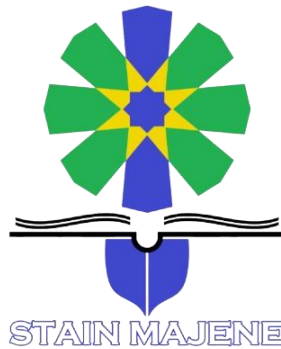


**ANALYSIS OF EMOTIONAL INTELLIGENCE ON SPEAKING
ANXIETY OF ENGLISH EDUCATION STUDENTS AT STAIN MAJENE**



A Thesis

Submitted in Partial of The Requirements for the Degree of Sarjana Pendidikan
(S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
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The thesis entitled "**Analysis of Emotional Intelligence on Speaking Anxiety of English Education Students at STAIN MAJENE**" is the result of a simple research study conducted by the author to fulfill the final assignment requirement for obtaining a Bachelor of Education (S.Pd) degree in the English Education Study Program, Department of Tarbiyah and Teacher Training. The author acknowledges that completing this thesis would not have been possible without the guidance, motivation, and various forms of assistance from many parties. Therefore, on this occasion, the author would like to express their deepest gratitude to:

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Majene, 10 August 2025
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ABSTRACT

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Title : ANALYSIS OF EMOTIONAL INTELLIGENCE ON SPEAKING ANXIETY OF ENGLISH LANGUAGE EDUCATION STUDENTS AT STAIN MAJENE

Speaking anxiety is a common emotional issue experienced by students in speaking classes, which affects their fluency, confidence, and ability to express ideas effectively. This condition highlights the importance of managing emotional aspects through the development of emotional intelligence. This study aims to describe the implementation of the RULER strategy for managing speaking anxiety and to explore the role of emotional intelligence in helping students in the English Language Education Program at STAIN Majene cope with it. This study employed a qualitative descriptive approach. The data were collected through classroom observations and in-depth interviews. The observations focused on students' emotional responses before and during speaking activities, while the interviews explored students' emotional experiences and their perceptions of the implementation of the RULER strategy. The findings revealed that prior to the implementation of the RULER strategy, students experienced high levels of speaking anxiety, characterized by nervousness, difficulty concentrating, and a lack of structured emotional regulation strategies. This anxiety was influenced by cognitive and situational factors, such as negative thoughts, fear of making mistakes, pressure from lecturers and peers, and low self-confidence. After implementing the RULER strategy, students demonstrated improvements in emotional awareness and regulation. They became more capable of recognizing, understanding, and managing their emotions through adaptive strategies such as deep breathing and positive self-talk. Although the anxiety did not completely disappear, its intensity became more manageable, allowing students to feel calmer, more focused, and more confident when speaking. In conclusion, the RULER strategy, as an application of emotional intelligence, helps students manage speaking anxiety and improves their speaking performance in English language learning.

Keywords: RULER strategy, emotional intelligence, speaking anxiety, emotion regulation, speaking performance.

ABSTRACT

Researcher : Fajriansyah

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Title : *ANALISIS KECERDASAN EMOSIONAL TERHADAP SPEAKING ANXIETY MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS DI STAIN MAJENE*

Speaking anxiety merupakan permasalahan emosional yang umum dialami mahasiswa dalam pembelajaran speaking dan berdampak pada kelancaran berbicara, kepercayaan diri, serta kemampuan menyampaikan ide. Kondisi ini menunjukkan pentingnya pengelolaan aspek emosional melalui pengembangan kecerdasan emosional. Penelitian ini bertujuan untuk mendeskripsikan penerapan strategi RULER dalam mengelola speaking anxiety serta mengeksplorasi peran kecerdasan emosional dalam membantu mahasiswa mengatasi kecemasan berbicara pada mahasiswa Program Studi Pendidikan Bahasa Inggris di STAIN Majene. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Data dikumpulkan melalui observasi dan wawancara mendalam. Observasi difokuskan pada respons emosional mahasiswa sebelum dan selama kegiatan speaking, sedangkan wawancara digunakan untuk menggali pengalaman emosional serta persepsi mahasiswa terhadap penerapan strategi RULER. Hasil penelitian menunjukkan bahwa sebelum penerapan strategi RULER, mahasiswa mengalami tingkat speaking anxiety yang tinggi, ditandai dengan dominasi emosi gugup dan cemas, kesulitan fokus, serta belum adanya strategi regulasi emosi yang terarah. Kecemasan ini dipengaruhi oleh faktor kognitif dan situasional, seperti pikiran negatif, ketakutan melakukan kesalahan, tekanan dari dosen dan audiens, serta rendahnya kepercayaan diri. Setelah penerapan strategi RULER, mahasiswa menunjukkan peningkatan dalam kesadaran emosional dan kemampuan regulasi emosi. Mahasiswa mulai mampu mengenali, memahami, dan mengatur emosi secara adaptif melalui teknik seperti deep breathing dan self-talk positif. Meskipun kecemasan tidak sepenuhnya hilang, intensitasnya menjadi lebih terkendali sehingga mahasiswa lebih tenang, fokus, dan percaya diri saat berbicara. Dengan demikian, strategi RULER sebagai bentuk penerapan kecerdasan emosional memberikan kontribusi positif dalam membantu mahasiswa mengelola speaking anxiety dan mendukung peningkatan performa berbicara dalam pembelajaran bahasa Inggris.

Kata kunci: Strategi RULER, kecerdasan emosional, speaking anxiety, regulasi emosi, performa berbicara.

CHAPTER I

INTRODUCTION

A. Research Background

Traditionally, human intelligence has been measured primarily through intellectual abilities and Intelligence questions, with a strong emphasis on logic and academic skills. However, cognitive science and psychology now highlight that intelligence encompasses a much broader scope, as seen in the Theory of Multiple Intelligences, which includes linguistic, musical, kinesthetic, interpersonal, and intrapersonal intelligences. Moreover, emotional intelligence has been recognised as an essential factor for personal, social, and academic success, with Emotional Intelligence emerging as one of the most influential elements in learning and communication, particularly in foreign language learning.

Emotional intelligence (EI) refers to the ability to manage emotions, understand situations, and act logically and effectively. EI is a vital component of cognitive intelligence, playing a significant role in emotional regulation and social interaction. According to Marc Brackett, EI involves the ability to recognise, understand, label, express, and regulate emotions effectively. In the context of English language learning, the ability to manage emotions such as anxiety, fear, and embarrassment when speaking in public is crucial to students' speaking performance.

Unlike intellectual intelligence, which focuses on analytical, logical, and academic skills, EI emphasizes a person's ability to recognize and regulate

emotions, both personally and socially. This ability encompasses skills such as empathy, self-control, and effective communication, which are crucial for fostering interpersonal relationships. Relationships, making informed decisions, and navigating challenges constructively. In speaking contexts, EI helps individuals remain calm, confident, and clear when delivering ideas, making it easier for them to speak fluently in both academic and public settings.

In education, an excessive focus on cognitive aspects often leads to the neglect of emotional development. Teaching methods and assessments typically prioritize academic achievement, such as memorization, logical reasoning, and problem-solving. At the same time, emotional skills like empathy, self-control, and the confidence to speak in public receive less attention. This condition can hinder students' holistic development, particularly their ability to express opinions, present ideas, and communicate effectively in English. In reality, success in the real world is determined not only by intellectual ability but also by the capacity to manage emotions well.

In English-speaking classes, an overemphasis on vocabulary, grammar, and sentence structure often sidelines the emotional aspects of communication. However, factors such as self-confidence, anxiety management, and the courage to initiate conversation are crucial for oral fluency. Students with sufficient linguistic knowledge may still struggle to speak fluently if they cannot overcome nervousness or fear of making mistakes in front of an audience.

Speaking proficiency in English depends not only on mastery of vocabulary and grammar but also on the ability to manage anxiety, build self-

confidence, and speak in public with courage. Students with high EI are generally more confident and better able to manage nervousness or shyness when interacting with others. Speaking in English, especially as a foreign language, requires more than just cognitive skills. Many students understand grammar and possess an adequate vocabulary, yet still struggle with speaking. Nervousness, fear of mistakes, and worry about being judged often become major barriers to speaking with confidence. This is why EI plays a pivotal role in English language learning

Previous research has demonstrated a significant relationship between students' EI levels and their English-speaking abilities. Students with higher EI can manage fear and anxiety when speaking and tend to be more motivated and actively engaged in classroom discussions (Salija & Rahman, 2022). These findings align with those of Qadri and Zhao (2021), who found that students with high EI are generally more confident, more open in oral communication, and better at regulating anxiety in foreign-language contexts. However, students' EI potential is often not fully utilized in language learning.

Observations at STAIN Majene reveal that although many students possess good English knowledge, they still face difficulties in speaking. Students often feel embarrassed, afraid of making mistakes, or overly anxious when required to speak, even when they understand the material well. This indicates that the challenge lies not only in limited language knowledge but also in difficulties in managing emotions and building confidence. Additionally, the teaching of English often emphasizes theory, making it harder for students to

engage in oral communication. Many prefer to remain silent, hesitate, or even avoid speaking opportunities in class, mainly due to high anxiety, fear of errors, or concerns about being judged by peers. This situation illustrates that a purely cognitive approach in language instruction is insufficient for developing students' speaking skills.

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Interviews with students further confirmed that some students have strong grammar and vocabulary knowledge, still struggle with speaking due to shyness, nervousness and a fear of making mistakes in front of others. This condition shows that English-speaking success is determined not only by cognitive ability but also by EI, which helps students manage nervousness, build self-confidence, and take initiative in communication. Without emotional

regulation, students cannot perform optimally in English-speaking environments and often avoid opportunities to speak, despite having strong linguistic competence.

Therefore, analyzing EI is important because it reveals non-cognitive factors that directly affect speaking performance, such as triggers of presentation anxiety, patterns of negative self-talk, and the ability to regain focus after making mistakes. A deeper understanding of these aspects enables educators to design strategies that not only enhance linguistic skills but also foster self-confidence, alleviate anxiety, and encourage students to speak spontaneously in a range of communicative situations. For students, awareness of these factors helps them recognize their emotional barriers, discover effective ways to manage nervousness, and foster internal motivation to speak more fluently in English, both inside and outside the classroom. This is why “ANALYSIS OF EMOTIONAL INTELLIGENCE ON SPEAKING ANXIETY OF ENGLISH EDUCATION STUDENTS AT STAIN MAJENE” is a significant and timely study.

B. Research Question

Based on the background described above, it is evident that speaking anxiety remains a major obstacle to students' achieving oral fluency, even when they possess adequate linguistic competence. Emotional intelligence is believed to play a significant role in helping students overcome this barrier, particularly by enabling them to manage their emotions, control nervousness, and build self-confidence when speaking. Therefore, the research question of this study is:

1. How is the RULER strategy implemented to help manage speaking anxiety among students of the English Education Study Program at STAIN Majene?
2. How does emotional intelligence address speaking anxiety among students of the English Education Study Program at STAIN Majene?

C. Research Objective

The purpose. Based on the research problems stated above, this study aims to explore the role of emotional intelligence in addressing students' speaking anxiety and to examine how the RULER strategy is applied in managing students' emotional responses during speaking activities. This study focuses on understanding the conceptual contribution of emotional intelligence and the practical implementation of the RULER strategy to help students achieve better emotional control and overcome speaking anxiety. The objectives of this study are.

1. To describe how the RULER strategy is implemented to help manage speaking anxiety among students of the English Education Study Program at STAIN Majene.
2. To describe how emotional intelligence addresses speaking anxiety among students of the English Education Study Program at STAIN Majene

D. Research Significances

This study carries both theoretical and practical significance. Theoretically, it is expected to contribute to research on the relationship between emotional intelligence and speaking anxiety in English as a Foreign Language (EFL)

learning. The findings may also enrich the literature on the application of the RULER framework in higher education in Indonesia, particularly among students in English Language Education.

In practice, the results of this study are expected to benefit various stakeholders. For lecturers, the study may serve as a reference in designing teaching strategies that take students' emotional aspects into account to improve speaking fluency. For students, it may help them recognize the emotional barriers they face and discover effective ways to manage speaking anxiety. For institutions, this research provides input to develop more holistic English-learning policies and programs that strengthen both cognitive and emotional skills.

E. Research Scope

This study explores the use of the RULER strategy to cope with students' speaking anxiety in the English Language Education Program at STAIN Majene. It focuses on how the strategy supports students in recognizing, understanding, labeling, expressing, and regulating the emotions that arise during speaking activities. Through this process, the study highlights the RULER strategy's contribution to helping students manage the intensity of speaking anxiety and develop greater readiness and confidence in their speaking.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

Several scholars have investigated the relationship between emotional intelligence (EI) and speaking anxiety in foreign language learning. Their studies provide important insights into how learners' emotional abilities influence their confidence and performance in oral communication. Reviewing these studies is essential not only to highlight patterns and findings from previous research but also to identify the research gap addressed in the present study.

One of the earlier studies on foreign language anxiety was conducted by Yoshiko Aida (1994). The study examined the construct of foreign language anxiety among university students learning Japanese as a foreign language. Using a quantitative approach, the research found that students frequently experienced anxiety when speaking in front of their peers and instructors. This anxiety was mainly caused by fear of making mistakes and concerns about negative evaluation. The findings indicate that speaking activities in foreign language classrooms can trigger psychological pressure that affects students' communication performance.

Similarly, Peter D. MacIntyre and Robert C. Gardner (1994) investigated the effects of language anxiety on second language learning. Their study revealed that high levels of language anxiety could negatively influence learners' cognitive processing and willingness to communicate. Students who experienced higher anxiety tended to hesitate when speaking and often avoided participating in

classroom communication. This study highlights the significant impact of anxiety on learners' speaking performance in second language contexts.

Further research by Öztürk and Ölmezer-Öztürk (2023) examined the relationship between emotional intelligence and foreign-language speaking anxiety among students in English preparatory programs in Turkey. Using a quantitative correlational design, the study found a significant negative correlation between emotional intelligence and speaking anxiety. This result indicates that students with higher emotional intelligence tend to experience lower levels of anxiety when speaking a foreign language.

In the same year, Zhang (2023) conducted a qualitative narrative inquiry to explore how emotional intelligence influences students' experiences of speaking anxiety in Chinese universities. The findings revealed that students with well-developed emotional intelligence were able to regulate their emotions by using strategies such as positive self-talk, self-reassurance, and cognitive reframing. These strategies helped them manage their anxiety and participate more confidently in speaking activities.

More recently, Feiyang Jin and colleagues (2024) examined the relationship between trait emotional intelligence and foreign language anxiety among university students. Their study found that emotional intelligence significantly reduces foreign language anxiety and improves students' ability to cope with stressful communication situations. Students with higher emotional intelligence were better able to maintain positive emotional states during language learning.

Taken together, these studies demonstrate that emotional intelligence plays an important role in reducing speaking anxiety and supporting students' participation in oral communication. However, most previous studies have mainly employed quantitative approaches to examine the relationship between emotional intelligence and language anxiety. Few studies have explored in depth how students experience and manage speaking anxiety through their emotional processes in real classroom contexts. Moreover, research investigating this issue among Indonesian EFL students remains limited. Therefore, the present study aims to explore how emotional intelligence helps students manage speaking anxiety in classroom speaking activities.

B. Some Pertinent Ideas

1. Emotional Intelligence

a. Definition

Emotional intelligence (EI) refers to an individual's capacity to recognize, understand, manage, and express emotions effectively, both within oneself and in relation to others. It is the ability to monitor one's own feelings and those of others, distinguish between them, and use this information to guide thoughts and actions. Such skills form the foundation for mental growth, social connection, and adaptation to complex situations (Salovey & Mayer, 1990).

One of the key functions of EI is helping individuals recognize and accurately interpret emotions. For example, being able to distinguish

between nervousness, fear, and mild anxiety makes it easier to choose the right strategy to respond. When emotions are understood clearly, challenges are seen in a more positive light, reducing anxiety and increasing self-confidence in speaking situations.

The problem often lies not in the emotions themselves but in how we interpret their meaning. Many people assume that feeling anxious, nervous, or afraid is inherently negative. In reality, these emotions can signal that we are facing something meaningful. When understood correctly, they serve as reminders and motivators, pushing us to prepare better and approach challenges with greater confidence.

Recognizing the meaning behind emotions also means understanding that every feeling carries a message and a function in daily life. For instance, anxiety before a presentation is not simply an obstacle; it is also the body's way of preparing for a challenge, heightening alertness, and motivating us to perform at our best. Viewed from this perspective, students can reframe emotions not as barriers, but as sources of energy that support success in speaking English.

In language learning, EI plays a crucial role in fostering motivation and building confidence in speaking. Research has shown that students who can recognize and regulate feelings such as shyness, fear of mistakes, and anxiety tend to perform better in speaking tasks. EI directly contributes to learners' confidence in using a foreign language.

Brackett further emphasizes that no one can become their best self without emotional well-being. The ability to notice, understand, and manage emotions provides a foundation for both academic and social success. For university students in particular, EI is closely tied to personal growth and improved speaking skills (Brackett, 2019).

In his book *Permission to Feel*, Marc Brackett explains that emotional intelligence is built upon five core skills, summarized in the acronym RULER: Recognizing, Understanding, Labeling, Expressing, and Regulating emotions.

These skills help individuals identify, interpret, and manage emotions. Constructively, including in academic contexts. To make this process more practical, Brackett also developed the Mood Meter concept. This tool classifies emotions by levels of energy and pleasantness, offering a clearer framework for understanding how emotions shape learning experiences, especially in English-speaking performance.

b. Emotional Intelligence: The RULER Strategies

In learning English, especially when speaking, emotional intelligence (EI) is crucial. The ability to recognize, understand, label, express, and regulate emotions helps students reduce nervousness and boost confidence. One way to develop emotional intelligence is through the RULER approach, which consists of five main components. Each component helps students understand and manage their emotions, leading

to more fluent, confident speech. The following explains each RULER component and how to apply it in English-speaking lessons.

1) Recognizing Emotions

Recognizing emotions refers to the ability to notice certain feelings, either through internal signals, such as an increased heartbeat, or through external cues, such as tone of voice and body language. This skill helps students identify the early signs of speaking anxiety in English-language learning, allowing them to prepare more effectively. For example, a student preparing for a presentation might notice sweaty palms or a racing heartbeat. Acknowledging these as signs of nervousness, the student can take simple steps such as deep breathing or light practice before performing. This awareness is crucial as it is the gateway to better emotion management and helps ensure speaking performance is not disrupted. Research has shown that this skill is positively associated with reduced anxiety and improved speaking performance (Jin et al., 2022).

