersebut? Nah apa tahapan pertama yang mu lakukan sebelum mu liat dosennya?</p>	<p>Eee.. tahapan pertama yaaa. Kalau saya sih bagaimana di? Ee nda ada ji tahap-tahapnya kak, langsung-langsung ji saja. Karena kalau dosen sudah mengarah ke saya pasti ku liat mi juga. Jadi kaya refleksi ji</p>
3	<p>Apa kelebihan yang dapat anda rasakan ketika anda menggunakan strategi tersebut?</p>	<p>ee.. kalau menurut saya sih lebih menghormati atau menghargai dosennya sih. Dan agak berani juga sih</p>
4	<p>Bagaimana anda mengetahui strategi tersebut? Adakah tips atau saran dari teman atau bagaimana?</p>	<p>ee tidak. Kalau ini muncul sendiri sih kak</p>

5	Apakah anda memiliki perlakuan khusus pada strategi yang kamu gunakan?	Eee,, kalau perlakuan khusus kayanya tidak ada ji kak, karna refleks ji saja.
---	--	---



NAMA : SOJI YANTI  
 NIM : 202020388803009

No	PERTANYAAN	JAWABAN
<b>A. INTERVIEW TERBUKA</b>		
<b>1. Subyek Penelitian</b>		
1	Apakah anda telah mengampu mata kuliah Speaking selama proses perkuliahan?	Iya!
2	Bagaimana pendapat anda tentang metode yang digunakan dalam pembelajaran Speaking?	ee.. menurut saya lumayan bagus, karena disetiap pertemuan pasti langsung practice.
3	Menurut anda, apakah mata kuliah Speaking ini mudah untuk anda pahami?	Sebenarnya, tidak terlalu susah untuk dipahami, cuman yang susah itu peactiknya. Kalau materinya gampang ji, tapi kalau nanti di suruh bicara susah karena belum lancar.
4	Bagaimana perasaan anda selama mata kuliah Speaking?	Takut, heheh
5	Apakah anda merasa tegang ketika belajar Speaking?	Iya, merasa tegang, takut juga hehe
6	Dapatkah anda menjelaskan secara spesifik bagaimana perasaan anda selama belajar Speaking?	Takut ka kak, karna setiap pertemuan itu pasti di suruh ki langsung bicara begitu, takut ka karena tidak bisa pi ini, belum terlalu PD untuk speaking.
<b>B. INTERVIEW TERFOKUS</b>		
<b>1. Interview Terfokus Mengenai Strategi Mahasiswa Dalam Managing Tension Pada Mata Kuliah Speaking Semester Empat IAIN Parepare</b>		
1	<p>Apa strategi yang anda gunakan dalam mengatasi ketegangan saat belajar Speaking?</p> <p>Kan takut toh, tegang berarti, nah adakah strategi yang mu lakukan?</p> <p>Kaya tips-tips begitu biar tegangnya hilang.</p> <p>- Kaya belajarl kah dulum,</p>	<p>Yaa.. ada</p> <p>Eee.. iya begitu kaya latihan ki dulu sebelum masuk, supaya tidak tegang di kelas.</p>

	<p>prepare kah dulu atau ada hal-hal lain?</p> <ul style="list-style-type: none"> <li>- Nah kalau di tunjuk tiba-tiba?</li> <li>- Jadi strateginya kamu ini akay prepare dulu di' belajar dulu,.</li> </ul>	<ul style="list-style-type: none"> <li>- Yaa, keluarkan saja semampunya, yang terlintas saja di fikiran begitu</li> <li>- Iye.</li> </ul>
2	<p>Bagaimana cara anda menggunakan strategi anda dalam mengatasi ketegangan?</p>	<p>Di ini ee rutin saja terapkan.</p>
3	<p>Apakah anda menggunakan srategi tersebut di setiap kelas?</p>	<p>Cuman di kelas speaking saja.</p>
4	<p>Dapatkah kamu menjelaskan secara spesifik penggunaan strategi tersebut?</p> <ul style="list-style-type: none"> <li>- Begini, strategi mu kan praprare atau belajar, nah bisa mu jelaskan step by stepnya itu bagaimana?</li> </ul>	<p>Maksudnya kak?</p> <ul style="list-style-type: none"> <li>- Ee, ini sih kaya perbanyak dulu belajarnya, dan sudahnya itu banyak-banyak dulu belajar kosa kata baru, ee di ini latihan-latihan dulu baru masuk, biar nanti di kelas ada mi di tau sedikit</li> </ul>
<p>2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare</p>		
1	<p>Apa alasan anda dalam memilih ststrategi tersebut untuk mengatasi ketagangan anda?</p>	<p>Karena, menurut ku itu yang paling mudah</p>
2	<p>Apa tahapan pertama yang anda lakukan dalam mengimpementasikan strategi tersebut?</p> <ul style="list-style-type: none"> <li>- Sebelum belajar atau prepare adakah hal-hal yang kamu lakukan sebelum itu?</li> </ul>	<p>Bagaimana kak?</p> <ul style="list-style-type: none"> <li>- Ee.. banyak-banyak ji membaca, kaya hafal-hafal vocabulary</li> </ul>
3	<p>Apa kelebihan yang dapat anda</p>	<p>Eee.. sedikit na bantu ki dalam mata</p>



	rasakan ketika menggunakan strategi tersebut?	kuliah speaking. Sedikit terbantu.
4	Bagaimana anda mengetahui strategi tersebut? - Oh ini strateginya teman?	Dari anu, dari teman  - Iya hehehe
5	Apakah anda memiliki perlakuan khusus pada strategi tersebut?	ee.. tidak ada ji kak, santai ji



NAMA : ANDI MULIA  
 NIM : 2020203888203020

No	PERTANYAAN	JAWABAN
A. INTERVIEW TERBUKA		
1. Subyek Penelitian		
1	Apakah anda telah mengampu mata kuliah Speaking selama proses perkuliahan?	Iya!
2	Bagaimana pendapat kamu tentang metode pembelajaran mata kuliah Spaking? <ul style="list-style-type: none"> <li>- Apanya yang kurang di metodenya?</li> <li>- Pronouncationnya dosen atau...?</li> </ul>	Menurut saya, ee masih kurang karena kaya belum pi ee begitu, kaya apa di, kaya ee... <ul style="list-style-type: none"> <li>- Ee cara mengajar dosen begitu, Karena kaya, e di pronouncationnya itu masih kurang menurut saya.</li> <li>- Pronouncationnya dosen kak, seperti pak Arqam heheh, itu menurut saya kak.</li> </ul>
3	Menurut anda, apakah mata kuliah Speaking ini mudah untuk anda pahami? <ul style="list-style-type: none"> <li>- Jadi, kamu merasa ini mudah yah?</li> </ul>	ee.. menurut saya e selama kita mau belajar, dan mempelajari vocab begitu, saya rasa saya bisa. <ul style="list-style-type: none"> <li>- Ee, iye tidak susah.</li> </ul>
4	Bagaimana perasan anda selama belajar mata kuliah Speaking? <ul style="list-style-type: none"> <li>- Have fun di, enjoy begitu</li> </ul>	ee... senang, karena saya juga suka speaking <ul style="list-style-type: none"> <li>- Iya</li> </ul>
5	Apakah anda merasa tegang ketika belajar mata kuliah Speaking? <ul style="list-style-type: none"> <li>- Wah, berarti kamu tidak punya ketegangan sama sekali ketika belajar speaking?</li> <li>- Atau ketegangan ini yang buat kamu tertarik dan merasa tertantang untuk belajar?</li> </ul>	Ee tidak sih. Sejauh ini tidak karena saya memang suka pembelajaran Speaking <ul style="list-style-type: none"> <li>- Ee,, itu yang ku suka di antara skill dari bahasa Inggris</li> <li>- Eee, iya. Dari skill yang ada,</li> </ul>