Emotional recognition can also be achieved by observing various physical and behavioral cues during speaking. For example, nervousness or anxiety may be indicated by sweaty palms, a rapid heartbeat, a shaky voice, or shortness of breath. Students who are confused or uncertain might frequently pause, look at their notes, or repeat words. Conversely, confidence and calmness are typically

marked by a relaxed posture, a steady voice, and precise intonation. Meanwhile, enthusiasm or passion is evident through a smile, active hand gestures, and a dynamic tone. By practicing this emotional awareness, students can adjust their speaking style, manage anxiety, and deliver English presentations more fluently and confidently.

2) Understanding Emotion

Understanding emotions involves identifying the causes of specific feelings and how they influence behavior. It often begins with asking oneself questions such as "What caused this?" "Why am I feeling this way?" In English learning, this skill enables students to recognize why they feel anxious when speaking in front of the class. For instance, a student might realize that their fear does not stem from a lack of preparation, but from worrying about being judged by peers or evaluated by lecturers. With this awareness, students can view the source of anxiety more objectively and develop appropriate coping strategies so that nervousness does not hinder their ability to communicate ideas clearly. Students who recognize that their anxiety arises from high expectations are generally better prepared to manage it (Wang et al., 2024).

3) Labeling Emotion

Labelling emotions refers to accurately naming the feelings one is experiencing. The primary function of labelling is to help differentiate between levels of intensity and types of emotions,

making them easier to manage. In English-speaking contexts, instead of vaguely saying “I feel uncomfortable,” a student might be more precise by saying, “I feel nervous” or “I feel embarrassed.” With clearer labelling, students can choose the most suitable strategy, for example, using breathing techniques to calm nervousness or focusing on content to overcome embarrassment. Studies indicate that emotion labelling supports academic stress management and enhances readiness to speak (Ali et al., 2022).

Labelling emotions goes beyond simply naming a feeling; it involves identifying them with sufficient precision to enable reflection and appropriate responses. When students can distinguish whether they are “nervous,” “worried,” or “panicked,” they gain a clearer understanding of the intensity of their emotions and can choose strategies that fit the situation. For example, recognizing the feeling as “nervous” may lead a student to take a deep breath or prepare a simple opening line, whereas identifying it as “panic” might require more structured preparation, such as repeated practice or rehearsal. A richer emotional vocabulary, therefore, enables students to evaluate their inner state more accurately and prevents negative emotions from escalating into significant barriers to speaking English.

4) Expressing Emotion

Expressing emotions means communicating feelings appropriately through words or body language. Emotional expression is one way to relieve negative emotions, as the brain has a coping mechanism that helps individuals stabilize their emotional state in stressful situations. According to Lazarus and Folkman (1984), a *coping mechanism* is a cognitive and behavioral process that individuals use to manage internal and external demands they perceive as exceeding their personal resources. In other words, emotional expression serves as a form of *emotion-focused coping* that helps a person channel their feelings adaptively.

In English-speaking contexts, students need to express their emotions appropriately. For example, a student who feels nervous before a presentation might say, “*I am a bit nervous, but I will do my best,*” or tell a friend, “*I am nervous, please wish me luck,*” allowing others to understand their condition and offer positive support.

In addition to verbal expressions, nonverbal cues such as smiling, maintaining eye contact, and using accurate gestures can strengthen the message and make the speech more engaging. Appropriate emotional expression not only enhances speaking fluency but also increases self-confidence. Research has shown that emotional expression is positively correlated with success in oral communication (Yassin & Razak, 2024).

5) Regulating Emotions

Regulating emotions is the ability to manage feelings so that they remain balanced and do not interfere with behavior or performance. In English-speaking countries, this skill is critical because uncontrolled anxiety can cause students to lose focus or even remain silent. For example, when panicking after being asked a question by a lecturer, a student might calm themselves by taking a deep breath, pausing briefly before responding, or starting with simple sentences. Regulation can also be achieved through positive self-talk, such as reminding oneself that making small mistakes is natural. With effective regulation, students can transform anxious energy into motivation, allowing them to deliver ideas more clearly and confidently.

Studies reveal that students who regulate their emotions are more focused during presentations and more engaged in classroom discussions. They maintain fluency and composure even in the face of disruptions, such as interruptions or unexpected questions. This ability strengthens emotional resilience, which is highly valuable in EFL communication (Wang & Ye, 2021). Several techniques can help students regulate their emotions during English-speaking.

a) Deep Breathing

The deep breathing technique involves slowly inhaling through the nose, holding the breath for a few seconds, and then exhaling gently through the mouth. This process helps lower the heart rate and promotes relaxation. Deep breathing helps students reduce nervousness and anxiety, stabilize their voices, and improve concentration. *Example:* When feeling anxious before a presentation, a student can take a slow, deep breath, pause for a moment, and then begin speaking in a calm and steady tone.

b) Positive Visualization

Positive visualization involves imagining oneself speaking fluently and receiving encouraging feedback from the audience. This technique creates a positive mental scenario that helps build confidence and reduces the fear of failure or negative outcomes. *Example:* Before delivering a presentation, a student envisions themselves speaking clearly, with the audience listening attentively and responding with interest. Such positive mental imagery fosters strong self-belief and confidence.

c) Reappraisal

The brain naturally forms perceptions about situations, but these perceptions can sometimes lean toward negativity. Cognitive reappraisal refers to changing how one interprets anxiety-inducing or fear-provoking situations. Instead of viewing public speaking as a threat, students can reframe it as an

opportunity to learn and grow. Replacing negative perceptions with positive ones reduces negative emotions and increases motivation. *Example:* A student tells themselves, “This is not a frightening test; it is a chance to become better.”

d) Progressive Muscle Relaxation (PMR)

This technique involves gradually tensing and then relaxing different muscle groups, from the feet up to the face. PMR helps release physical tension caused by anxiety and allows the body to feel more relaxed and at ease. *Example:* Before speaking, a student might tightly clench their fists for five seconds, then slowly release them while taking a deep breath to relax the muscles and reduce tension

e) Self-Talk Positive

Positive self-talk involves using encouraging inner dialogue to counter negative thoughts and build confidence. Statements like “I can do this” or “Small mistakes are okay” can strengthen self-belief and motivation when speaking English. *Example:* Before speaking, a student silently repeats “I am ready and capable” to calm themselves and boost their motivation.

2. Speaking Anxiety

a. Definition

Speaking anxiety is a specific form of anxiety that arises in the context of oral communication, where individuals experience fear,

nervousness, or discomfort when required to speak. This type of anxiety directly affects learners' performance in speaking-related classroom tasks. Speaking anxiety generally encompasses three core components: communication apprehension, test anxiety, and fear of negative evaluation.

Such anxiety often emerges due to social pressure, past negative experiences, and low self-confidence in one's English proficiency. It is not merely a fear of speaking but a psychological challenge involving negative self-perception and overly high expectations. Speaking anxiety may trigger both physical and emotional reactions, such as trembling, sweating, loss of focus, and difficulty thinking clearly, all of which significantly hinder fluency and confidence during speaking activities.

Therefore, speaking anxiety represents a major affective barrier in foreign language learning that requires serious attention in English language teaching. A deeper understanding of speaking anxiety is essential for lecturers to identify the symptoms students experience and design instructional strategies that reduce anxiety while enhancing learners' readiness to communicate in English (Anthony & Wilang, 2023)

b. The Factors of Speaking Anxiety

Speaking a foreign language can make students anxious. This type of anxiety is specific to speaking situations. Horwitz and

colleagues (1986) identified three main reasons for this: feeling nervous about communicating, worrying about negative feedback, and being anxious about tests. More recent studies also indicate that a desire to be perfect and learning in a classroom that does not feel safe can further increase this anxiety

1) Communication Apprehension

Communication Apprehension (CA) refers to the fear or anxiety individuals experience when required to communicate in specific situations, particularly in formal contexts such as academic presentations, classroom discussions, or oral examinations. In foreign language learning, CA often arises because students feel that their linguistic competence is insufficient to express ideas fluently and accurately. Although individuals may be able to interact comfortably in casual situations, social pressure and performance demands in formal contexts can disrupt their communication effectiveness.

This anxiety is not only psychological in nature but also produces observable physiological responses. These responses are the body's reaction to perceived social pressure when speaking in front of an audience. The following are the physical characteristics of Communication Apprehension that can be identified in speaking situations:

a) Excessive Sweating

Excessive sweating is the body's response to psychological pressure when an individual feels nervous or socially threatened. The activation of the sympathetic nervous system increases sweat production even when the room temperature is not high. For example, a student giving a presentation may frequently wipe their palms because they are sweating

b) Increased Heart Rate

An increased heart rate occurs as part of the "fight or flight" response when an individual faces a stressful situation. This rapid heartbeat can intensify nervousness and create a sense of losing control. For instance, before speaking, a student may feel their heart pounding and need to take several deep breaths to calm down

c) Trembling or Unsteady Voice

A trembling voice indicates tension in the vocal cords caused by anxiety. Vocal instability can affect the clarity of message delivery and reduce the speaker's confidence. For example, while explaining material, a student's voice may shake or weaken midway through.

d) Shaking Hands and Rigid Posture

Mild hand tremors and a stiff body posture signal muscle tension resulting from anxiety. This stiffness makes body movements appear unnatural and less relaxed while speaking. For example, a student may hold their notes with trembling hands and stand in a very tense posture.

e) Irregular Breathing

Irregular breathing occurs when individuals struggle to control their breathing rhythm under pressure. This condition may cause speech to become fragmented and less fluent. For instance, a student may speak with unusual pauses because they need to take short breaths repeatedly.

f) Avoiding Eye Contact

Avoiding eye contact is a defensive behaviour that reduces pressure from the audience. Anxious individuals tend to look down or focus more on their notes than on the listeners. For example, during a presentation, a student may focus more on the slides or the paper than on maintaining eye contact with the audience.

g) Difficulty Remembering Material

High levels of anxiety can interfere with working memory, causing individuals to struggle in recalling prepared information. This condition is often described as going “blank” or losing the train of thought while speaking.

For example, a student may suddenly pause for several seconds because they have forgotten an important point they had actually mastered earlier.

2) Fear of Negative Evaluation

Fear of negative evaluation is the worry that others, such as classmates, teachers, or anyone listening, will judge them negatively (Horwitz et al., 1986). They become very sensitive to any criticism or small mistakes they might make while speaking. This worry makes students feel stressed and less likely to participate actively in speaking. For instance, students often hesitate to answer their teacher's questions in English because they are afraid their answers might be wrong. They worry that their classmates will laugh at them or think they are not good enough. This fear makes them less motivated to speak and less likely to join in speaking activities

3) Test Anxiety

Test Anxiety refers to a form of anxiety that arises in evaluative situations, such as oral examinations, formal presentations, or speaking performance assessments. In the context of foreign language learning, this anxiety arises when students feel their abilities are being measured and that the results will affect their academic grades or lecturers' perceptions of their competence. The pressure to perform perfectly, along with previous evaluation experiences, can intensify excessive fear and worry.

Unlike regular classroom communication, test situations create a more formal atmosphere that demands both accuracy and fluency in speaking. This condition often prevents students from demonstrating their true abilities because anxiety interferes with their thinking processes and language production. The following are observable characteristics when students experience test anxiety.

a) Weakened or Fragmented Voice

Pressure during evaluation may cause the voice to become softer or unstable. Individuals may speak with lowered intonation and make many unplanned pauses. For example, when answering a lecturer's question, a student's voice may sound faint and stop in the middle of a sentence.

b) Difficulty Organizing Ideas

Test anxiety often disrupts cognitive processes, making it difficult for students to organize ideas systematically. Ideas that were previously prepared may suddenly feel lost or disorganized when delivered. For instance, a student may pause for a few seconds to recall the sequence of presentation points.

c) Forgetting Previously Studied Material

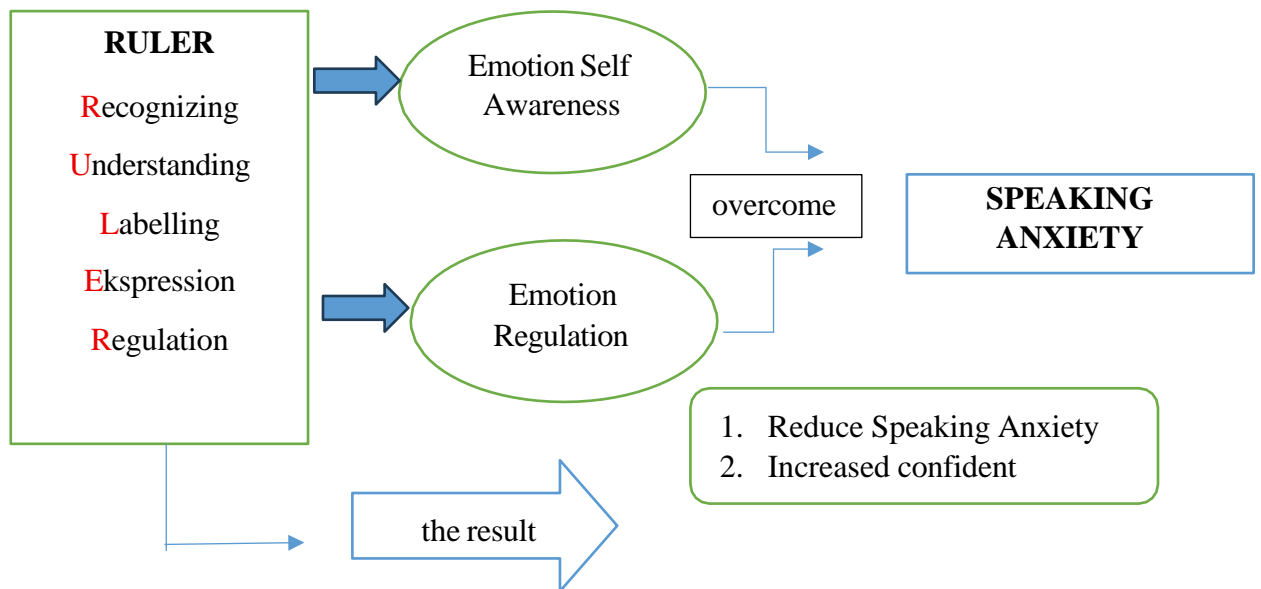
High anxiety can hinder working memory and lead to a "blank" phenomenon. Although individuals have prepared the material well, they may be unable to retrieve it when needed. For

example, a student may fail to answer a simple question that they had previously mastered.

d) Restless Body Movements

Students experiencing test anxiety often display restless body movements. They may shake their legs, play with a pen, or repeatedly change their standing position. These behaviours reflect internal tension that is difficult to control.

C. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a descriptive qualitative research design to investigate how the RULER helps students manage their speaking anxiety in English language learning. By focusing on a specific cohort of students within their classroom environment, this research provides an in-depth analysis of their experiences. The intervention component facilitates the application of structured activities based on the RULER framework. At the same time, the qualitative approach enables a comprehensive exploration of students' emotional responses, behavioral adaptations, and overall experiences throughout the intervention.

B. Research Location

This research project was conducted at STAIN Majene, particularly in the English Language Education Study Program. The location was selected because the students in this program took several speaking-related courses. Therefore, it provided an appropriate context to examine how emotional intelligence supported the management of.

C. Technique of Data Collection

Data Collection Stages (4 Meetings)

1. Before Class Activities

The researcher taught the RULER strategies to the students over four meetings to help them manage and reduce speaking anxiety.

2. During Class Activities

- a) Students conducted speaking and presentations.
- b) The researcher observed and recorded the application of RULER strategies, difficulties faced by students, and any changes in their emotions during the presentations.

3. After Class Activities

The researcher facilitated a reflection session with the students to evaluate their experiences, challenges encountered, and the application of RULER strategies

4. At the End of the Meeting

The researcher interviewed the students to explore their experiences, difficulties, and development in emotion management and speaking skills. This process was repeated across all four meetings, with adjustments to the RULER strategies based on observations and reflections from previous meetings.

D. Technique of Data Analysis

The data in this study were analyzed using the interactive model of qualitative data analysis developed by Miles and Huberman (1994). This model consisted of three main stages.

1. Data Reduction

In this stage, data from student interviews and reflections were selected, summarized, and analyzed for aspects relevant to emotional

intelligence and speaking anxiety. Irrelevant data were removed to ensure that the analysis was more targeted.

2. Data Display

After data reduction, the organized information was presented in the form of narrative descriptions, thematic tables, or simple charts. This presentation helped the researcher identify connections between categories and recognize patterns that emerged from students' experiences during the RULER intervention

3. Conclusion

In the final stage, the researcher drew conclusions based on the displayed data. These conclusions were verified through repeated data checks and participant confirmation (member checking) to ensure the accuracy and credibility of the findings.

E. Data Validity

To ensure data validity, the researcher used source and technique triangulation techniques to compare data from interviews and observations. In addition, the researcher conducted a member check by confirming the temporary findings with the respondents to ensure the accuracy and suitability of the data obtained.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the research findings based on data obtained from classroom observations and in-depth interviews. Before the observation activities were conducted, the researcher first taught the RULER strategy to the students as part of the treatment process. Data collection was then conducted after the students had participated in RULER strategy-based instruction over four speaking class meetings. Observations were conducted during the speaking activities, while interviews were conducted afterwards to explore students' emotional experiences in greater depth. Data from both sources were analyzed in an integrative manner to identify patterns in students' emotional responses before and during presentations, as well as the forms of emotion management that emerged in formal speaking situations.

1. The Implementations of the RULER Strategy

This section presents the research findings on the implementation of the treatment using the RULER strategy, which was conducted over four meetings prior to the observation stage. The treatment was carried out on October 28, 2025, October 29, 2025, November 6, 2025, and November 15, 2025, with varying student attendance in each session. The learning activities included explanations of material and exercises directly related to students' experiences in speaking activities.