6	<ul style="list-style-type: none"> <li>- Jadi ini kamu tidak pernah merasa tegang ataupun takut dan sebagainya?</li> <li>- Bagaimana ketika melakukan performance, apa kamu juga tidak merasa tegang ataupun takut?</li> </ul> <p>Dapatkah anda menjelaskan secara spesifik perasaan anda selama belajar speaking?</p>	<p>skill speaking ini yang paling buat ka terterik begitu.</p> <ul style="list-style-type: none"> <li>- Ee, tidak, tidak ada kak.</li> <li>- Oh kalau itu takut kak hahah</li> </ul> <p>ee... ya itu tadi senang, enjoy, dan fun fun ji saja</p>
<p><b>B. INTERVIEW TERFOKUS</b>  <b>1. Interview Terfokus Mengenai Strategi Mahasiswa Dalam Managing Tension Pada Mata Kuliah Speaking Semester Empat IAIN Parepare</b></p>		
1	<p>Apa startegi yang anda gunakan dalam mengatasi ketegangan saat belajar Speaking?</p> <ul style="list-style-type: none"> <li>- Ee maksud ku begini, apa yang mu lakukan untuk hilangkan ketakutan atau ketegangan? Kan begini, kamu performance begitu, sudah tampil, tiba-tiba stuck, tidak tau mau bikin apa, takut dong, tegang dong itu, nah apa yang akan kamu lakukan di saat seperti itu?</li> </ul>	<p>Eee... practice.</p> <ul style="list-style-type: none"> <li>- Eee, mencari e topic lain, Ya, kalau saya mencari topic lain</li> </ul>
2	<p>Bagaimana cara anda menggunakan strategi anda dalam mengatasi ketegangan anda?</p>	<p>Eee iye, ku coba untuk tenangkan fikiran ku dulu trus berfikir langkah apa atau kata apa yang harus ku bilang.</p>
3	<p>Apakah anda menggunakan strategi ini di setiap kelas?</p>	<p>Ee tidak, ini saya gunakan di kelas speaking saja.</p>
4	<p>Dapatkah anda menjelaskan secara spesifik penggunaan strategi tersebut? Bagaimana kalau sementara performance trus stuck dan harus mengganti ke topic lain itu bisa kamu</p>	<p>Ee begini kak, bukan pindah ke topic lain cuman kaya ee berhubungan i dengan topic yang ini sama yang anu, kaya mencari tentang ee bagaimana</p>

	<p> jelaskan?</p> <ul style="list-style-type: none"> <li>- Maksudnya cari kalimat lain yang berhubungan dengan topic?</li> </ul>	<p> caranya supaya kaya ee. Contohnya kaya berbicara ki tentang ee</p> <ul style="list-style-type: none"> <li>- Iye, yang lebih masuk ke sini apa e pembahasan begitu.</li> </ul>
<p>2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare</p>		
1	<p> Apa alasan anda dalam memilih strategi ini untuk mengatasi ketegangan anda?</p> <ul style="list-style-type: none"> <li>- Oh menurut mu itu yang paling mudah untuk mu lakukan di?</li> </ul>	<p> Ee, kalau saya e itu yang anu yang paling bagus begitu.</p> <ul style="list-style-type: none"> <li>- Iye.</li> </ul>
2	<p> Apa tahapan pertama yang anda lakukan dalam mengimplementasikan strategi tersebut?</p> <p> E begini, kan strategi mu tadi itu beralih ke topic lain atau cari kalimat yang sesuai nah adakah hal yang terlebih dahulu mu lakukan sebelum lakukan strategi mu?</p>	<p> Yang bagaimana itu kak?</p> <ul style="list-style-type: none"> <li>- Berfikir hahahah</li> </ul> <p> Contohnya kalau stuck ka ini, terus kaya deg-degan ki begitu nah ku coba untuk tenangin diriku dulu baru kaya bayangkan i apa yang selanjutnya mau di bilang begitu, sama kosakata ta apa.</p>
3	<p> Apa kelebihan yang anda rasakan ketika menggunakan strategi tersebut?</p>	<p> Ee kaya na ajak ki berfikir, ee lebih manantang lagi</p>
4	<p> Bagaimana anda mengetahui strategi tersebut?</p>	<p> Karena saya kalau di rumah toh, kalau tidak ada orang kaya bicara sendiri ka begitu, kalau tidak ku tau apa mau ku bilang anu, kaya ku alihkan lagi jadi itu terbawa sampai di kelas.</p>
5	<p> Apakah anda memiliki perlakuan khusus pada strategi tersebut?</p>	<p> Kalau ini persiapkan ka dulu catatan apa yang mau ku bilang. Begitu ji kak.</p>

NAMA : MIFATHUL JANNAH

NIM : 2020203888203005

No	PERTANYAAN	JAWABAN
<b>A. INTERVIEW TERBUKA</b>		
<b>1. Subyek Penelitian</b>		
1	Apakah anda telah mengampu mata kuliah Speaking selama peroses perkuliahan?	Iye!
2	Bagaimana pendapat anda tentang metode yang digunakan dalam pembelajaran Speaking?  - Bisa kamu jelaskan metod seperti apa yang menurut kamu bagus, kaya metodenya pak Arqam tadi?	Metode pembelajaran Speaking menurut saya sangat bagus, karena apa ee cara pengajarannya setiap dosennya itu bagus dan starteginya juga bagus. - Iya
3	Menurut anda, apakah mata kuliah Speaking ini mudah untuk anda pahami?	Menurut saya sih tidak
4	Bagaimana perasaan anda selama belajar mata kuliah Speaking?	Perasaan saya selama belajar Speaking itu saya merasa senang, have fun
5	Apaka anda merasa tegang saat belajar Speaking?	Kadang-kadamg
6	Dapatkah anda menjelaskan perasaan anda selama belajar Speaking?	Ee ada tegangnya, ada bagusnya juga karena ada kaya game-game begitu
<b>B. INTERVIEW TERFOKUS</b>		
<b>1. Interview Terfokus Mengenai Strategi Mahasiswa Dalam Managing Tension Pada Mata Kuliah Speaking Semester Empat IAIN Parepare</b>		
1	Apa strategi yang anda gunakan dalam mengatasi ketegangan ketika pembelajaran speaking?	Ee caranya mungkin buat catatn kecil, jadi kalau misalnya tidak dingat kalau di atas bisa di curi-curi sedikit
2	Bagaimana cara anda menggunakan strategi tersebut untuk mengatasi ketegangan?	Dengan cara ya itu tadi mencatat.

3	<p>Apakah anda menggunakan strategi anda di setiap kelas?</p> <p>Dapatkah anda menjelaskan secara spesifik penggunaan strategi anda?</p> <ul style="list-style-type: none"> <li>- Oh, tapi kalau misalnya begini sementara belajar speaking tanpa ada prepare sebelumnya di suruh naik ke atas bicara, nah bagaimana yang mu rasa?</li> </ul>	<p>Tidak, Cuma di kelas speaking saja</p> <p>Sebelum belajar sudah buat catatan kecil dari rumah</p> <ul style="list-style-type: none"> <li>- Ee pastinya kaget, takut tapi ya bicara saja sesuai sama apa yang ada di fikiran</li> </ul>
<p>2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare</p>		
1	<p>Apa alasan anda memilih strategi tersebut untuk mengatasi ketegangan?</p>	<p>Alasan saya yah karena itu menurut saya berhasil dan yang paling mudah itu.</p>
2	<p>Apa tahapan pertama yang anda lakukan dalam mengimplementasikan strategi tersebut?</p>	<p>Kalau sebelum masuk di kelas saya sudah mempersiapkan catatan kecil terlebih dahulu. Itu sih tahapan pertamanya</p>
3	<p>Apa kelebihan yang anda rasakan ketika menggunakan stratgei tersebut?</p>	<p>Mudah, karena memang sudah punya catatan sebelumnya jadi kalau ada di lupa atau tidak tau bisa liat catatannya.</p>
4	<p>Bagaimana anda mengetajhui strategi tersebut?</p>	<p>Sering memang ku pake dari SMP kak, dari pengalaman belajar ku ji.</p>
5	<p>Apakah anda memiliki perlakuan khusus pada strategi tersebut?</p>	<p>Ya, menulis saja, cari tau materi apa yang nanti akan di bahas atau sekedar mengingat materi sebelumnya</p>