In the first meeting held on October 28, 2025, 15 students attended while 3 were absent. The session began with an explanation of the basic concept of emotional intelligence and its relation to speaking activities, in which the researcher emphasised that emotions precede rational thinking and need to be understood and regulated. The researcher asked guiding questions, such as “What do you feel when you are suddenly asked to present?” and “What do you think when speaking in front of a lecturer?”, to help students recognise and understand their emotions.

The researcher then introduced the emotion recognition activity by asking students to recall their speaking experiences. Students mentioned emotions such as nervousness, anxiety, and fear, and described physical reactions like “my heart beats fast,” “my hands sweat,” and “my mind goes blank when I start speaking.” Their responses were spontaneous, and some students answered without being called on.

At the understanding emotions stage, the researcher asked follow-up questions such as “What makes you feel nervous, is it because you are unprepared, afraid of making mistakes, or afraid of being laughed at?” and “Are you more afraid of the lecturer or your classmates?” Some students responded with statements like “I am afraid of making grammar mistakes and being laughed at” and “I am not ready because I did not study.” Others initially gave brief answers, such as “afraid of making mistakes,” but elaborated further when probed.

The activities at this stage were conducted through interactive discussions between the researcher and students, both collectively and individually. Students were given time to reflect on their speaking experiences and identify the causes of their anxiety, supported by questions such as “Have you ever thought about why this emotion appears?” This process encouraged students to explore the underlying reasons for their emotional responses.

During this process, students were encouraged to think critically and be honest about their conditions. Some students began to realize that their anxiety was not only caused by limited language ability but also by psychological factors such as fear of being judged, lack of confidence, and negative past experiences. However, a small number of students still struggled to understand why their emotions occurred, while most were able to relate due to similar experiences.

In the second meeting held on October 29, 2025, 11 students attended while 7 were absent. The focus of this session was on the labelling emotions component, in which the researcher explained the differences among fear, anxiety, worry, and panic using examples from speaking situations. When asked to categorize emotions, some students initially used the same terms interchangeably until further clarification was provided.

The researcher then gave additional examples, such as explaining that anxiety occurs before speaking, while panic occurs during speaking, when someone cannot continue. After this explanation, students attempted again to classify emotions according to the given categories. The activity was conducted

through classification exercises based on real-life speaking situations, supported by discussion and question-and-answer sessions.

Through this process, the researcher provided guidance using illustrations and comparisons between similar emotions. Students gradually came to understand that each emotion has distinct characteristics and triggers. As a result, most students were able to categorize emotions accurately after receiving explanations.

In the third meeting held on November 6, 2025, 14 students attended while 4 were absent. The researcher explained the concept of speaking anxiety, including fear of negative evaluation, communication apprehension, and test anxiety, along with concrete examples. Students were asked to relate these concepts to their own experiences, and some provided detailed responses such as “I feel afraid when the lecturer looks at me seriously because I feel judged.”

Some students initially gave short responses, such as “I am afraid,” but elaborated after being asked follow-up questions, such as “Afraid of what?” Most students expressed fear of being judged or scolded by the lecturer, while others attributed their fear mainly to overthinking. The activity was conducted through question-and-answer sessions aimed at connecting theoretical concepts with real experiences.

The researcher also wrote key points on the board based on students’ responses and grouped them into the three main categories of speaking anxiety. This activity helped students understand that their experiences were related to theoretical concepts. As a result, students were able not only to understand the

theory but also to reflect on and identify the types of anxiety they experienced in speaking contexts.

In the fourth meeting held on November 15, 2025, 16 students attended while 2 were absent. At the expressing emotions stage, the researcher explained coping mechanisms as ways individuals respond to and manage emotions, including during speaking activities. Students shared their strategies, such as “I talk to my friends,” “I ask for support from my parents,” and “I pray before performing,” with responses given spontaneously.

The researcher emphasized that talking to others and seeking support can reduce anxiety, while praying can serve as a personal strategy to calm oneself. Students were also encouraged to share real experiences, such as discussing with friends before speaking or expressing their feelings to close friends. Some students stated that talking to friends made them feel supported and less alone, while others said that sharing with their parents helped them feel calmer.

At the regulating emotions stage, the researcher asked questions such as “What do you usually do when you start to feel nervous while speaking?” and “How do you calm yourself before presenting?” Students responded with various answers, such as “I take deep breaths,” while some admitted that they did not know what to do or felt confused. This indicated that not all students were familiar with emotional regulation strategies.

The researcher then introduced several techniques, including deep breathing, positive self-talk, reappraisal, and positive visualization. These

techniques were explained as practical strategies to manage anxiety, such as controlling breathing, giving positive affirmations, reframing negative thoughts, and imagining successful performance. Students showed interest in trying these techniques, especially those they considered simple and applicable.

Through guided practice and discussion, students began to understand that emotional regulation involves specific techniques that can be practised repeatedly. Some students preferred deep breathing for its simplicity, while others were interested in self-talk and visualisation. This process helped students recognize that managing speaking anxiety requires both awareness and practice.

Overall, the findings indicate that the understanding emotions and regulating emotions stages were the most challenging for students compared to other stages. At the understanding stage, students often provided general answers. They struggled to explain the causes of their emotions without prompting, as reflected in statements such as “I feel nervous and afraid, but I do not know why.” This suggests that some students still lacked awareness of the origins of their emotions.

At the regulating stage, students also had difficulty determining appropriate strategies to manage their anxiety. Some stated, “I have never tried controlling my breathing before” or “I don’t know where to start to calm myself,” indicating limited experience with regulation techniques. This contrasts with other stages such as recognizing and expressing emotions, where students were relatively able to identify and express their feelings more easily.

2. First Observation

The first observation was conducted on November 17, 2025, during a speaking activity on making hard decisions. Students were asked to share personal experiences related to difficult decisions they had made. The presentations were delivered individually without using notes. Each student stood in front of the class and spoke directly to the lecturer and their peers.

Data were collected through direct observation during the activity and interviews conducted after all students had completed their presentations. The analysis integrated both data sources to identify patterns of students' emotional responses before and during speaking, as well as the forms of emotion regulation that emerged.

a. Before Speaking

Before the speaking activity began, students remained seated in their respective places while waiting for their turn. The classroom atmosphere was relatively calm, and student interaction was minimal. All students faced the front of the classroom, and none held notes or written texts.

Nonverbally, most students showed signs of tension. Several students lowered their heads for a considerable period and avoided eye contact with the lecturer. Their facial expressions appeared tense. Two students were observed taking short, repeated breaths before their names were called. One student continuously shook their leg, while another played with their fingers on the desk and rubbed their hands together.

These behavioral patterns indicate the presence of physiological and behavioral responses associated with anxiety before speaking in front of the class. Nonverbal indicators such as repeated breathing, limited eye contact, and restless body movements further support this finding. In addition, students explicitly acknowledged feeling tense before coming forward, as reflected in the following student statement.

Excerpt 1

“I already felt nervous before entering the classroom, especially when I knew it was my turn that day. My heart was pounding, and my hands felt cold and shaky. While I was still sitting, I could stay relatively calm, but once my name was called to come forward, I became much more nervous.” (P6)

The excerpt indicates that anxiety emerged before the class began. Feeling nervous even before entering the classroom indicates a high level of initial tension. Physical symptoms such as a pounding heart, cold hands, and trembling show that the anxiety was experienced in a concrete and intense way. The level of nervousness increased when the student’s name was called, indicating that anxiety peaked when the student became the centre of attention.

These behavioral patterns indicate the presence of physiological and behavioral responses associated with anxiety before speaking in front of the class. Nonverbal indicators such as repeated breathing, limited eye contact, and restless body movements further support this finding. In addition,

students explicitly acknowledged feeling tense before coming forward, as reflected in the following student statement

Excerpt 2

“I feel anxious, scared, and my heart is pounding; I am very nervous.” P8

The excerpt indicates that students experience multiple negative emotions simultaneously before speaking in front of the class. Feelings of anxiety, fear, and nervousness occurring at the same time reflect a high level of speaking anxiety. This also suggests that the emotional responses are not mild but rather intense enough to affect students’ readiness to perform in speaking activities.

b. During Speaking

During the speaking activity, anxiety was most evident at the beginning of the presentation. Several students started with a low voice volume and required a few seconds before continuing to the next sentence. Two students repeated the first word before completing a full sentence. One student paused for several seconds, appearing to try to recall the material before continuing.

Overall, students’ body posture tended to be stiff, with limited hand movements. Eye contact was not consistently maintained; most students looked forward without focusing on a particular audience member or directed their gaze upward while trying to recall the next sentence. These patterns indicate that anxiety affected both verbal fluency and nonverbal expression, particularly during the initial stage of the presentation. The

researcher asked what students felt while speaking in class, as reflected in the following statement from one of the students.

Excerpt 1

“I felt very nervous, especially when I looked at the lecturer. Suddenly, my thoughts became mixed up. I was afraid of saying the wrong thing, making grammatical mistakes, and being scolded. As a result, my voice was sometimes very quiet, and I could not focus on what I wanted to say, so I forgot my words.” (P9)

The excerpt shows that P9 experienced a high level of anxiety when facing the lecturer. When seeing the lecturer, the student’s thoughts became disorganized and were filled with fears, such as making speaking errors, using incorrect grammar, and being scolded. This condition affected the student’s performance, as reflected in a lowered voice and a loss of focus, leading to forgetting the intended words. This finding indicates that P9’s anxiety had a direct impact on concentration and speaking performance in front of the class.

c. RULER Strategy

Although students had previously received instruction in the RULER strategy, its application was not yet clearly evident in their observable behaviour during the first observation. Students’ responses before and during the presentation were still dominated by signs of anxiety rather than clear emotion regulation efforts. Several students mentioned in

the interviews that they attempted to use certain techniques, such as deep breathing or calming themselves.

Nevertheless, some aspects of the strategy began to appear at an initial level. In terms of recognizing emotions, students demonstrated an emerging ability to become aware of their own emotions. This was reflected in their awareness of the nervousness that arose before and during the presentation, as shown in the following student statement.

Excerpt 1

“I suddenly felt a change from feeling comfortable to realizing, ‘Oh, this is what it feels like when taking an exam or when about to speak.’” (P7)

Excerpt 2

“Usually, I already feel nervous before entering the classroom, especially when I know it is my turn that day. My heart pounds, and my hands feel cold and shaky.” (P6)

In the recognition aspect, students explicitly recognized the emotions they experienced, such as nervousness and trembling. These reactions were identified as direct responses to their emotional state during speaking. This indicates that students no longer vaguely experienced anxiety but had developed a clear awareness of their emotional experiences.

In the labeling emotions aspect, some students were able to clearly name the emotions they experienced. Emotions such as nervousness, fear, and anxiety were mentioned directly when students reflected on their speaking experiences. This labeling process indicates an improvement in

emotional awareness, moving from mere recognition toward the ability to name emotions, as reflected in the following excerpt.

Excerpt 1

“I still felt nervous, but I was not as anxious as before.” (P6)

Excerpt 2

“Overthinking led to anxiety accompanied by nervousness. These feelings were usually connected; nervousness, anxiety, and fear occurred together.” (P8)

These statements indicate that students not only recognized the emotions they experienced but also identified their specific types. This ability is reflected in the way students named the feelings that emerged, such as nervousness or anxiety, based on their experiences. Thus, students demonstrated a clear ability to label their emotions.

In terms of understanding emotions, students were able to relate their emotions to specific triggering factors. Anxiety was understood as a response to fears of making language mistakes, forgetting the material, having an incomplete understanding of the content, and the pressure of being the center of attention from the lecturer and classmates. This understanding indicates that students began to comprehend the relationship between situational demands and the emotions that arose, as reflected in the following excerpt.

Excerpt 3

“I did not prepare well, and overthinking about not meeting expectations

caused the anxiety I felt. It came only from my thoughts.” (P7)

Excerpt 4

“It depends on the lecturer’s mood. I feel pressured when facing the lecturer, but I feel relaxed when speaking in front of classmates.” (P9)

In the first excerpt, the student demonstrates an understanding of emotions by recognizing that the anxiety originated from internal factors, namely inadequate preparation and excessive overthinking. The student understands that anxiety did not arise suddenly but was triggered by personal expectations and fear of outcomes that did not meet those expectations.

In the second excerpt, the understanding aspect is reflected in the student’s awareness that emotional changes were influenced by social context and audience. The student recognized that feelings of pressure emerged when facing the lecturer, while a more relaxed feeling occurred when speaking in front of peers. This understanding indicates that the student was able to relate emotional experiences to different environmental contexts during speaking activities.

Meanwhile, in the regulating emotions aspect, efforts to manage emotions were not yet stable. Several students reported attempting to use strategies such as deep breathing or calming themselves before speaking; however, these strategies were not sufficient to reduce the intensity of anxiety. Anxiety continued to affect speaking fluency, particularly during the initial stage of the presentation.

After all students completed their speaking tasks, the researcher conducted oral reflective questions to explore students' emotional experiences and confirm their understanding of the strategies taught. Most students acknowledged feeling nervous before and at the beginning of the presentation, were able to explain the causes of their anxiety, and could mention strategies to use. However, some students reported difficulty recalling or applying these strategies under tense conditions.

Based on the observation and interview data, it can be concluded that during the first observation, students demonstrated initial abilities to recognize and label emotions and to understand their triggers. However, anxiety remained the dominant response, and emotion regulation had not yet functioned consistently. The strategies learned were more evident in cognitive awareness than in observable speaking behavior. Thus, at this early stage, the application of emotion regulation strategies was still in the process of internalization and had not yet been fully reflected in students' speaking performance.

3. Second Observation

The second observation was conducted on December 15, 2025, during an academic presentation on the topics of "Floods in Indonesia and Turning Waste into Energy. In this session, students presented in groups. The speaking situation still took place in front of the lecturer and classmates, but the context was more structured and academically oriented compared to the previous observation.

During the second observation, students' emotional responses still reflected some anxiety; however, the anxiety was more controlled than in the first observation. At this stage, anxiety no longer dominated the entire speaking process. Students still appeared nervous at the beginning of the presentation, such as speaking with a slightly lowered intonation or pausing briefly before starting. Still, these symptoms were short-lived and did not disrupt the delivery of the material.

a) Before Presentation

Before the presentation began, the three students scheduled to present sat together on the left side of the classroom. They engaged in a brief discussion about the speaking order and the division of content. One student pointed to a peer while indicating the section to be delivered. Several students were observed taking deep breaths before standing up, while one student adjusted their clothing before walking to the front of the class. Other students were still looking at their notes with serious expressions and briefly talking with the peer beside them.

When their names were called, the students walked to the front of the classroom while holding their notes. These nonverbal responses indicate that anxiety was still present at the anticipatory stage. However, students appeared to be more actively preparing than in the previous observation, as can be seen in the following student statement.

Excerpt 1

“I was not nervous at first, but when it was almost my turn to start, I felt a bit nervous.” (P12)

Excerpt 2

“At the beginning, on the way to class, I did not feel very nervous. I told myself that it would be fine because I had studied. As the presentation time approached, I started to feel nervous, but not too much.” (P3)

The intensity of the anxiety experienced was categorized as mild to moderate, as students were still able to evaluate their emotions as “not too nervous” and felt sufficiently prepared to speak. Statements indicating that they had studied and reassured themselves suggest the presence of emotional awareness and efforts to calm themselves, preventing the anxiety from developing into panic.

b) During Presentation

The first student opened the presentation by introducing the topic of floods in Indonesia. In the opening sentence, the student’s voice sounded slightly shaky. However, the student briefly directed their gaze toward the middle of the audience before continuing with the next sentence. Students presenting the topic Turning Waste into Energy showed a similar pattern. They still tended to look downward, but only for brief moments.

In several parts of the explanation, students experienced short pauses due to a temporary loss of focus; however, these pauses were brief, approximately 2 seconds. No student was observed to stop speaking for an extended period. Some students’ voices sounded shaky at first, but after several sentences, they became more stable.

Eye contact with the audience began to emerge, although students still frequently referred back to their notes. Some students also started using simple hand gestures to support their explanations. The researcher then asked the students about their feelings during the classroom presentation. This is reflected in the following student statement.

Excerpt 1

“During the presentation, I still felt nervous, but not as anxious as before. I was able to continue speaking and felt more capable of controlling myself compared to the previous presentation.” (P7)

The excerpt indicates a decrease in the student’s anxiety intensity during the presentation. Although feelings of nervousness were still present, they were no longer at a level that disrupted speaking performance as in previous experiences. The statement “was able to continue speaking” indicates improved emotion regulation, as anxiety no longer prevented the student from speaking or from losing focus. There were also students who mentioned similar experiences, as reflected in the following statement.

Excerpt 2

“During the presentation, I still felt nervous, but I was not as panicked as before. Once I started speaking, it felt better than before I came forward.” (P2)

The excerpt indicates that although the student still experienced nervousness while speaking, the anxiety was at a milder and more controlled level compared to previous experiences. The expression “not as panicked as

before” suggests that previously intense and disruptive emotional responses, such as excessive fear or loss of control, have decreased. Thus, this excerpt reflects progress in emotion regulation, in which nervousness remained a natural response but no longer interfered with speaking performance

c) RULER Strategy

In the second observation, the application of emotion regulation strategies was more evident than in the first. Although anxiety was still present, students were no longer completely hindered by their emotional responses and began to demonstrate behavioral efforts to manage their emotions.

In the recognizing emotions aspect, students showed awareness of emerging tension or nervousness during the presentation. This awareness was reflected in behaviors such as pausing briefly before continuing a sentence, taking deep breaths when facing challenging parts of the material, and interview statements indicating that students were conscious of changes in their emotional state while speaking. This can be seen in the following student statement.

Excerpt 1

“I paused for a moment and suddenly felt a clear difference. The feeling before coming forward and after coming forward was very different, and I could immediately recognize the change.” (P5)

This excerpt indicates that the student was able to recognize the emotions present in the speaking situation. The expression “felt a clear difference before and after coming forward” suggests that the student was

aware of changes in emotional state over time. This awareness shows that the student could detect internal emotional signals, both before entering the speaking situation and while being in it. Thus, the student did not experience emotions merely spontaneously but was able to recognize when and how these emotions emerged.

In understanding the emotional aspect, the student demonstrated awareness of anxiety triggers. Anxiety was understood as a response that mainly emerged before and at the beginning of the presentation, or when facing parts of the material perceived as difficult. This understanding was implicit in the student's explanation of specific moments that triggered nervousness as reflected in the following statement.

Excerpt 2

“Yes, it comes from the lecturer. Sometimes I feel afraid because I do not know the lecturer's mood. I am afraid that the lecturer might suddenly get angry.” (P5)

Excerpt 3

“There is external pressure, such as fear caused by the presence of the lecturer. I feel afraid because of the lecturer.” (P8)

These excerpts indicate that students not only recognized the fear they experienced but also understood the reasons for its emergence. Students were able to explain that their anxiety originated from external factors, namely the presence of the lecturer as an authority figure responsible for evaluation and uncertainty about the lecturer's mood. This understanding shows that

students linked the anxiety they experienced to situational conditions and anticipated consequences, indicating that the anxiety functioned as a reasonable response to evaluative pressure in the academic environment rather than as an emotion without a clear cause

In line with students' understanding of anxiety stemming from negative thoughts about the lecturer, the regulating emotions aspect was reflected through conscious efforts to counter these thoughts. Students began to use positive self-talk, such as reassuring themselves that they had prepared the material and did not need to be overly afraid of the lecturer's evaluation. In addition, some students combined positive self-talk with deep breathing and regulating their speaking pace when anxiety arose. These strategies helped students reduce the dominance of negative thoughts. This can be seen in the following student statement.

Excerpt 4

“Before the presentation, I sat calmly, took deep breaths, and kept telling myself to stay calm and that everything would be fine.” (P1)

Excerpt 5

“I tried to think positively because, in my view, our emotions are influenced by our thoughts. When our thoughts are positive, our emotions also become positive.” (P3)

These excerpts indicate that students' emotion regulation focused on efforts to counter negative thoughts, particularly perceptions or concerns about the lecturer as the evaluator. In the first excerpt, the student consciously used

positive self-talk, such as telling themselves to stay calm and that everything would be fine after taking deep breaths. This strategy helped calm the student and challenge negative assumptions about being scolded or evaluated poorly by the lecturer. Meanwhile, the second excerpt emphasizes the student's understanding of the relationship between thoughts and emotions. The student recognized that negative perceptions of the lecturer could trigger anxiety and therefore chose to cultivate positive thoughts so that the resulting emotions would become more stable and controlled.

After all students completed the presentation activities during the second observation, the researcher again conducted oral reflective questions to explore students' emotional experiences and examine their application of the RULER strategies they had learned. Most students reported that nervousness persisted, particularly at the beginning of the presentation; however, they were able to regulate their emotions more effectively than in the previous meeting. Students also began to explain the sources of their anxiety and to mention the emotion regulation strategies they used, such as deep breathing and positive self-talk

Based on the observation and interview findings, the second observation revealed clear progress in students' emotion management compared to the first. Anxiety remained, especially in the early stages of the presentation, when students faced the lecturer and the audience, but its intensity no longer dominated the speaking process. The nervousness that

emerged was typically temporary and did not develop into prolonged anxiety that interfered with speaking fluency.

4. Third Observation

The third observation was conducted on December 16, 2025, during academic presentation activities on the topics “Technology in Schools” and “Internet Access in Indonesia”. At this stage, students had already gained experience in presenting and had participated in reflective evaluations at the end of earlier sessions. The presentations took place in a formal academic context in front of the lecturer and classmates.

Overall, this observation showed changes in how students responded to speaking situations. Although anxiety was still present, it was more controlled than in previous observations. As a result, students’ emotional responses no longer interfered with the smooth delivery of the presentation material.

a) Before Presentation

Before the presentation began, the three students scheduled to present sat together at the front of the classroom. Several students reviewed their material while quietly rehearsing the points they would deliver. Their speaking pace appeared calm and orderly, with no signs of rushing. They occasionally engaged in brief discussions to confirm the presentation sequence and each member’s part.

Some students closed their eyes for a few seconds and took a single deep breath before speaking. This action was not repeated and was not accompanied by restless behaviors such as leg shaking or continuous hand

movements. Their posture appeared upright while seated, and their gaze began to be directed toward the audience as the presentation started. Compared to previous observations, no physical behaviors indicating excessive anxiety were observed. Nervousness was still present, but it appeared mainly as a brief preparation before speaking. This can be seen in the following student statement.

Excerpt 1

“I took a deep breath first to calm myself before starting, and I usually read the points slowly to remember the sequence.” (P6)

These excerpts indicate that compared to previous observations, no physical behaviors indicating excessive anxiety were observed. Nervousness was still present, but it appeared in the form of brief preparation before speaking rather than restlessness that interfered with presentation readiness. Taking a deep breath before starting indicates an effort to reduce tension, while reading the main points slowly functioned as a strategy to maintain focus and recall the sequence of the presentation.

b) During Presentation

The presentations were delivered alternately while the students remained seated. Their voices were clear and audible at the back of the classroom, with relatively consistent clarity throughout each student’s part. When a student paused for a few seconds to forget the material, the pause was brief and immediately followed by another sentence with a similar meaning. The student did not verbally express fillers such as “I forgot” or hesitation

sounds. Eye contact with the audience occurred more frequently than looking at notes. Students glanced briefly at their notes to confirm the next point before returning their gaze to the audience.

Hand movements were used simply, such as raising a hand or making slight gestures when explaining key points. The delivery of the material proceeded in an orderly sequence from the opening to the conclusion without interruption. These behaviors are consistent with the students' explanations in the interviews.

Excerpt 1

“I was not very nervous because I had studied the material, although there were still a few moments when my mind went blank, and I improvised what I said.” (P3)

This statement indicates that when minor disruptions occurred, the student chose to continue speaking rather than stop the presentation. This behavior reflects an effort to maintain the flow of delivery despite feelings of nervousness or moments of imperfection while speaking. Thus, the student did not allow these disruptions to dominate the situation; instead, they remained focused and conveyed their intent.

c) RULER Strategy

In the third observation, students' emotional management was evident through several interrelated stages. Awareness of their emotional condition before speaking was reflected in behaviors such as briefly closing their eyes and taking a deep breath before the presentation began. These actions

indicate that students felt nervous before performing, even though they did not express those feelings in front of the class.

The understanding of the situations that triggered these emotions was evident in how students prepared, such as reviewing the presentation material, engaging in brief discussions with peers, and confirming the order of delivery. These behaviors suggest that students were aware of the connection between their level of preparation and their emotional state.

The ability to label emotions emerged during the reflective stage after the presentation. In the oral reflection session, students mentioned the emotions they experienced before presenting, such as nervousness and tension, and distinguished them from the feelings they had after the presentation. This indicates that emotional labeling occurred after the speaking experience was completed.

Regarding emotional expression, students did not openly express their feelings to the audience during the presentation. However, interview data revealed that some students expressed their nervousness by talking to their parents or through prayer. This form of emotional expression served to relieve tension rather than to be part of their speaking performance in front of the class.

Excerpt 1

“I talked to my mother and told her that I felt a little nervous. I asked her to pray for me, and after that, I felt better.” (P4)

Excerpt 2

“I prayed and expressed my feelings to God, and I felt more relieved afterward.” (P3)

These excerpts indicate that students expressed their emotions through emotional sharing and support. In the first excerpt, the student chose to share their feelings of nervousness with their mother to release them. The act of talking about their feelings and asking for a prayer helped relieve emotional burden and foster a sense of calm through the support of a close person, thereby reducing anxiety.

In the second excerpt, the student expressed emotions through prayer and spiritual communication with God. This activity shows that students used a religious approach as a means of calming themselves and managing anxiety. The feeling of “somewhat relieved” indicates that prayer helped alleviate emotional tension before facing the speaking situation.

Moreover, the regulation of emotional responses appeared most consistent during the presentation. When pronunciation errors or memory lapses occurred, students chose to continue the presentation by correcting words or using alternative sentences without long pauses. This regulation was reinforced by students’ statements during the interviews, demonstrating the effective management of emotional responses in speaking situations.

Excerpt 1

“STP, I told myself to treat it as a learning experience because it happened and cannot be changed. I reminded myself not to be too anxious about it.”

(P8)

Excerpt 2

“If I feel nervous, I use STP and also take a deep breath. I imagine positive outcomes, and if I forget something, I do not panic but find alternatives or other words that still relate to the material.” (P12)

These excerpts indicate that students applied emotion regulation strategies to manage anxiety during speaking. In the first excerpt, the student calmed themselves by accepting mistakes or unexpected events as part of the learning process. The attitude of accepting that “it happened and cannot be changed” reflects an effort to stop excessive negative thinking, preventing anxiety from lingering.

In the second excerpt, the student described using several strategies simultaneously, including positive self-talk, deep breathing, and imagining positive outcomes. The student also prepared alternative words or sentences to use when forgetting parts of the material, without interrupting the flow of the presentation. This demonstrates that students were no longer trapped by fear of making mistakes but were able to regulate their emotions and maintain focus on their objectives.

Overall, the third observation showed that students demonstrated improved emotional management compared to previous observations. This was evident in the reduction of disruptive physical responses, such as prolonged pauses, excessive voice trembling, or halting the presentation over minor mistakes. Nervousness was still present before and during the presentation, but

it no longer dominated speaking behaviors, such as showing confusion or blanking out.

Emotional regulation occurred in a more directed manner, meaning students were able to focus on the content and sequence of their presentation despite feeling nervous. Calmness was reflected in a steady speaking tempo, a clear voice, and an upright posture without repeated restless movements. Reflective behavior was observed in students' ability to recognize minor mistakes, correct them, and continue the presentation without interrupting the flow.

Through post-presentation reflection, students showed awareness of their emotional experiences. Some students reported still feeling nervous but felt more capable of handling it than before. This reflection indicates a gradual improvement in students' understanding and response to their emotions, even though emotion regulation was not yet fully consistent across all individuals.

5. Four Observation

The fourth observation was conducted on December 17, 2025, during an academic presentation activity on the topic assigned by the lecturer, *Bullying in Schools*. In this session, three students delivered a group presentation to the class without using notes or written materials. The observation focused on students' emotional responses before and during the presentation, as well as how they managed their emotions while speaking to the audience. Observational data were supplemented with interview data collected after the presentation activity.

a) Before Presentation

Before the presentation began, the three students who were to present sat close together at the front of the classroom. They engaged in a brief discussion about the order of delivery and the division of speaking turns. The discussion was calm and concise, without reading or pointing to any written materials. The students sat with upright posture and occasionally directed their gaze toward the lecturer.

About one minute before being called, one student took a single deep breath and exhaled slowly. Another student closed their eyes for a few seconds to calm down before standing. The third student adjusted their posture before walking to the front of the class. These actions were brief, not repeated, and not accompanied by restless physical behaviors such as fidgeting, hand-wringing, or avoiding eye contact.

When their names were called, the three students walked together to the front of the class with normal, calm steps and appeared confident. They stood in a semi-circle facing the audience. Their stance was stable and did not change before they started speaking. No hesitant behaviors or attempts to find support in notes were observed. These observational findings align with interview data, which indicated that students were aware of their nervousness before presenting but felt more prepared because they had understood the material without relying on notes.

Excerpt 1

“I was not nervous because I am used to regulating my emotions, and I

thought, why should I be anxious? I have already studied and just need to be confident that I can do it.” (P7)

Excerpt 2

“Before starting the presentation or speaking, I took a deep breath, practised deep breathing, and used positive self-talk. I told myself that I could do it, that it was fine because I had studied, and to stay calm.” (P8)

These statements indicate that students have developed greater confidence and emotional control in speaking situations. The expression “I am used to regulating my emotions” suggests that the student had prior experience managing anxiety, so nervousness no longer appeared as a dominant response. Furthermore, the belief that they had studied and could speak well reflects the use of positive self-talk to calm themselves and maintain emotional control before and during the presentation.

The second excerpt also demonstrates that students regulated their emotions before speaking by employing two main strategies: deep breathing and positive self-talk. Taking a deep breath served to relax the body and reduce tension before the presentation. Meanwhile, affirmations such as “I can do this” and “I have already studied” help counter negative thoughts and build confidence, enabling students to begin the presentation in a calmer, more prepared emotional state.

b) During Presentation

The first student began the presentation by introducing the topic, *Bullying in Schools*. Their voice was clear and audible to the entire class

without repetition. Eye contact was directed toward the audience in the middle and left sections of the classroom. Both hands were held in front of the body and used sparingly to emphasise key points, without excessive movement.

The second student continued the presentation by explaining the types of bullying. They used simple hand gestures to illustrate the examples described. At one point, the student paused for a few seconds because they forgot a word, then continued with a different sentence. The pause was brief and was not accompanied by changes in facial expression or requests for assistance from the lecturer.

The third student discussed the impacts of bullying and ways to prevent it. Their voice remained stable, and the speaking pace was consistent from beginning to end. When a mispronunciation occurred, the student immediately corrected it and continued with the next sentence. Their posture remained steady, showing no signs of restlessness or discomfort. The researcher then asked the student how they felt before the presentation, and whether it was the same as in previous experiences. This is reflected in the following student statement.

Excerpt 1

“I was not very nervous because I had prepared the material, although there were still some moments when my mind went blank, and I had to improvise what I said.” (P5)

These statements indicate that during the presentation, students maintained relatively controlled emotional states due to prior preparation of the material. Nervousness did not dominate, though brief disruptions took the form of sudden blank moments while speaking. In such situations, students did not stop or panic; instead, they improvised with alternative words that were still related to the material, allowing the presentation to continue uninterrupted. Other students also expressed similar experiences, as reflected in the following statement.

Excerpt 2

“I felt fairly calm because I had prepared the material beforehand, although in some parts I temporarily lost track and had to search for words to continue.” (P8)

This statement indicates that preparing the material gave students a sense of security and calm before and during the presentation. However, this calmness did not completely prevent minor disruptions, such as temporarily losing the flow of speech in some parts. When such situations arose, students adapted by finding alternative words to continue their explanations, demonstrating the ability to manage anxiety and maintain fluency despite brief challenges.

c) RULER Strategy

In the fourth observation, the application of emotion regulation strategies was evident through a series of interconnected behaviours before and during the presentation. At the initial stage, students demonstrated

recognition by noticing changes in their emotional states. Before the presentation began, students felt nervous about speaking in front of the class. This was reflected in behaviours such as taking deep breaths, briefly closing their eyes, and calming themselves before standing up.

During the presentation, these emotional states changed. Students no longer displayed preparatory behaviours for calming down, and their attention shifted to delivering the material. This shift was observed in the absence of conscious deep breathing or eye closure, accompanied by increased focus on the order of delivery and on interaction with the audience. The difference between pre-presentation and during-presentation behaviours indicates that students 62ea rah62g62 the transition from initial nervousness to a more controlled state while presenting.

In the *understanding* aspect, students also demonstrated awareness of the situations that triggered their emotions, particularly the demands of speaking in front of the class without notes. This was evident in their brief discussions about the order of delivery and division of speaking turns before going to the front. By understanding what they were going to present and when their turn would come, students reduced uncertainty that could trigger anxiety, as reflected in the interviews.

Excerpt 1

“We prepared the material because we felt unprepared, and if the material is ready, we would also feel calm.” (P5)

This excerpt demonstrates that students understood the relationship between material preparation and the emergence of anxiety. They recognized that overthinking and nervousness often occur when the material is not well-prepared, making lack of readiness a key trigger for negative emotions. This understanding reflects the *RULER aspect*, as students could explain the causes of their anxiety and acknowledge that thorough preparation can help create a sense of calm before and during speaking.

In the *labelling emotions* aspect, students were able to identify and differentiate the emotions they experienced before and during the presentation. Before presenting, the most frequently reported emotions were nervousness and anxiety, while during the presentation, students assessed these emotions as lighter and more manageable. Labelling occurred during reflection, when students named the feelings experienced at each stage of the speaking activity.

Excerpt 2

“There was a difference before and during speaking. At first, I felt nervous, but once I started talking, it got better, and I was not too nervous anymore.” (P8)

In Marc Brackett’s RULER framework, *labelling emotions* refers to *the ability to name emotions accurately according to one’s experience*. Brackett emphasizes that clear and specific labeling helps individuals understand their emotional states more precisely and prevents emotions from becoming confused or mixed. In this context, students’ ability to

distinguish their feelings before and during the presentation demonstrates the application of the *labelling* aspect of RULER, which in turn facilitates emotional regulation while speaking.

In the RULER expression of emotions aspect, emotional expression does not necessarily occur in front of an audience during a presentation. In this study, students expressed their emotions through personal and relational coping mechanisms, such as sharing their nervousness with parents before presenting, praying and communicating their anxiety to God, or discussing feelings of nervousness and pressure with friends. One student described this as follows.

Excerpt 3

“I expressed my feelings to a friend and also prayed, which made me feel relieved and calm. My friend encouraged me, and it had an effect; I felt somewhat calmer.” (P6)

This excerpt shows that students expressed emotions as a form of coping, seeking both social and spiritual support. By sharing their feelings with a friend and praying, students experienced relief and calmness, indicating a reduction in emotional pressure. Encouragement from peers provided emotional reinforcement, helping students regulate their emotions and face the speaking situation in a more stable emotional state.

This act of sharing was not merely storytelling, but a way to release emotional burden so that anxiety was not suppressed internally. By expressing their feelings and explaining the situations that caused tension,

students gained emotional support, a sense of calm, and psychological reinforcement. This process helped reduce anxiety intensity before or after the presentation, making them better prepared for the next speaking task.

Emotional regulation was clearly observed during the presentation, reflecting the emotion regulation aspect of Brackett's RULER framework, which emphasizes the ability to control emotions so they do not interfere with ongoing tasks. When students made pronunciation mistakes or experienced brief pauses, they did not stop speaking or panic; instead, they corrected themselves and continued explaining. Speech tempo remained consistent, posture did not change abruptly, and eye contact stayed directed toward the audience. This shows that nervousness was present but successfully managed, allowing the presentation to proceed smoothly according to the planned content.

Overall, the fourth observation shows that students consistently regulated their emotions without relying on external assistance. Consistency in emotional regulation was evident as no noticeable changes in behaviour occurred before or during the presentation, such as long pauses, repeated posture shifts, or halting the presentation due to minor mistakes. Independence was demonstrated by their ability to deliver material without notes or help from instructors or peers during the presentation.

Nervousness remained before the presentation, but it appeared only as brief preparatory actions, such as taking a deep breath or calming oneself for a moment. It did not develop into behaviours that disrupted the speaking

process. During the presentation, students maintained focus on the content and the delivery sequence without losing the flow of their speech.