NAMA : HARMI  
 NIM : 2020203888203019

No	PERTANYAAN	JAWABAN
<b>A. INTERVIEW TERBUKA</b> 1. Subyek Penelitian		
1	Apakah anda telah mengampu mata kuliah Speaking selama mengikuti proses perkuliahan?	Iya.
2	Bagaimana pendapat anda tentang metode dalam pembelajaran Speaking? - Ee kalau boleh tau, kurangnya di mana dek?	Menurut ku, kaya ada yang masih kurang tapi ada juga yang bagus caranya. - Ee kurangnya itu mungkin, kaya banyak dosen yang ee na ajar jaki saja tidak ada dulu persiapan-persiapannya begitu, kaya langsung ki speaking saja tanpa ada arahan sebelumnya dari dosen.
3	Menurut anda, apakah mata kuliah Speaking ini mudah untuk anda pahami?	Yaa, menurut saya mudah, tapi kembali lagi tergantung dosennya juga
4	Bagaimana perasaan anda selama belajar mata kuliah Speaking?	Eehhmm.. saya nervouse tapi senang juga campur aduk
5	Apakah anda merasa tegang ketika belajar Speaking?	Ee kadang-kadang
6	Dapatkah anda menjelaskan bagaimana perasaan anda ketika belajar mata kuliah Speaking? - Oh tergantung dari persiapan ji di?	Ee bagaimana di, kaya ada perasaan sedikit nervouse tapi ehm kalau misalnya di tau mi apa mau di bilang mungkin lebih snenang. - Hehe iya kak
<b>B. INTERVIEW TERFOKUS</b> 1. Interview Terfokus Mengenai Strategi Mahasiswa Dalam Managing Tension Pada Mata Kuliah Speaking Semester Empat IAIN Parepare		
1	Apa strategi yang anda gunakan untuk mengatasi ketegangan saat belajar Speaking?	Yaa, hampir sama ji tadi strateginya, Cuma kalau saya ee mencatat semua yang mau saya bilang begitu.

	<ul style="list-style-type: none"> <li>- Berarti memang sudah ada catatan yang dibuat dari rumah?</li> </ul>	<ul style="list-style-type: none"> <li>- Iya.</li> </ul>
2	<p>Bagaimana cara anda menggunakan strategi tersebut dalam mengatasi ketegangan?</p> <ul style="list-style-type: none"> <li>- Berarti memang itu awalnya membaca dulu, belajar dulu pahami betul-betul materinya bagaimana</li> </ul>	<p>Ee mungkin kaya catat semua yang dipelajari hari ini, catat semua memang jadi nanti kalau ditanya sama dosen tinggal di lihat saja catatannya.</p> <ul style="list-style-type: none"> <li>- Iya kak</li> </ul>
3	<p>Apakah anda menggunakan strategi ini di setiap kelas?</p>	<p>Cuma di kelas Speaking kak</p>
4	<p>Dapatkah anda menjelaskan secara spesifik penggunaan strategi tersebut?</p> <ul style="list-style-type: none"> <li>- Oh. Misalnya kaya kemarin belajar tenses jadi dari rumah itu sudah belajar tenses dan siapkan catatan</li> </ul>	<p>Eehmm, kaya ku tulis semua begitu mulai dari ee misalnya nanti dosen bertanya begini saya harus jawab seperti ini.</p> <ul style="list-style-type: none"> <li>- Iya kak</li> </ul>
<p>2. Interview Terfokus Mengenai Alasan Mahasiswa Menggunakan Strategi dan Implementasinya dalam Managing Tension pada Mata Kuliah Speaking di Semester Empat IAIN Parepare</p>		
1	<p>Apa alasan anda memilih strategi tersebut dalam mengatasi ketegangan?</p>	<p>Eee, lebih nyaman ji saja kalau saya tulis memang.</p>
2	<p>Apa tahapan pertama yang anda lakukan dalam mengimplementasikan strategi tersebut?</p>	<p>Ee tahap pertama itu, kaya pahami dulu apa yang di sampaikan dosen trus ee itu kaya di tulis apa yang saya ingin katakana begitu.</p>
3	<p>Apa kelebihan yang anda rasakan menggunakan strategi tersebut?</p>	<p>Ee lebih memudahkan dan tidak tersangkut-sangkut dan pastinya</p>



4	Bagaimana anda mengetahui strategi tersebut?	mengurangi ketegangan  Ee kaya banyak teman-teman yang lakukan hal yang sama jadi ikut ka juga heheh
5	Apakah anda memiliki perlakuan khusus pada strategi tersebut? Misalnya saja harus belajar semalaman dulu atau bagaimana?	Eee.. tidak juga, tapi mungkin mepet pi waktunya baru. Cuma kalau yang di pahamiya begitu yah jauh-jauh hari tapi kalau catatan begitu itu ya mepet pi.



**Appendix 4**  
**Research Subject Personal Data Form**

**Research Subjects**  
**Personal Data Form**

- 1. FULL NAME : MUHAMMAD. FAHRUL ROZY. SYDNI.....
- 2. NICK NAME : FAHRUL.....
- 3. PLACE AND DATE OF BIRTH : PAREPARE, MAY 14 2001.....
- 4. HOBBY : WATCHING MOVIES, LISTENING MUSIC.....
- 5. EDUCATIONAL BACKGROUND :
  - a. SD NEGERI 29 PAREPARE.....
  - b. SMP NEGERI 9 PAREPARE.....
  - c. SMK NEGERI 2 PAREPARE.....
  - d. ....
  - e. ....
- 6. STUDENT EXPERIENCES :
  - a. -.....
  - b. -.....
  - c. -.....
  - d. -.....
  - e. -.....
- 7. STUDENT TRAINING EXPERIENCES :
  - a. -.....
  - b. -.....
  - c. -.....
  - d. -.....
  - e. -.....

**Research Subjects  
Personal Data Form**

1. FULL NAME : AL IKHWAL
2. NICK NAME : Iwan
3. PLACE AND DATE OF BIRTH : Citallang, 15 DEC, 2005
4. HOBBY : Programming, Build App
5. EDUCATIONAL BACKGROUND :
- a. SDS SARANA TUNAS HARAPAN
  - b. SMPN 2 MATTIRO SOMPE
  - c. SMKN 10 PINRANG
  - d.
  - e.
6. STUDENT EXPERIENCES :
- a. -
  - b. -
  - c. -
  - d. -
  - e. -
7. STUDENT TRAINING EXPERIENCES :
- a. -
  - b. -
  - c. -
  - d. -
  - e. -