In contrast to previous observations, in which students still relied on notes, paused more frequently when forgetting material, and needed to stop or delay the presentation when errors occurred, these behaviours were no longer evident in the fourth observation. When pronunciation mistakes happened, students immediately corrected the words and continued with the next sentence without changes in speech tempo, posture, or eye contact.

This difference indicates that emotions no longer control students' speaking behaviours. Instead, students were able to continue the presentation as planned, delivering the material sequentially from introduction to conclusion and completing it without disruption caused by emotional responses.

The following table is used as an analytical tool to summarize the tendencies in changes of speaking anxiety behaviours observed across the four sessions. The markings are not intended as quantitative measurements but as descriptive categories bserveation, based on observation notes and interview data.

Speaking Anxiety Indicators	First Observatio n	Second Observatio n	Third Observatio n	Fourth Observatio n
Short or irregular breathing before/during speaking	✓	✓	–	–
Voice trembling or weakening at the	✓	✓	–	–

beginning of the presentation.				
Stiff posture or very limited hand movements	✓	✓	✓	✓
Limited eye contact with the audience or lecturer	✓	✓	✓	✓
Long pauses due to forgetting or losing the flow of speech	✓	✓	–	–
Reliance on notes or looking down frequently	✓	✓	–	–
Fidgeting behaviours (e. g., moving legs, playing with hands, repeated position changes)	✓	✓	✓	–
Responses to mistakes (long stops or hesitation)	✓	✓	–	–

This table shows that speaking anxiety indicators were more frequently observed in the initial observation and gradually decreased in subsequent sessions. Some indicators still appeared during the third and fourth observations; however, their occurrence no longer significantly affected the smoothness of the presentations, as seen in the first observation. The table serves as a visual summary, while detailed explanations of each indicator's form and context are provided in the narrative descriptions of each observation.

B. Discussions

1. The Implementation of the RULER Strategy

Based on the research findings, implementing the RULER strategy in the treatment process indicates that each component presents varying levels of ease and challenge for students. In general, the components of recognizing,

labelling, and expressing emotions tend to be easier for students to understand and apply, whereas understanding and regulating emotions require more complex processes and a longer time to be optimally implemented in speaking activities.

At the recognizing stage, students were able to quickly identify the emotions they experienced when facing speaking situations. This was evident in their spontaneous responses, which mentioned feelings such as nervousness, anxiety, and fear, often accompanied by descriptions of physical conditions. This ease can be explained by the fact that recognizing is part of self-awareness, a fundamental ability in emotional intelligence for identifying one's own emotional state (Goleman, 1995). According to Mayer et al. (2004), emotion recognition is an initial, often automatic stage, as individuals experience emotional changes before engaging in more complex cognitive processing. Therefore, students did not experience significant difficulty at this stage.

At the labelling stage, students also demonstrated a fairly good ability, although they initially experienced some confusion when distinguishing between similar emotional terms. After receiving additional explanations, students were able to categorize emotions more accurately. This indicates that labelling is closely related to emotional vocabulary, which refers to the ability to connect emotional experiences with appropriate linguistic terms (Brackett et al., 2012). Since this process primarily requires conceptual reinforcement and concrete examples, students were able to quickly adjust their understanding after receiving scaffolding from the researcher.

A similar level of ease was observed in the expressing stage, where students were able to express their emotions through various means, such as talking to friends, seeking support, and praying. The immediate responses suggest that students were already accustomed to expressing emotions in their daily lives. In coping theory, strategies such as sharing feelings with others are categorized as social coping, while praying is considered emotion-focused coping aimed at reducing emotional distress (Lazarus & Folkman, 1984). Because these forms of expression are already embedded in social and cultural practices, students did not encounter major difficulties at this stage.

In contrast, at the understanding stage, students showed difficulty in explaining the specific causes of the emotions they experienced. They tended to give general responses and could provide more detailed explanations only after follow-up questions were asked. This indicates that understanding emotions involves more complex cognitive processes, particularly the ability to analyze the relationships between emotions, their causes, and their consequences. According to Mayer et al. (2004), emotional understanding represents a higher level of emotional intelligence because it involves reflective and analytical thinking. Therefore, students require more time and guidance to develop this ability, as it is not as automatic as recognizing emotions.

Greater challenges were found in the regulating stage. Although students had learned various techniques such as deep breathing, positive self-talk, and cognitive reappraisal, many did not consistently apply these strategies in real-world speaking situations during the initial stage. This suggests that

regulating emotions is a skill that requires repeated practice and cannot be applied spontaneously. Gross (1998) explains that emotion regulation involves conscious efforts to modify emotional responses and requires self-control and consistent practice. Additionally, in high-anxiety situations, individuals tend to revert to automatic responses rather than applying newly learned strategies that have not yet become habitual.

However, improvement was observed in subsequent sessions, where some students began to apply regulation techniques independently. This indicates that the ability to regulate emotions is gradual and can develop through repeated practice. This finding is consistent with Brackett et al. (2012), who argue that skills within the RULER framework, particularly emotion regulation, require time to be internalized before they can be effectively used in real situations.

Overall, the findings of this study indicate that the RULER strategy is effective at helping students quickly recognize, label, and express their emotions. However, achieving deeper emotional understanding and consistent emotion regulation requires continuous practice and more intensive guidance. This confirms that each component of emotional intelligence develops gradually, with different levels of complexity.

2. Speaking Anxiety in Speaking Activities

Based on the findings of this study, speaking anxiety is a common phenomenon experienced by students during classroom speaking activities and directly affects their speaking performance. This anxiety does not only appear

as a feeling of nervousness. However, it is also reflected in various physical and cognitive responses when students are required to express their ideas in front of an audience. This can be observed through several indicators of anxiety that emerged during the observation, such as irregular breathing, trembling voices, long pauses while speaking, stiff posture, and limited eye contact with the audience. These indicators demonstrate that speaking anxiety is a complex experience because it involves emotional reactions, physiological changes, and disruptions in cognitive processes when students use a foreign language to communicate. These findings are consistent with the concept of foreign language anxiety proposed by Elaine et al. (1986) who explains that anxiety in foreign language learning may appear through a combination of emotional, cognitive, and physical responses during communication activities.

During the first and second observations, several indicators of anxiety appeared more clearly when students began their presentations in front of the class. One of the indicators observed was irregular breathing before and during speaking. This condition indicates that students experienced tension when speaking in front of an audience. When individuals feel anxious, the body naturally produces physiological responses such as increased heart rate and changes in breathing patterns. These responses may affect students' ability to speak fluently because they must attempt to calm themselves while simultaneously conveying their ideas.

Another indicator that appeared was a trembling or weakening voice at the beginning of the presentation. This condition suggests that students still

felt uncertain about their speaking ability in front of others. When students fear making mistakes or feel pressured to present ideas in a foreign language, their nervousness can affect their vocal control. As a result, their voices may become less stable or quieter than when they speak more comfortably.

In addition, long pauses while speaking also became one of the indicators of anxiety observed in the early observations. Several students appeared to stop briefly before continuing their sentences or needed more time to find the appropriate words. This situation indicates that anxiety not only affects emotional aspects but also influences students' cognitive processes when they attempt to organize ideas and select words to express. When students feel nervous, their attention is often divided among remembering the material, thinking about language structure, and managing their anxiety. This finding supports previous studies indicating that anxiety can interfere with cognitive processing and affect students' ability to convey messages effectively in a foreign language.

Several indicators of anxiety began to decrease during the third and fourth observations. Irregular breathing, trembling voices, and long pauses while speaking no longer appeared as frequently as in the earlier observations. This decrease can be explained by two processes: students' adaptation to speaking situations and their ability to manage emotions using the RULER strategy. From an adaptation perspective, students gradually became more familiar with presentation situations through several in-class speaking activities. Repeated speaking experiences helped them become more

accustomed to the audience and the presentation process, gradually reducing their tension. This could be observed in several students who initially appeared extremely nervous when standing in front of the class but later delivered their presentations with fewer pauses and more stable voices.

However, the reduction in anxiety indicators also reflects a more conscious process of emotional regulation by the students. In this study, students not only adapted to speaking situations but also began applying emotional management strategies aligned with the stages of Marc Brackett's RULER strategy. For instance, some students attempted to calm themselves before beginning their presentations by taking deep breaths or focusing their attention on the main points they intended to explain. These strategies indicate that students started to become aware of the emotions they experienced and attempted to control their anxiety responses so that these emotions would not interfere with the speaking process.

The difference between adaptation and emotional regulation can be seen in how students responded to speaking situations. Adaptation occurred gradually through repeated speaking experiences, allowing students to become more familiar with the classroom environment. In contrast, emotional regulation through the RULER strategy involves awareness of emerging emotions and deliberate efforts to control those responses. For example, a student who frequently paused to forget ideas during the first observation appeared to regulate their breathing and refocus on the main ideas before continuing their explanation in subsequent observations. This behavior indicates that the student

was not only becoming accustomed to the speaking situation but was also beginning to use specific strategies to manage their anxiety.

Nevertheless, two indicators remained visible until the fourth observation: a stiff body posture and limited eye contact with the audience or the lecturer. A stiff body posture indicates that some students still experienced tension when standing in front of the class, even though they were able to continue their presentations. Meanwhile, limited eye contact suggests that several students still lacked confidence in interacting directly with the audience during speaking activities. This condition indicates that although certain aspects of anxiety had begun to decrease, the development of nonverbal communication skills still required more time and continuous practice.

This phenomenon can be explained by the fact that anxiety in communication not only affects verbal aspects but also influences body language and nonverbal behavior during interaction. According to MacIntyre and Gardner (1994), anxiety in foreign language use can affect learners' confidence and how they present themselves in oral communication, including through body language and eye contact. When individuals still experience tension or fear of being judged by others, these feelings often manifest as rigid body language or a tendency to avoid eye contact with the audience.

Furthermore, Aida (1994) found that although students' anxiety levels may decrease as their speaking experience increases, certain nonverbal behaviors related to lack of confidence often require a longer time to develop. This occurs because nonverbal communication skills, such as maintaining a

relaxed posture and making eye contact with the audience, are related not only to language proficiency but also to self-confidence and communication habits developed through continuous practice. Therefore, the persistence of these two indicators until the final observation suggests that although students began to manage their anxiety emotionally, the development of nonverbal communication skills still requires consistent speaking experiences within the learning environment.

3. Factors of Speaking Anxiety

Based on the findings of this study, the speaking anxiety experienced by students does not only arise from the demand to speak in front of the class. However, it is also influenced by several situational factors related to students' preparedness and their perceptions of the learning environment. One of the factors that triggered anxiety was the lack of preparation regarding the material to be presented. Some students demonstrated hesitation, relatively long pauses, and difficulty maintaining the flow of their explanations when they had not fully mastered the presentation topic. This condition required students to think more intensively to recall the information they intended to convey while simultaneously constructing sentences in English, thereby increasing the cognitive pressure during the speaking process.

When students felt insufficiently prepared for the presentation material, their attention was not solely focused on conveying ideas. Instead, their attention was divided among recalling the content, considering appropriate language structures, and managing the simultaneous nervousness. This situation

often caused students to become more cautious when speaking, as reflected in longer pauses or less fluent delivery. These findings are consistent with the view of MacIntyre & Gardner (1994), who explain that anxiety in language learning can affect learners' cognitive processes and interfere with their ability to process and communicate information effectively in a second language.

In addition to insufficient preparation, students' anxiety was influenced by the lecturer's presence during presentations. These two factors produced different forms of anxiety. Anxiety caused by a lack of preparation was generally related to uncertainty about the material being presented. Students worried that they would not be able to explain the presentation clearly because they had not fully understood the topic. As a result, students tended to pause more frequently while speaking, attempt to recall previously studied information, or appear hesitant when expressing their ideas. For example, a student who had not fully mastered the presentation material often appeared to reread their notes or paused for a considerable time before continuing the explanation, in an effort to remember the key points to be conveyed.

Meanwhile, anxiety caused by the lecturer's presence was more closely related to concerns about evaluation or judgment of their speaking ability. In this situation, students might actually understand the material they intended to present, but still feel nervous because they were afraid of making mistakes when speaking in front of the lecturer. This concern often appeared through a softer voice, tense facial expressions, or a tendency to avoid eye contact with the lecturer during the presentation. For instance, a student who

initially presented the material quite fluently suddenly seemed more nervous when the lecturer began to pay close attention or ask questions, even though the student actually understood the topic being discussed. This example indicates that the anxiety experienced was not due to a lack of understanding of the material but rather to the fear of being evaluated or criticized by the lecturer.

The difference between these two forms of anxiety suggests that speaking anxiety is influenced not only by academic factors such as preparation but also by psychological factors related to students' perceptions of evaluation from others. This condition supports the concept of fear of negative evaluation is which holds that language learners often experience anxiety when using a foreign language in situations involving others' evaluation, particularly from teachers or other authority figures in the learning environment.

These findings are also consistent with Aida's (1994) study, which found that students frequently experience anxiety when they believe instructors may negatively evaluate their speaking performance if they make mistakes. In such situations, students tend to focus more on the possibility of making errors than on the message they intend to communicate. Consequently, the anxiety that emerges can disrupt speaking fluency and reduce students' confidence in speaking activities

4. Managing Speaking Anxiety Using the RULER Strategy

Another important finding of this study is that emotional intelligence plays a significant role in helping students manage speaking anxiety. Emotional intelligence refers to an individual's ability to recognize, understand, express,

and regulate emotions effectively in various situations. In the context of language learning, emotional intelligence enables students to manage negative emotions, such as fear and nervousness, which often arise during speaking activities.

The implementation of the RULER strategy provided a structured framework for students to develop their emotional intelligence during speaking tasks. The strategy consists of five main components: Recognizing, Understanding, Labelling, Expressing, and Regulating emotions. Through these stages, students gradually became more aware of their emotional responses and developed strategies to manage them effectively.

a. Recognizing

Students became aware of their feelings of anxiety both before and during speaking activities. This awareness was evident when students recognized physical signs such as a racing heart, sweaty hands, trembling voice, and bodily tension as their turn to speak approached. The process of recognizing these emotions indicates that students were no longer reacting automatically but were beginning to attend to their emotional states consciously. According to Marc Brackett, recognizing emotions is a fundamental foundation for emotion regulation, as individuals cannot manage emotions that they do not notice.

b. Understanding

After recognizing their feelings of anxiety, students began to understand the sources of these emotions. Findings indicate that students

were aware that their anxiety was triggered by factors such as inadequate preparation, limited practice, and concerns about the evaluation from the lecturer. The perception that the lecturer might be in a bad mood also intensified fear and nervousness when speaking. This understanding demonstrates that students were able to link their emotions to the situations and thoughts underlying them. Brackett (2019) emphasizes that understanding the causes of emotions helps individuals respond to pressure more rationally and avoid becoming trapped in excessive emotional reactions.

c. Labeling

Students then began to assign more specific labels to the emotions they experienced. Instead of referring to their emotional state in general terms, they were able to differentiate between feelings of nervousness, anxiety, and fear of negative evaluation. This labeling helped students understand the intensity of their emotions and recognize when anxiety started to interfere with their speaking performance. Brackett states that accurate emotion labelling can prevent negative emotions from escalating into greater obstacles, as individuals can select emotion-regulation strategies appropriate to the emotion they are experiencing.

d. Expressing

The expressing emotions stage refers to students' ability to consciously convey the emotions they experience during speaking activities, such as nervousness, fear, and pressure. At this stage, students no longer

suppress or bottle up their emotions but channel them through disclosure to others or through spiritual means, for example, by sharing their feelings with parents or close friends, expressing their worries in prayer to God, or openly acknowledging their current emotional state.

This form of expression aligns with James W. Pennebaker's concept of emotional disclosure, which suggests that expressing emotional experiences can help individuals reduce psychological stress and process emotions more adaptively (Pennebaker, 1997). In the context of speaking anxiety, this emotional expression functions as emotion focused coping, a strategy to manage stress by regulating emotional responses to stressful situations. Furthermore, according to Marc Brackett, the ability to express emotions appropriately is an essential component of emotional intelligence, as it helps individuals maintain emotional stability and prevent the accumulation of negative emotions that could impair cognitive function and academic performance (Brackett et al., 2011).

e. Regulating

At the regulating emotions stage, students actively manage the intensity of their anxiety to prevent it from disrupting their speaking performance. The findings indicate that although students still experience nervousness, they can continue their presentations by applying various emotion regulation strategies, such as deep breathing, focusing on key ideas, and accepting minor mistakes without interrupting the flow of speech. Furthermore, emotion regulation is evident through cognitive reappraisal,

such as perceiving the presentation as a learning process rather than a threat, and through positive self-talk to calm themselves and enhance self-confidence. Within this framework, reappraisal is understood as an attempt to reinterpret emotionally triggering situations so that the emotional response becomes more manageable (Gross & John, 2003). One student reported that after practicing deep breathing and positive self-talk, their nervousness decreased, allowing them to speak more calmly.

Previous studies have highlighted the importance of emotional intelligence in reducing language anxiety. For example, Öztürk and Öztürk (2023) found that students with higher emotional intelligence tend to experience lower levels of speaking anxiety. Similarly, Zhang (2023) reported that students with well-developed emotional intelligence use strategies such as positive self-talk and cognitive reframing to manage their anxiety during speaking activities. Therefore, the present study further confirms that emotional intelligence can serve as an important psychological resource, helping students cope with speaking anxiety in language-learning contexts.

These findings are supported by students' statements that directly illustrate the effectiveness of emotion regulation strategies. One student explained that during a presentation in another course, they initially felt strong anxiety; however, after applying the RULER strategies through deep breathing and STP breathing techniques, "Yesterday during the presentation, I felt nervous at first, but using RULER, I regulated myself

with deep breathing and STP breathing, and my nervousness decreased”. This excerpt demonstrates that emotion regulation through the RULER framework helps students reduce their anxiety.

This finding is also supported by Jin et al. (2024), who indicate that emotional intelligence plays an important role in helping students maintain a more stable emotional state in high-pressure communication situations. Therefore, the findings of the present study further reinforce the idea that developing emotional intelligence through structured strategies, such as Marc Brackett’s RULER strategy, can be an effective approach to helping students manage speaking anxiety in foreign language learning.

Overall, the findings of this study indicate that implementing the RULER strategy as part of developing emotional intelligence can help students manage speaking anxiety, enabling them to perform speaking tasks even when they still experience some nervousness. Through this process, students are not only able to reduce the intensity of their anxiety, but also to carry out speaking tasks with greater confidence and focus, even though feelings of nervousness may still arise in classroom speaking situations.

These findings suggest that speaking anxiety should not only be viewed as a barrier in language learning, but also as an emotional experience that can be managed when students develop greater awareness and control of their emotions. Therefore, this study contributes to the existing literature by providing a deeper understanding of how emotional intelligence, particularly through the RULER strategy, helps students manage speaking

anxiety in real classroom speaking activities. These findings also suggest that integrating emotional intelligence strategies into speaking instruction may help students develop not only their linguistic competence but also their emotional readiness to communicate in a foreign language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to describe the implementation of the RULER strategy for managing speaking anxiety and to explore how emotional intelligence contributes to overcoming it among students in the English Education Study Program at STAIN Majene. Based on the research findings, speaking anxiety is a common and complex phenomenon experienced by students during classroom speaking activities. This anxiety is not only reflected as feelings of nervousness but also appears through physical, cognitive, and behavioral responses, such as irregular breathing, trembling voice, loss of focus, and hesitation when speaking.

The findings also reveal that speaking anxiety is influenced by several factors, particularly lack of preparation and fear of negative evaluation from the lecturer. These factors affect students' confidence as well as their ability to organize and deliver ideas effectively during speaking tasks.

Regarding the implementation of the RULER strategy, the results indicate that it provides a structured framework that helps students through the processes of recognizing, understanding, labelling, expressing, and regulating emotions. Among these five components, recognizing, labelling, and expressing emotions tend to be

easier for students to apply, whereas understanding and regulating emotions require habituation and continuous practice.

Furthermore, the findings emphasize that emotional intelligence plays an important role in addressing speaking anxiety. Through the implementation of the RULER strategy, students gradually develop emotional awareness and the ability to manage anxiety using techniques such as deep breathing, positive self-talk, and cognitive reappraisal. Although anxiety does not completely disappear, its intensity becomes more manageable, allowing students to remain calm, focused, and more confident when performing speaking tasks.

In conclusion, the RULER strategy, as an application of emotional intelligence, can be considered an effective approach in helping students cope with speaking anxiety in learning activities. This study highlights that speaking anxiety should not merely be viewed as a barrier, but as an emotional experience that can be managed through the development of emotional intelligence. Therefore, integrating emotional intelligence-based strategies into speaking instruction is essential to support not only students' linguistic competence but also their emotional readiness and confidence in communication.

B. Suggestion

Based on the findings of this study, several suggestions can be proposed for lecturers, students, and future researchers. These suggestions are expected to help improve the teaching and learning process, particularly in speaking courses. They are also intended to support the development of students' emotional readiness in performing speaking tasks.

For lecturers, it is recommended to create a supportive classroom environment that encourages students to participate in speaking activities without excessive fear of making mistakes. Lecturers may also consider integrating emotional intelligence strategies, such as the RULER framework, into speaking instruction to help students recognize and regulate their emotions during speaking tasks. By doing so, lecturers can help students develop both their linguistic competence and their emotional confidence when communicating in English.

For students, it is important to develop greater awareness of their emotional responses during speaking activities. Students are encouraged to apply emotion regulation strategies such as deep breathing, positive self-talk, and focusing on the main ideas during presentations. These strategies may help students reduce anxiety and increase their confidence when expressing ideas in front of an audience.

For future researchers, further studies are recommended to explore the role of emotional intelligence in language learning using different research designs or larger sample sizes. Future research may also examine how emotional intelligence strategies can be integrated into other language skills, such as listening, reading, or writing. In addition, researchers may investigate the long-term impact of emotional intelligence training on students' communication confidence and academic performance.

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Appendix 1. Field Note Observation

A. Observation 1

Tanggal : 17 November 2025

Kegiatan : Speaking (making hard decisions)

Fokus Observasi : Respons emosi mahasiswa dan indikasi Strategi

RULER

1. Catatan Perilaku Emosional

(Sebelum dan selama presentasi)

a. Sebelum presentasi

Sebelumnya, mahasiswa duduk di tempat masing-masing sambil menunggu giliran. Tidak ada mahasiswa yang memegang kertas atau catatan di tangan. Beberapa mahasiswa melihat ke depan kelas tanpa berbicara. Salah satu mahasiswa menggoyangkan kaki secara berulang. Mahasiswa lain terlihat menggerakkan jari-jari tangan di atas meja. Dua mahasiswa menarik napas pendek beberapa kali sebelum nama dipanggil.

Sebagian besar mahasiswa menunjukkan tanda-tanda kecemasan seperti wajah menegang, tarikan napas pendek berulang, gerakan kaki gelisah, serta menghindari kontak mata dengan dosen dan audiens. Beberapa mahasiswa menundukkan kepala dalam waktu yang cukup lama, tampak kurang percaya diri, dan ada juga beberapa mahasiswa yang menggosok-gosokkan tangan, memainkan tangan yang mengindikasikan kegelisahan dan ketidaknyamanan dalam situasi tersebut

b. Selama presentasi

Saat mulai berbicara, suara beberapa mahasiswa terdengar pelan. Terdapat jeda beberapa detik sebelum melanjutkan kalimat. Dua mahasiswa mengulang kata yang sama sebelum menyelesaikan satu kalimat. Beberapa mahasiswa lebih sering melihat catatan daripada melihat audiens. Tangan terlihat sedikit gemetar saat berbicara. Postur tubuh cenderung kaku dengan sedikit gemetar tangan. Salah satu

mahasiswa berhenti berbicara selama beberapa detik. Dia tampak blank dan menengok ke atas. Setelah itu, dia berkata, “Sorry, Ma’am, saya lupa materinya,” sebelum melanjutkan presentasi

2. Catatan Penerapan Strategi

Selama observasi berlangsung, tidak terdengar mahasiswa secara verbal menyebutkan perasaan yang dialami sebelum presentasi. Tidak terdapat pernyataan seperti “I am nervous” atau ungkapan serupa yang menunjukkan penyebutan emosi secara langsung. Mahasiswa juga tidak secara verbal menyampaikan apa yang dirasakan atau penyebab perasaan yang mereka alami sebelum berbicara. Tidak terdengar penyebutan label emosi tertentu baik sebelum maupun selama presentasi berlangsung.

Sebelum presentasi dimulai, salah satu mahasiswa terdengar berkata pelan kepada temannya, “Takut salah nanti.” Selain itu, beberapa mahasiswa terlihat menarik napas dalam satu kali sebelum mulai berbicara. Tindakan tersebut dilakukan secara singkat dan tidak diulang. Tidak terlihat mahasiswa menggunakan pernyataan afirmatif atau ungkapan tertentu sebelum memulai presentasi

B. Observation 2

Tanggal : 15 Desember 2025

Kegiatan : Presentasi akademik

Fokus Observasi : Floods in Indonesia, Turning Waste into Energy

1. Catatan Perilaku Emosional

(Sebelum dan selama presentasi)

a. Sebelum presentasi

Tiga mahasiswa yang akan tampil duduk berdampingan di sisi kiri kelas. Mereka berdiskusi singkat mengenai urutan berbicara. Salah satu mahasiswa menunjuk ke arah temannya sambil menyebutkan bagian materi. Dua mahasiswa terlihat menarik napas panjang sebelum berdiri. Salah satu mahasiswa merapikan posisi bajunya sebelum berjalan ke depan.

Beberapa mahasiswa terlihat menarik napas panjang. Beberapa mahasiswa berbincang singkat dengan teman di sebelahnya sebelum nama dipanggil. Wajah beberapa mahasiswa tampak serius saat melihat catatan. Terdapat mahasiswa yang memegang kertas presentasi dengan kedua tangan. Kontak mata dengan dosen masih terbatas sebelum maju ke depan kelas. Ketika nama dipanggil, mahasiswa berjalan ke depan kelas dengan membawa catatan di tangan.

b. Selama presentasi

Mahasiswa pertama membuka presentasi dengan menyebutkan topik *Floods in Indonesia*. Suara terdengar sedikit bergetar pada kalimat pertama. Ia melihat 95% audiens bagian tengah sebelum melanjutkan kalimat berikutnya.

Begitu juga dengan mahasiswa yang mempresentasikan topik *waste into energy*. Mereka masih cenderung melihat ke bawah, namun dalam jeda yang singkat. Ketika menjelaskan materi, ada beberapa bagian yang sempat blank, namun jedanya tidak terlalu lama, hanya sekitar 2 detik. Suara beberapa mahasiswa terdengar bergetar pada bagian awal penyampaian materi. Setelah beberapa kalimat, suara terdengar lebih stabil. Jeda bicara masih muncul di beberapa bagian, namun mahasiswa melanjutkan berbicara setelah beberapa detik. Kontak mata dengan audiens mulai terlihat pada beberapa mahasiswa, meskipun masih sering kembali melihat catatan. Beberapa mahasiswa menggunakan gerakan tangan sederhana saat menjelaskan materi. Tidak terlihat mahasiswa berhenti terlalu lama seperti pada observasi sebelumnya

2. Catatan Penerapan Strategi

Sebelum melanjutkan kalimat, beberapa mahasiswa terlihat berhenti sejenak dan menarik napas dalam. Tindakan tersebut dilakukan lebih dari satu kali oleh beberapa mahasiswa selama presentasi. Tidak terdengar mahasiswa secara verbal menyebutkan emosi yang dirasakan sebelum atau selama presentasi. Tidak terdengar penyebutan alasan atau

penjelasan tentang perasaan yang dialami. Tidak terdengar penggunaan pernyataan afirmatif seperti “I can do this” sebelum berbicara. Beberapa mahasiswa tetap melanjutkan presentasi setelah jeda tanpa meminta bantuan dari dosen.

C. Observation 3

Tanggal : 16 Desember 2025

Kegiatan : Presentasi akademik

Fokus Observasi : Technology in Schools and Internet Access in Indonesia

1. Catatan Perilaku Emosional

(Sebelum dan selama presentasi)

a. Sebelum presentasi

Sebelum presentasi dimulai, beberapa mahasiswa terlihat membaca speaking materi dan berbicara pelan mengikuti poin yang akan disampaikan. Beberapa mahasiswa berdiskusi singkat mengenai isi materi sebelum maju ke depan kelas. Beberapa mahasiswa menutup mata selama beberapa detik dan menarik napas dalam sebelum nama dipanggil. Postur tubuh terlihat tegak saat berdiri di depan kelas. Kontak mata dengan audiens mulai terlihat ketika mahasiswa berdiri di depan.

b. Selama presentasi

Saat presentasi berlangsung, suara mahasiswa terdengar jelas dan dapat didengar hingga bagian belakang kelas. Beberapa mahasiswa menggunakan variasi intonasi saat menjelaskan poin materi. Ketika berhenti beberapa detik karena lupa materi, mahasiswa melanjutkan kembali dengan kalimat berbeda tanpa meminta bantuan dosen. Kontak mata dengan audiens terlihat lebih sering dibandingkan dengan melihat ke bawah. Beberapa mahasiswa menggunakan gerakan tangan untuk menekankan poin tertentu. Penyampaian materi berlangsung dari bagian pembukaan, isi, hingga penutup secara berurutan

2. Catatan Penerapan Strategi

Sebelum berbicara, beberapa mahasiswa terlihat menarik napas lebih dari satu kali. Dua mahasiswa terdengar berbicara pelan kepada diri mereka sendiri sebelum memulai presentasi. Tidak terdengar mahasiswa secara terbuka menyebutkan emosi yang dirasakan di depan kelas. Selama presentasi, ketika terjadi kesalahan pengucapan, mahasiswa memperbaiki kata tersebut dan melanjutkan kalimat berikutnya tanpa berhenti lama. Tidak terlihat mahasiswa meninggalkan posisi atau meminta pergantian giliran saat melakukan kesalahan kecil.

D. Observation 4

Tanggal : 17 Desember 2025

Kegiatan : Presentasi akademik

Fokus Observasi : Bullying in school

1. Catatan Perilaku Emosional

(Sebelum dan selama presentasi)

a. Sebelum presentasi

Sebelum presentasi dimulai, tiga mahasiswa yang akan tampil duduk berdekatan 97ea ra memegang catatan masing-masing. Mereka terlihat berdiskusi singkat mengenai urutan penyampaian materi. Salah satu mahasiswa menunjuk bagian catatan sambil berbicara pelan kepada temannya. Ketiganya duduk dengan postur tegak dan sesekali melihat ke arah dosen.

Sekitar satu menit sebelum dipanggil, salah satu mahasiswa menarik napas dalam dan menghembuskannya perlahan. Mahasiswa lain terlihat menutup mata selama beberapa detik sambil memegang catatan di tangan kanan. Mahasiswa ketiga merapikan posisi berdiri sebelum berjalan ke depan kelas.

Ketika nama mereka dipanggil, ketiganya berjalan bersama menuju depan kelas dengan langkah normal. Posisi berdiri membentuk

setengah lingkaran menghadap audiens. Tidak terlihat gerakan kaki berulang atau tangan yang digoyangkan secara terus-menerus

b. Selama presentasi

Saat mahasiswa pertama membuka presentasi dengan menyebutkan topik *Bullying in Schools*. Suara terdengar jelas dan dapat didengar oleh seluruh kelas. Kontak mata dilakukan 98% rah audiens di bagian tengah dan kiri kelas. Kedua tangan berada di depan tubuh dan sesekali digunakan untuk menekankan poin.

Mahasiswa kedua melanjutkan dengan menjelaskan jenis-jenis bullying. Saat menjelaskan, ia menggunakan gerakan tangan untuk menggambarkan situasi tertentu. Pada satu bagian, mahasiswa berhenti selama beberapa detik, kemudian melanjutkan dengan kalimat berbeda tanpa meminta bantuan. Kontak mata dilakukan secara bergantian antara audiens dan dosen.

Mahasiswa ketiga menjelaskan dampak bullying dan cara pencegahannya. Suara terdengar stabil dengan tempo yang konsisten. Ketika salah menyebut satu kata, mahasiswa langsung memperbaiki pengucapan dan melanjutkan kalimat berikutnya. Tidak terlihat perubahan posisi berdiri atau permintaan bantuan kepada dosen.

Selama presentasi berlangsung, ketiga mahasiswa berdiri dengan jarak yang cukup dekat dan bergantian berbicara sesuai urutan. Tidak terlihat jeda panjang di antara pergantian pembicara. Pada bagian penutup, mahasiswa pertama menyampaikan kesimpulan dan mengucapkan terima kasih kepada audiens

2. Catatan Penerapan Strategi

Sebelum presentasi dimulai, dua mahasiswa terlihat menarik napas dalam lebih dari satu kali. Satu mahasiswa menutup mata selama beberapa detik sebelum mulai berbicara. Satu mahasiswa terdengar berbicara pelan kepada dirinya sendiri sebelum menyampaikan bagian pembuka. Selama presentasi, ketika terjadi kesalahan pengucapan, mahasiswa langsung memperbaiki kata tersebut dan melanjutkan

penyampaian materi. Tidak terdengar mahasiswa menyebutkan secara langsung perasaan yang dialami di depan kelas. Tidak terlihat mahasiswa meninggalkan posisi atau menghentikan presentasi ketika melakukan kesalahan kecil.

Appendix 2. Filed Note guideline

OBSERVATION GUIDELINE

ANALYSIS OF EMOTIONAL INTELLIGENCE ON SPEAKING ANXIETY OF ENGLISH EDUCATION STUDENTS AT STAIN MAJENE

A. Fokus Observasi

No	Observasi difokuskan pada respons emosi mahasiswa dalam kegiatan speaking serta indikasi penerapan Strategi RULER,
1	Respons emosi sebelum speaking.
2	Respons emosi selama speaking.
3	Perilaku yang menunjukkan pengenalan emosi
4	Perilaku yang menunjukkan upaya pengelolaan emosi

B. Panduan Observasi (Indikator yang Diamati)

1. Respons Emosi yang Teramati

Aspek	Indikator Perilaku yang Diamati
Emosi sebelum speaking	Wajah tegang, menarik napas pendek, tangan dingin, gelisah, menunduk
Emosi saat speaking	Suara bergetar, jeda lama, lupa materi, tempo bicara tidak stabil
Respon fisik	Gemetar, keringat dingin, postur tubuh kaku, sering mengubah posisi
Kontak mata	Menghindari kontak mata / terbatas / mulai konsisten

2. Indikator Penerapan Strategi RULER (Observable)

Aspek RULER	Indikator Perilaku yang Diamati
Recognizing	Mahasiswa menyadari gugup (menarik napas, berhenti sejenak sebelum bicara)

Understanding	Mahasiswa tampak menyiapkan diri setelah menunjukkan tanda gugup
Labeling	Mahasiswa menyebutkan emosi secara lisan (jika terdengar)
Expressing	Mahasiswa berbicara dengan teman sebelum presentasi
Regulating	teknik regulasi yang diajarkan

3. Dampak Emosi terhadap Speaking

Aspek	Indikator
Kelancaran	Berbicara terhenti / mengalir / jeda singkat
Kejelasan suara	Pelan / bergetar / stabil
Alur presentasi	Tidak terstruktur / cukup teratur / teratur
Respons terhadap kesalahan	Diam lama / melanjutkan dengan cepat

C. Format Catatan Lapangan (Field Note)

Catatan Perilaku Emosional

(Ekspresi fisik, verbal, dan non-verbal)

.....

.....

Catatan Penerapan Strategi

(Upaya regulasi emosi yang terlihat)

.....

.....

Appendix 3. Filed Note guideline

INTERVIEW GUIDELINE

ANALYSIS OF EMOTIONAL INTELLIGENCE ON SPEAKING ANXIETY OF ENGLISH EDUCATION STUDENTS AT STAIN MAJENE

NO	Interview Questions
1	Bagaimana perasaan Anda sebelum memulai presentasi?
2	Bagaimana perasaan Anda selama presentasi berlangsung?
3	Bagaimana perasaan Anda setelah presentasi selesai?
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?
5	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.
6	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?
7	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?
8	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?
9	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?
10	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?
11	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?
12	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?
13	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?
14	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.