**Research Subjects  
Personal Data Form**

1. FULL NAME : Nurul Syahfiqah

2. NICK NAME : Fika

3. PLACE AND DATE OF BIRTH : Pinrang, 15 May 2002

4. HOBBY : reading some novels

5. EDUCATIONAL BACKGROUND :

a. TK Pelita teluk bayur

b. Mi DDI Padanglolo

c. MTS DDI Padanglolo

d. MAN PINRANG

e. IAIN PAREPARE

6. STUDENT EXPERIENCES :

a. -

b. -

c. -

d. -

e. -

7. STUDENT TRAINING EXPERIENCES :

a. -

b. -

c. -

d. -

e. -

**Research Subjects  
Personal Data Form**

1. FULL NAME : PATMAWATI
2. NICK NAME : PATMA
3. PLACE AND DATE OF BIRTH : TAPUA, 06 SEPTEMBER 2002
4. HOBBY : READING BOOKS
5. EDUCATIONAL BACKGROUND :
- a. TK AL-AMIN
  - b. SDN 017 TAPUA
  - c. SMPN 2 TAPUA
  - d. SMA NEGERI 3 POLEWALI
  - e. IAIN PAREPARE
6. STUDENT EXPERIENCES :
- a. -
  - b.
  - c.
  - d.
  - e.
7. STUDENT TRAINING EXPERIENCES :
- a. PBI GOES TO CAMP
  - b. English Training
  - c. TOT (camp Administrasi)
  - d. TOT (camp Pondok Pesantren Salafiyah Ibnu Qasim)
  - e.



**Research Subjects  
Personal Data Form**

1. FULL NAME : Syaribulan .....
2. NICK NAME : Syari .....
3. PLACE AND DATE OF BIRTH : Parepare, 1<sup>st</sup> May 2002 .....
4. HOBBY : listening music and read books .....
5. EDUCATIONAL BACKGROUND :
- a. TK Aisyah 3 Parepare .....
  - b. SD Negeri 47 Parepare .....
  - c. SMP Negeri 2 Parepare .....
  - d. SMA Negeri 4 Parepare .....
  - e. IAIN Parepare .....
6. STUDENT EXPERIENCES :
- a. - .....
  - b. ....
  - c. ....
  - d. ....
  - e. ....
7. STUDENT TRAINING EXPERIENCES :
- a. - .....
  - b. ....
  - c. ....
  - d. ....
  - e. ....

**Research Subjects  
Personal Data Form**

1. FULL NAME : Fahira
2. NICK NAME : 2020203888203003
3. PLACE AND DATE OF BIRTH : Tapandullu, 25-05-2002
4. HOBBY : Singing.
5. EDUCATIONAL BACKGROUND :
- a. SD Inpres Tapandullu
  - b. MTs DDI Tapandullu
  - c. MAN 1 Mamuju.
  - d. ....
  - e. ....
6. STUDENT EXPERIENCES :
- a. ....
  - b. ....
  - c. ....
  - d. ....
  - e. ....
7. STUDENT TRAINING EXPERIENCES :
- a. ....
  - b. ....
  - c. ....
  - d. ....
  - e. ....

**Research Subjects  
Personal Data Form**

1. FULL NAME : Soji Yanti
2. NICK NAME : a Soji
3. PLACE AND DATE OF BIRTH : Malangke. 9 - oktober. 2002
4. HOBBY : menyanyi
5. EDUCATIONAL BACKGROUND :
- a. MI AS'ASYAH Belawa
  - b. SMPN 2 Belawa
  - c. MAN YVAJO
  - d.
  - e.
6. STUDENT EXPERIENCES :
- a.
  - b.
  - c.
  - d.
  - e.
7. STUDENT TRAINING EXPERIENCES :
- a.
  - b.
  - c.
  - d.
  - e.



**Research Subjects  
Personal Data Form**

1. FULL NAME : ANDI MULIA
2. NICK NAME : LIA
3. PLACE AND DATE OF BIRTH : PAJALELE 23 September 2002
4. HOBBY : Singing
5. EDUCATIONAL BACKGROUND :
- a. SDN 035 SILOPO
  - b. SMPN 2 LEMBANG
  - c. SMKN 9 PINRANG
  - d.
  - e.
6. STUDENT EXPERIENCES :
- a. -
  - b.
  - c.
  - d.
  - e.
7. STUDENT TRAINING EXPERIENCES :
- a. -
  - b.
  - c.
  - d.
  - e.

**Research Subjects  
Personal Data Form**

- 1. FULL NAME : MIFTAHUL JANNAH
- 2. NICK NAME : MIFTAH
- 3. PLACE AND DATE OF BIRTH : KANANG, 14 Oktober 2002
- 4. HOBBY : Reading
- 5. EDUCATIONAL BACKGROUND :
  - a. SDN 012 Kanang
  - b. MTS DDI Kanang
  - c. MAN 2 Parepare
  - d.
  - e.
- 6. STUDENT EXPERIENCES :
  - a. -
  - b.
  - c.
  - d.
  - e.
- 7. STUDENT TRAINING EXPERIENCES :
  - a. -
  - b.
  - c.
  - d.
  - e.