Date : 22 Desember 2025

Place : STAIN Majene

Object : Devi Marsinda (TBI 2024)

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	Perasaannya campur aduk, takut dan berfikir hal-hal negatif
2	Bagaimana perasaan Anda selama presentasi berlangsung?	Aman saja, tidak seperti sebelumnya sangat gugup
3	Bagaimana perasaan Anda setelah presentasi selesai?	Yahh lega, tapi kecewa karena merasa kurang maksimal speaking saya
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	Sulit Fokus, kalo sebelum speaking tidak apa-apa, tapi
		jika diatas, tiba-tiba saya lupa materi saya gugup lagi, dan saya tidak tahu apa yang saya mau pikirkan, bahkan regulasi juga tidak kefikiran
5	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Mempengaruhi kak, lebih tepatnya kalau saya dilihat dosen atau sebaliknya biasanya tiba-tiba tambah degdegan saya rasakan
6	Tidak ada faktor selain itu?	Dan itu juga kak, kalau merasa tidak cukup atau tidak pintar padahal sudah belajar, pernah juga insecure kak karena saya merasa tidak bagus speaking saya
	Setelah dirasa itu, ada kesadaran ta mau belajar?	Yaa ada kak, pernah ka belajar lama tapi ya pas diatas speaking jegjeg ka lagi ya merasa insecure ma lagi
7	Bagaimana Anda mengenali (Recognizing) emosi yang muncul	Yaa itu kak tiba-tiba dirasa ii deg-degan kalo tiba-tiba

	sebelum dan selama presentasi?	datang ma'am
8	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	Ee anu sih kak, negative thinking, biasa juga macam-macam saya fikir dan juga tergantung juga biasa moodnya dosen
8	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	Yaaa itu, deg-degan itu gugup toh kak, ya sama dengan kalo gugup biasa juga cemas karena berpengaruh sama pikiran ta juga
9	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	Nda ka kak, nda ad
10	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	Sebelum presentasi, duduk tenang Tarik nafas terus ya bilang ma ah tenangmi saja aman kak, apalagi namanya STP iyya STP
11	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	Deep breathing sih kak, sama STP
12	Menurut Anda, bagian mana dari Strategi RULER	Yaa, semuanya kak, eh

	yang paling membantu dalam mengurangi speaking anxiety?	Tidak maksud saya regulasi kak
13	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	Untuk kedepannya toh, ya meng-improve saja karna kalau semisal hari ini tidak terlalu baik mungkin kedepannya saya harus lebih baik lagi semisal saya gugup berbicara, berbicara itu kayak saya maunya nanti dipresentasi yang akan datang saya tidak ada lagi istilah 'aaa-eee' seperti itu

14	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	Iya, kak Karna kan kita bilang itu berpikir positif toh, saya lakukan juga itu, jadi saya bisa membuat saya tenang saat saya merasa gugup didalam kelas, jadi saya ingat lagi kalau ada pale tekniknya kalau saya harus berpikir positif, sehingga emosional saya bisa lebih optimal
15	Sebelumnya bagaimana?	Ee sebelum kutau itu, ya itu bingung tidak ada arah kalo misal gugup harus apa, cemas harus ka apa yaa meski ada regulasi dilakukan tapi tidak teratur tidak tau start darimana ya begitu ujung-ujungnya tetap saya gugup
16	Setelah ditau ??	Sekarang kalau mulai gugup, saya tarik napas dalam-dalam dulu, terus bicara positif sama diri sendiri. Saya bilang, tenang saja, ini Cuma presentasi, kamu bisa. Biasanya setelah itu agak tenang saya rasa meski tidak hilang gugup saya tapi tidak terlalu gugup

Date: 22 Desember 2026

Place: STAIN Majene

Object: PITRI RAMADANI (TBI 2024)

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	Saya tarik napas dulu supaya lebih tenang sebelum mulai dan saya biasanya baca poinnya pelan-pelan biar ingat urutannya
2	Kalau sebelum-sebelumnya bagaimana ??	Yaa gugup cemas tapi tidak se cemas tadi kak
3	Bagaimana perasaan Anda selama presentasi berlangsung?	Selama presentasi atau speaking tetap nervous tapi pas saya keluarkan itu tidak sepanik yang sebelumnya, masih lebih better dari sebelumnya
3	Itu Apa ??	Yaa deep breathing kak sama itu pikiran-pikiran positif
4	Bagaimana perasaan Anda setelah presentasi selesai?	Setelah presentasi lega, terus langsung keluar semua kekhawatiran saya tpi ada sedikit dari rasa sesal saya begitu, seperti belum puas sama hasilku sendiri tapi so far lega sama hasilku sama yang tadi
5	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	Sulit fokus, sulit juga atur apa yang mau dikatakan

6	Ada kesulitan mengatur emosi ??	Ee kesulitan sih kak sedikit, sulit atur nafas kak, only that
7	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Iyya kak, kalo materi yaa selama tahu ya aman-aman saja, dosen saja kak tertekan saya rasa kalau misal tidak baik moodnya dosen atau marah-marah lagi kak
8	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	Gelisah, biasanya kan masih bisa buka sosmed. Nah, nah tadi itu tidak bisa karena terlalu gelisah. Nah itu yang bisa saya kenali karna bergetar
		tangan saya
9	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	Karena tidak saya hapal keseluruhan materinya, tidak saya pahami seluruh materinya hanya beberapa jadi takut tidak maksimal, overthinking karena kurang persiapan
10	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	Saya liat di tangan saya kak tiba-tiba gemetar yaa tidak bisa tenang yaaa saya bilang gugup sekali ini, saya cemas dan gelisah, seperti itu kak
11	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	Ekspresi bagaimana

12	Ekspresikan curhat mukasi tau temanmu apa murasa	Ohhh nda kak
13	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	Saya support diri saya mengatakan saya bisa ini meskipun seperti ya selalu berdoa, banyak saya hapal itu doa, seperti ya allah saya bisa saya bisa., STP kak
	Only STP, you did ?	STP kak sama deep breathing
14	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	Berdo,a kak sama ya samaji STP berdo,a itu kak
15	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Understanding sama regulasi Ya cukup tahu pemicu emosi gugup dan yang lain, terus regulasi
16	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	Cari materi sebelum disuruh, pergunakan semua strategi yang sudah dikasih dosen atau yang menurutmu cocok untuk dirimu sama kuasai materi sesuai pemahaman otakmu dan jangan biarkan rasa cemas menguasai diri sendiri
17	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	Ada, karna dimateri diajarkan ada cara untuk begini, terus sebelumnya tidak ada tidak tahu mau bagaimana ini mau diapakan emosi saya jadi pas saya

		diajar ini emotional intelligence agak mendingan saya rasa jadi tahu ohh ini emosi ke arah sini.
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Date : 22 Desember

Place : STAIN Majene

Object : NUR APIFA (TBI 2024)

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	Awal-awal sih sampai kesini tidak terlau, saya mengatakan tidak apa-apa saya kan sudah belajar. Pas mendekati mau presentasi disitu saya deg-degan tapi tidak terlau.
2	Bagaimana perasaan Anda selama presentasi berlangsung?	Saya tidak terlau deg-degan karena, saya sudah mempelajari materi tapi tetap ada beberapa ngeblank sampai saya mengarang sendiri apa yang saya katakan
3	Bagaimana perasaan Anda setelah presentasi selesai?	Lega tapi ya masih kepikiran sama hasilnya, seperti belum saya puas sama hasilnya karna itu jawabannya seperti ada beberapa dari sisi grammarnya
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	Yaaa tidak ada kak
5	Are you sure ?? nda kseulitan mengatur ??	Iyya kak tidak sulit, lebih sulit ke ingat-ingat materi sih kak
6	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Hmmm iyya ada, dosen sih kak merasa ke pressure ki kalau saya dilihatin atau tiba-tiba tidak baik moodnya
7	Kalo teman ta atau sesuatu hal??	Tidak kak, tidak ada , materi tidak susah kalau berusaha belajar ya okey okey saja

8	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	Yaah, saya rasakan tiba-tiba , kalo saya rasa langsung Tarik nafas kak dan deep
		breathing
9	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	Ee anu sih kak, kita cemas karena takut salah, penyebabnya itu fikiran kita sendiri
10	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	Ya itu sih kak, kalo negative thinking tandanya sudah cemas takut sama gugup
11	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	No kak, berdo'a sih curhat ke Tuhan yahh, agak lega rasanya
12	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	Itu kak, berfikir positif, karena menurut saya yang mempengaruhi kita sama emosi ya fikiran kita, positif fikiran ya positif juga emosi kita
13	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-Talk positif, atau cara lain)?	STP, sama Reappraisal
14	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Understanding sama Regulasi
15	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	Mungkin harus lebih, apa ya, awal persiapannya karna, prepare materi sama siap mental juga
16	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	Iyya kak, sangat ada, karena tahu alurnya harus apa, kalau sebelumnya ya ada regulasi dilakukan tapi tidak se anu itu pas sudah tahu, lebih terarah

Date : 22 Desember

Place : STAIN Majene

Object : Naila Raisyah (TBI 2024)

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	yaaa aman tidak terlalu gugup karena saya curhat sama mama minta doa semoga lancar jadi semangat kak dan tidak terlalu gugup
2	Bagaimana perasaan Anda selama presentasi berlangsung?	sangat,sangat gugup makanya agak gagap dan
		overthinking, tapi kembali kak pas saya rasa saya ingat lagi doanya ibu deep breathing dan STP, berfikir positif kak dan yahh agak mendingan saya rasa
3	Bagaimana perasaan Anda setelah presentasi selesai?	yaaa merasa kecewa sih kak, tapi berfikir yah setidaknya saya sudah lakukan semampu saya begitu kak
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	Tidak ada kak
5	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Yaa faktor fikiran kak, sama dosen kalo badmood kak jadi was was saua rasa tiba-tiba marah
6	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	berdiam diri terlebih dahulu terus duduk ditempat merasakan apa yang saya rasakan, kenapa bisa ada perasaan ini, gugup kah atau apa
7	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	saya, lebih ke overthinking, ya sama takut juga sama ma'am Rina ya merasa tertekan kak itu yang memicu
8	Ada apa dengan dosen, kenapa merasa seperti itu ??	Karena kak, saya lihat ekspresi wajahnya menandakan tidak mood atau sedang marah-marah

9	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	saya tau saya cemas dan takut karena fikiran saya selalu negative selalu berfikir sesuatu yang buruk terjadi kayak tiba-tiba salah bicara, tiba-tiba marah ma'am, begitu kak
10	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	iyyaa kak, saya curhat ke mama saya dan mengatakan yaa agak gugup saya rasakan , doakan saya yah ibu,
11	Setelah curhat apa, bagaimanami dirasa ??	Yaa agak mendingan kak
12	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	ini kak, biasanya STP, berdoa, sama deep breathing sih kak sama PMR juga

		pernah kak dan alhamdulillah agak tenang saya rasa pas melakukan itu
13	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	STP sama deep breathing
14	Yang lain ?? hanya itu ??	Iyyaa kak itu
15	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Yaa regulasi kak, karena itu yang bisa mengurangi rasa gugup saya kak
16	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	banyak latihan dirumah supaya bisa maksimal,sama persiapkan mental selalu berfikir positif
17	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	iyyaa ada banget kak, salah satunya bisa tahu ternyata tidak hanya tarik nafas bisa regulasi tapi dari Gerakan juga sama kontrol fikiran supaya tidak terlalu cemas gugup dan takut

Date: 22 Desember
Place : STAIN Majene
Object: Nur Aisyah

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	Gugup, tapi pas detik-detik mau speaking kak
2	Bagaimana perasaan Anda selama presentasi berlangsung?	Saya tidak terlalu gugup karena sudah mempersiapkan materi, meskipun tetap ada beberapa momen ketika pikiran saya kosong dan saya harus mengimprovisasi apa yang saya sampaikan.
3	Bagaimana perasaan Anda setelah presentasi selesai?	yaaa lega kak tidak ada tekanan dirasakan
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	sejauh ini tidak ada kak
5	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Iyya kak, dari dosen kak, kadang takut karena tidak tahu moodnya dosen tiba-tiba bad takut beliau marah
6	Tapi kalo baik moodnya nda ??	tidak, tidak ada tekanan saya

		rasakan
7	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	merenung sebentar susah dijelaskan kak, ya <i>tiba-tiba</i> dirasakan bedanya ini itu beda sekali rasanya pas sebelum datang ma'am dan sesudah datang itu caranya kak, langsung ditahu bedanya
8	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	kayak,eee penyebabnya itu overthinking sih kak selalu kefikiran bisaji ini bisa dan takut dimatanya dosen itu yaa sangat salah kak
9	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	eee karena deg degan tiba-tiba dirasakan, yaa tiba-tiba datang belum sempat berfikir ini itu, tiba-tiba deg degan, kalo cemas yaa karena overthinking hal negatif terus saya pikir kak
10	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	tidak kak langsung saja regulasi

11	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	yaaaa, itu sebentar saja ini akan berlalu juga berfikir positif ,STP, sama deep breathing, deep breathing saya lakukan saat sebelum presentasi kak begitu
12	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	Deep breathing dan STP, itu sih kak tidak ada yang lain
13	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Ya semuanya kak, sadar dahulu emosi lalu paham pemicunya lalu regulasi
14	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	lebih prepare materi sih kak, karena kita ovt karena dari merasa tidak siap materinya, jika materi siap akan tenang juga kita rasakan kak, meski kadang juga cemas meskipun sudah siap, ya intinya siap prepare materi dan kalau tiba-tiba muncul lagi perasaan gugup yahh langsung saja regulasi kak
15	Setelah mengenal dan mencoba Strategi RULER,	ada iyya, jadi ditahu juga
	apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	ohh begini harus begini kalo gugup bisa deep breathing bisa juga PMR ya itu saja kak

Date : 22 Desember

Place : STAIN Majene

Object : Lutfiyyah Aini (Prodi TBI 2024)

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	Biasanya itu kak sebelum masuk kelas sudah deg-degan, apalagi kalau tahu hari ini giliran saya. Jantung degdegan, tangan dingin dan gemetar. Pas masih duduk itu masih bisa agak tenang, tapi pas nama saya dipanggil maju langsung tambah gugup. Kadang pas sudah di depan kelas itu langsung blank, lupa semua yang sudah dipelajari semalam
2	Bagaimana perasaan Anda selama presentasi berlangsung?	Selama presentasi saya masih merasa gugup, tetapi tidak secemas sebelumnya. Saya bisa terus melanjutkan dan merasa lebih mampu mengendalikan diri dibandingkan presentasi sebelumnya
3	Bagaimana perasaan Anda setelah presentasi selesai?	yaaa lega kak, kecewa juga karena tidak sesuai harapan merasa tidak maksimal
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	Yaa tidak ada, hanya itu biasa sulit fokus terkadang
5	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Iyya kak, berpengaruh moodnya dosen kalau badmood dirasa sekali cemas karena takut dimarahi
6	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	yaaa, seperti <i>tiba-tiba</i> tahu beda rasanya, seperti kenapa beda saya rasa ini tiba-tiba tidak enak, ya begitu kak
7	Menurut Anda, apa yang menjadi penyebab utama	yaa karena overthinking
	(Understanding) munculnya emosi tersebut?	karena tidak prepare dengan baik, itu saja kak

8	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	yaa, itu pas saya mual, ya saya tahu langsung saya mengatakan ini sudah sangat gugup, pas mual-mual saya mengatakan inilah puncaknya dari gugup yang saya rasa
9	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	ekspresikan kepada teman, dan berdo,a juga
	Apakah ada efeknya setelah melakukan itu?	Iyaa, ada rasa lega dan tenang , lalu teman saya juga menyemangatin saya dan ada efeknya , agak tenang saya rasakan
	Agak tenang murasa??	Iyaa kak
10	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	yaa deep breathing, STP, berdo'a
11	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	Deep breathing sama STP, reappraisal juga terkadang
12	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Understanding sama regulasi sih kak, cukup ditahukan pemicunya lalu diregulasi
13	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	yaaa kalo saya, prepare materi tapi harus juga prepare secara mental yaa mengatasi perasaan negative seperti gugup dll, karena biasa belajar toh yaa ditahukan ingin mengatakan apa, tapi karena overthinking jadi biasa blank
14	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	iyyaa kak, ada sekali jadi bisa tahu meregulasi emosi- emosi itu dan tahu pemicu ini itu yaa tahumi juga ohh, begini regulasi kalau begitu lagi cemas dan lain-lain

Date : 22 Desember
Place : STAIN Majene
Object : Rifka Amalia

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	tidak gugup kak karena saya sudah terbiasa untuk meregulasi dan kenapa harus cemas kan sudah juga belajar, begitu kak
2	Bagaimana perasaan Anda selama presentasi berlangsung?	yaaa yang saya rasakan tegang, tangan mulai gemetar tapi tidak terlalu, Terkadang saya lupa apa yang sudah saya persiapkan, tetapi saya berusaha tetap tenang dan melanjutkan berbicara dengan kata-kata saya sendiri
3	Bagaimana perasaan Anda setelah presentasi selesai?	yaaa kecewa, tapi yaa STP lagi kak, saya mengatakan jadikan saja itu sebagai pembelajaran karena terjadi dan tidak bisa diubah jangan terlalu cemas tentang itu
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	yaa tidak ada kak, tapi sebelumnya biasanya saya bingung apa yang akan dilakukan dahulu kalau cemas dan deg degan
5	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Iyya kak , faktornya dosen, biasa takut kalau badmood ma'am , tapi yah berfikir positif lagi seperti ma'am marah karena kita yang berbuat kesalahan
6	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	pas perjalanan ke kampus disitu saya sadari kalo deg degan saya rasa
7	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	ada tekanan dari luar, seperti karena takut, karena adanya dosen membuat agak takut, saya takut karena dosen

8	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	kenapa saya melabeli ini takut, karena ini sebabnya dari luar, yang memicu itu dari luar, ya kalo dari dalam berarti cemas sama gugup
9	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	tidak kak, langsung regulasi