**Research Subjects  
Personal Data Form**

1. FULL NAME : Harni

2. NICK NAME : Ammi

3. PLACE AND DATE OF BIRTH : Rajang, Balla, 08 Agustus 2002

4. HOBBY : Menggambar

5. EDUCATIONAL BACKGROUND :

a. SDN 303 Rajang Balla

b. SMP Negeri Pasang

c. SMKN 9 Pinrang

d. ....

e. ....

6. STUDENT EXPERIENCES :

a. ....

b. ....

c. ....

d. ....

e. ....

7. STUDENT TRAINING EXPERIENCES :

a. ....

b. ....

c. ....

d. ....

e. ....



PAREPARE

















KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 01 Sumpang Parepare 91132 ☎ (421) 21307 Fax.24404  
707 Box 919 Parepare 91100, website: www.iainparepa.ac.id, email: mail@iainparepa.ac.id

Nomor : B.1969/In.39.5.1/PP.00.9/06/2022  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,  
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Lisa Lestari Heri
Tempat/Tgl. Lahir	: Maroangin, 06 Mei 2000
NIM	: 18.1300.084
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Dusun Malino II, Desa Batu Mita Malino II, Kec. Maiwa, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "Student's Strategies In Managing Tensionin Speaking Class (An Analysis At Fourth Semester Of English Education Program At IAIN Parepare)". Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 09 Juni 2022

Wakil Dekan I,



Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08, Soreang Parepare 91111 ☎ (0421) 21307 Fax 24404  
P.O. Box 969 Parepare 91199 Website : [www.iainparepare.ac.id](http://www.iainparepare.ac.id) [mail@iainparepare.ac.id](mailto:mail@iainparepare.ac.id)

SURAT KETERANGAN TELAH MENELITI  
NOMOR : B.2495/In.39.5.1/PP.00.9/07/2022

Yang bertanda tangan di bawah ini,

Nama : Bahtar, M A  
NIP : 19720505-199803-1-004  
Pangkat/Golongan : Pembina / IV a  
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan,  
Kelembagaan dan Kerjasama  
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Lisa Lestari Heri  
NIM : 18.1300.084  
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris  
Alamat : Dusun Malino II, Desa Batu Misa, Kec. Maiwa, Kab. Enrekang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juni 2022 sampai dengan bulan Juli 2022, dengan judul penelitian "Penggunaan Sevima Edlink Dalam Mengelola Pembelajaran Pada Program Studi Pendidikan Agama Islam Fakultas Tarbiyah Institut Agama Islam Negeri Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

PAREPARE



Parepare, 18 Juli 2022

Wakil Dekan I,

Bahtar

## CURRICULUM VITAE



Lisa Lestari Heri, writer was born on May sixth 2000 in Maroangin, Enrekang South Sulawesi. She is the second of two children in her family. Her Father's name is Heri and her Mother's name is Sarti. She is a student of English Educational program in Tarbiyah Faculty at State Islamic Institut of Parepare. Her Educationl background, she began her study on 2007-2012 at SDN 151 Kadeppe, Kab. Enrekang and graduated in 2012. While at the same year she continued her at MTs Islamic Boarding School 3 Enrekang Kab. Enrekang and graduated in 2015. And then she continued her study at Senior High School 4 Enrekang Kab. Enrekang and finished on 2018. While at school, she always participated in extra school activites, such as art training and was active in the OSIS management as the OSIS treasurer and she really likes English. And after graduating, she continued her study at IAIN Praepare and chose to mejour in English education. Now she still fight and completed her study with the title" Students' Strategies In Managing Tension in Speaking Class (An Analysis at Fourth Semester of English Education Program at IAIN Parepare)."