10	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	kalo saya, jalan-jalan sebentar sebelum presentasi, itu cara saya mengeskpresikan supaya agak tenang dirasa
11	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	STP, deep breathing sama reappraisal
12	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Understanding sama regulasi, karena tahu pemicunya ya langsung regulasi ouh ini, tidak apa-apa santai saja, misalkan pemicunya karena mood dosen, ya langsung STP bilang tidak apa-apa selama baik kita lakukan semuanya akan baik-baik saja
13	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	saran saya untuk diri sendiri, memperbanyak belajar materi tidak hanya untuk tugas terutama yang berkaitan dengan speaking tentang bagaimana meregulasi emosi kalau diatas speaking
14	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	yaa ada kak, meski tahu Sebagian sebelumnya tapi tahu juga beberapa istilah emosi dan regulasi serta tahu juga pemicunya oh ternyata ini dan itu kak

Date : 22 Desember

Place STAIN Majene

Object : Nurul Mufidah

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	cemas , takut dan deg degan, sangat gugup
2	Bagaimana perasaan Anda selama presentasi berlangsung?	Saya merasa cukup tenang karena menyiapkan materi sebelumnya, meskipun dalam beberapa bagian saya sempat kehilangan alur dan mencari kata-kata untuk melanjutkannya
3	Bagaimana perasaan Anda setelah presentasi selesai?	yaaa lega sih sudah tidak ada perasaan gugup , tapi yahh sedikit kecewa karena tidak sesuai harapan saya
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	yaa tidak ada kak, tapi sebelumnya saya biasa bingung apa yang akan saya lakukan dahulu jika overthinking dan deg-degan
5	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Fackor dosen kak, kalau saya dilihat oleh dosen saya biasanya tiba-tiba tidak tahu apa yang akan mau saya katakan
6	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	Saya langsung merasakan tiba-tiba berbeda yang tadinya aman saja, ya tiba-tiba muncul ohh ternyata ini yang dirasakan kalau ujian atau mau speak
7	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	tidak bagus persiapan, dan overthinking tidak sesuai harapan dari hanya fikiranlah muncul hal itu sehingga cemas yang saya rasakan
8	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	yaaa pas itu overthinking ya langsung k bilangg aiih cemas k ini tenang ki tenang ndaji itu, begitu kak
9	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	tidak kak, karena nda terbiasa mengungkapkan apa dirasa ke orang k begitu, langsung k regulasi saja

10	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	Tarik nafas, self talk positif ituji, ndaji itu aman santai santai ini hanya ujian bukan anu menakutkan biasaji ini mulakukan begitu kak
	Ada dampaknya murasa??	Iyya kak berkurang degdegan saya
11	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	Itu kak deep breathing dan itu STP
12	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Ya, regulasi kak karena menurut saya itu kuncinya supaya tidak terlalu gugup kita rasakan dan yang lain
13	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	yaa itu kak, kalau tiba-tiba gugup langsung deep breathing sampai mendingan atau cemas, yaa STP juga kak sampai merasa nyaman dan tidak cemas intinya juga harus tahu pemicunya juga supaya bisa tahu pemicunya lalu diregulasi
14	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	Ada banget kak, karena sebelumnya bingung apa yang akan dilakukan kalau cemas, setelah tahu itu sudah tahu juga deep breathing, STP, sebelumnya kadang deep breathing tapi nda semempan setelah saya tahu kak karena terarah jadi tahu ini pemicunya terus ap ini lalu diregulasi, ya alhamdulillah berkurang tidak degdegan sekali setelah saya mencoba itu

Date : 22 Desember

Place : STAIN Majene

Object : Nur Annisa Febrianti

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	deg degan, gugup hanya itu kak
2	Bagaimana perasaan Anda selama presentasi berlangsung?	tidak ada kak, karena yaaa sering dikulakukan itu mengatur emosi atur nafas dan bicara positif dengan diri kita sebelum presentasi atau speak
	Are you sure ??	Iyya kak, ehh ya adas degdegannya tapi tidak terlalu berpengaruh, lebih ke materi saja
	Materi ?? maksudnya bagaimana itu	Yaa, kalau misal terbata bata
		ka ngomong bukan karena cemasnya tapi karena kurang ditau materinya
3	Bagaimana perasaan Anda setelah presentasi selesai?	yaaa lega kak, tapi kecewa ji juga karena nda sesuai kuharapkan, karena ya kurang persiapan juga kak
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	yaa tidak adaji kak, tapi sebelumnya biasa k bingung apa nakulakukan dulu kalo ovt k sama deg degan, ya ditaumi juga alurnya bagaimana karena sering dirasa
5	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Ada kak, ke dosen sih kak, kalo marah-marah atau bad mood ma'am , biasa tappa Rawang dirasa karena takut mimarahi
6	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	yaa anu kak yaa itu, <i>tappa</i> kurasakan i, biasanya itu dirasa gugup sama takut kak kalo maumi presentasi kak, begitu
7	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	yaa, karena takut k, takut salah,takut lupa, sama takut juga sama ma'am, ituji kak
	Ada yang lain ??	Nda ad kak

8	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	Ada perbedaan saat sebelum dan selama berbicara Awal-awal sih saya Gugup, tapi pas sudah mulai bicara agak mendingan, tidak terlalu gugup lagi, Begitu kak, karena yakin ka saya bisa
9	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	tidak kak, yaa kuregulasi saja langsung kak
10	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	yaa itu kak, sebelum mauki presentasi atau ngomong Tarik nafas deep breathing kak, sama bicara positif sama dirita kayak bisa ji ini aman kan sudah mi juga belajar tenang saja bisaji

		bisa
11	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	Ya itu kak, deep breathing sama STP itu ji kak
12	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Ya semuanya lah kak, kecuali ekspresing karena nda kulakukan itu kak
13	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	Prapare materi sama prepare mental supaya maksimal kak
	Prepare bagaimana maksudnya?	Yaa persiapkan materi belajar baik-baik, sama mental juga yaa kasi baik emosi ta kasi tenang i dlu
14	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	iyyaa kak, kemarin-kemarin masih bingung dan nd ditau ap nadilakukan kalo <i>tappa Rawang</i> ki, ya setelah tau ya tappa kuingat itu ohh iyya bisa pale ini dipake supaya nda terlalu gugup,cemas dll kak

Date : 22 Desember

Place : STAIN Majene

Object : MUH. ALIAN SYAFI'IN

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	Sebelum presentasi sih ya tentu tegang ya kak, degdegan apalagi pas final test itu tekanannya itu lebih tinggi.”
2	Bagaimana perasaan Anda selama presentasi berlangsung?	Selama presentasi saya masih merasa gugup, tetapi tidak sepanik sebelumnya. Saya bisa terus melanjutkan dan merasa lebih mampu mengendalikan diri dibandingkan presentasi sebelumnya
	Ya apa murasakan ?	Seperti biasa, tegang, gugup itu ji kak
3	Bagaimana perasaan Anda setelah presentasi selesai?	Setelah presentasi itu kayak mampu ji ka, kurasa kayak mauka itu kembali kesitu,

		mauka bilang ke ma'am 'bisa diulang maam?' karena mungkin faktor gugup kak jadi begitu
4	Ya apa dirasa pas selesai ?	Lega sih kak, nda ad mi itu gugup-gugupnya tapi yah kecewa sama diri sendiri
5	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	Kalau kesulitan sih, dari ucapan sih kak, kayak terbata-bata kayak <i>je'je</i> terus apa dih anu itu kalau bicara terus kayak gerakan juga kayak susah sekali memang ku kontrol itu, jadi biasanya pake tangan ka baru kutaro dibawa biar nda naliat ma'am
6	Kesulitan mengatur emosi ??	Awalnya iyya kak, tapi lama kelamaan yaa bisaji ku kontrol, susahnya diawal saja ji kak

7	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Berpengaruh sekali kak, lebih tepatnya apalagi pas nd baik moodnya ma'am , kek merasa mi pressure i, tapi kalo teman ndaji santai,
8	Kalo materi speaking ta ??	Yaa, aman sajaji, selama belajar yaa apa mau dicemaskan toh,
9	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	Kalau sebenarnya mengenal toh, pasti apa dih, kayak body language dikasi muncul didalam dirita o, jadi kubiarkan saja mi kak, tapi untuk meregulasi itu tidak ada sama sekali memang
10	Sadar ki kalo gugup cemas tapi nda muregulasi I ?	Iyya kak kubiarkan saja, tapi kadang mencoba ja k regulasi kadang kubiarkan saja
11	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	Penyebab utamanya karna itu memang kayak sepotong sepotong belajar, tidak ada effortnya untuk belajar jadi merasa tidak mampu ki pas didalam.

12	Tapi pernah ki merasa cemas atau gugup meski sudah ki prepare well ?	Iyya kak, pernah, overthinking selalu anu negatif terfikir misal, tiba-tiba dilupa lah, ee salah ngomong lah sama itu <i>tappa</i> tiba-tiba blank kak
13	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	Ya itu kak, kalo overthinking ya cemas mi itu disertai sama gugup, biasanya saling terikat I kak, gugup cemas takut barengan i kak
14	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	Ndaa
115	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	Kalau itu tenang sih, menurut saya untuk menghilangkan ketegangan itu kayak apa dih, kayak lewatimi saja pasti itu kalau pas itu dibacami materinya keluar sendiri ji,
16	Ohhh, STP ya??	Iyya kak, positif saja berfikir kedepannya bagaimana

17	Ada cara lain meregulasi ??	Ituji kak pernah deep breathing only that
18	Kan pernah ki nd meregulasi emosi ta, coba jelaskan bedanya pas meregulasi emosi dan yang tidak atau diabaikan	Eee, yaa ada lah bedanya, lebih mending sih kak pas regulasi, oiyya dihh knp nd anu ku saja
19	Tohh beda kan ??	Iyya kak, pas regulasi nda terlalu kuat itu cemas ta dirasa, tapi nd hilangji juga tetap ada
20	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	STP sih kak, ,karena menurut ku semua tergantung dari mindset, kalo positif difikir ya positif juga begitu pun sebaliknya
21	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Eee, Regulasi sih kak, ya krn percuma juga musadari mupahami emosinya tapi nda muregulasi
22	Tapi kan untuk bisa meregulasi kan harus diasadari dulu sama dipahami pemicunya	Iyya dihh, tapi intinya itusih kak, penting semuaji tapi puncaknya ya regulasi kak
23	Apa saran atau hal yang ingin Anda lakukan pada	Tentu saja prepare nya sih

	presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	kak, otomatis kalau misalnya lebih prepare ki, lebih konsisten ki juga belajar pasti ketegangan itu bakalan berkurang i juga seiring waktu kak.
24	Mengelolal emosi ??	Iyya itu juga kak, praktek supaya terbiasa kalo tiba-tiba gugup sama cemas
25	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	Iya kak, ada tapi sayaji yang malas kak
26	Malas apa ??	Yaaa malas regulasi kak, kuabaikan biasa kak, tapi kalo ada tidak dampaknya ada kak, jadi ditaumi juga alurnya mau ki apa untuk regulasi emosi

Date : 22 Desember

Place : STAIN Majene

Object : Nabila (Prodi TBI 2024)

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	Tremor kak sama itu juga keringat dingin, ituji kak
2	Bagaimana perasaan Anda selama presentasi berlangsung?	gugup sekali kurasa apalagi kalau kuliat dosen. Tiba-tiba pikiranku campur aduk, takut salah bicara, takut grammar salah, takut dimarahi. Jadi pas di depan itu kadang suara kecil, dan tidak fokus apa mau dibilang bilang kata, kulupai i, begitu.
3	Bagaimana perasaan Anda setelah presentasi selesai?	Lega sih kak kek nd admi perasaan beban ee tapi sangat kecewa dengan diriku sendiri karna saya tidak bisa lancar menjawab pertanyaan dari ma'am Rina.
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	Yaaa, tidak adaji kak, kesuiltan mengingat saja biasa blank tapi beberapa saat ya kalo diingatmi lagi

		ya bicara ma
5	Ada Kesulitan ta mengelolal emosi ??, missal gugup q atau cemas terus nda bisa muregulasi emosi ta ?	Yaa ndaji kak, aman ji, cuman pas awal-awal sajaji pas baru kutau yang diajar kak, tapi setelahnya itu ya n
6	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Iyya kak, ke dosen sih sama biasa juga overthinking tentang materi ta. Tapi lebih ke anu sih ee ke dosen , itu tappa md mood dosen ya tambah-tambah cemas dirasa karena takut mimarahi kak
7	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	Ya itu kak, tappa dirasa to dia bedanya, ya kalo kurasai tappa langsung k diam baru berusaha tenangkan diriku
8	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	Anu sih kak takut mimarahi sama takut dilupa materi apa mau dibilang
9	Tidak ada yang lain??, hanya itu??	Ee iyya kak,

10	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	Maksudnya kak??
11	Kenapa kau bisa tau ini gugup, ini cemas takut begini??	Ohh itu kak, kalo gugup k ya perasaan deg degan saja, tiba-tiba muncul, kek pas datang ma'am tiba-tiba degdegan, kalo cemas kak ya samami itu overthinking,
12	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	Ekspresi yang curhat begitu kak?
13	Iyyaap Ituu, adaki ekspresikan apa dirasa ke teman ta atau siapa??	Tidak kak, tidak,
14	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	Jika gugup lakukan STP sama apa lagi Tarik nafas sama ya kubayangkan hal-hal baik terjadi kalau missal dilupa jangan cemas tapi cari alternatif atau kata-kata lain tapi masih nyambung dengan materi , itu kak
15	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	Deep breathing kak, sama itu STP
16	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Ituji 3 kak, recognize , understanding sama itumi terakhir , regulasi kak
17	Kenapa itu ? jelaskan	Karena ya harus ditau dulu emosi ta baru di regulasi control begitu e,

		understanding bisa ditau sebabnya ini pale , kalo ditau yaa langsung ma regulasi
18	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	Mungkin banyak banyak ka latihan didepan orang, didepan cermin supaya bisa terbiasa ngomong sama itu sih kak
19	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	Sangat kak iyyaa, karena sebelumnya to dirasa saja tapi bingung harus bagaimana mulai darimana k ini control perasaanku e, pas ditau ya ditaumi arahnya kemana kak

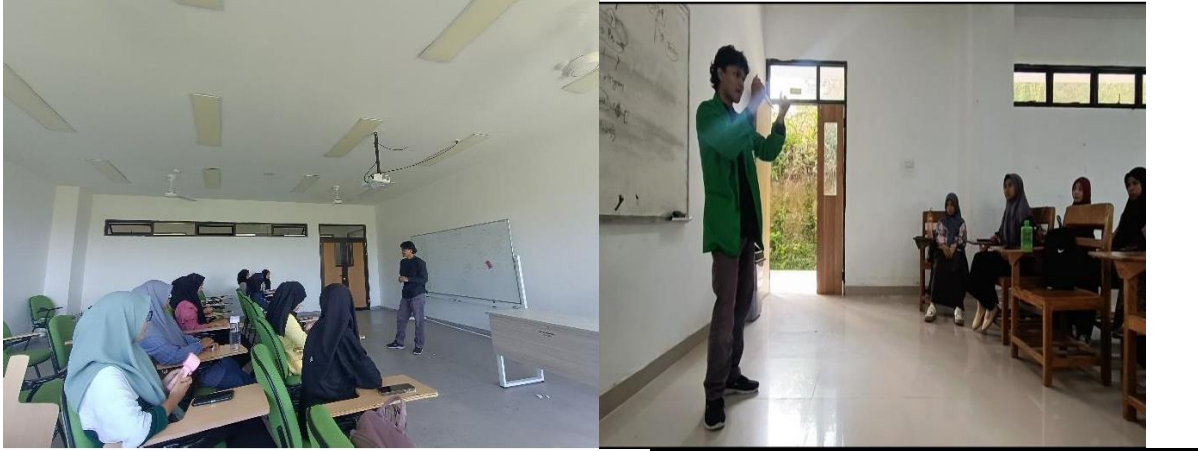
Date : 22 Desember
Place : STAIN Majene
Object : Wahida

NO	Researcher	Student
1	Bagaimana perasaan Anda sebelum memulai presentasi?	tidak gugup kak, pas mau mi mulai giliran saya na agak gugup kurasa kak
2	Bagaimana perasaan Anda selama presentasi berlangsung?	Terkadang saya lupa apa yang sudah saya persiapkan, tetapi saya berusaha tetap tenang dan melanjutkan berbicara dengan kata-kata Saya sendiri.
3	Bagaimana perasaan Anda setelah presentasi selesai?	lega kak, terasa ya aman-aman dirasa beda sama sebelum deg degan sekali
4	Apa kesulitan terbesar yang Anda alami saat mengatur emosi selama presentasi?	eeee, tidak adji kak
5	Apakah faktor dosen, audiens, atau materi presentasi memengaruhi tingkat kecemasan Anda? Jelaskan.	Factor dosen sih, itu kalo miliat I biasa tappa kefikiran anu hal negative tiba-tiba mimarahi
6	Bagaimana Anda mengenali (Recognizing) emosi yang muncul sebelum dan selama presentasi?	ya itu kak, tiba-tiba langsung dirasa, pas dirasami itu ya itu kak langsung ditau bedanya ini dirasa, spontan kak tiba-tiba
7	Menurut Anda, apa yang menjadi penyebab utama (Understanding) munculnya emosi tersebut?	overthinking kak, selalu berfikir dilupa materi sama
		tiba-tiba blank aihh anuji ini benar ji itu kak pemicunya dari fikiran sendiri ji kak
8	Bagaimana Anda memberi nama (Labeling) emosi yang Anda rasakan?	ya ituji kak cemas karena overthinking sama gugup ya tiba-tiba muncul kak begitu
9	Bagaimana Anda mengungkapkan (Expressing) emosi secara tepat sebelum presentasi?	nda kak, diam saja
10	Bagaimana Anda mengatur (Regulating) emosi agar tetap tenang dan percaya diri?	Tarik nafas, berfikir positif, kayak bukanji cuman kau ini alami ujian semuanya juga temanmu jadi santai sajare
11	Strategi apa yang paling sering Anda gunakan ketika mulai merasa gugup (misalnya deep breathing, self-talk positif, atau cara lain)?	nda adji kak

12	Menurut Anda, bagian mana dari Strategi RULER yang paling membantu dalam mengurangi speaking anxiety?	Ya kesemuanya kak, recognize pahami terus di label supaya nda <i>ragi-ragi</i> difikir apa ini terus regulasimi, Cuma ekspresing nda kulakukan kak
13	Apa saran atau hal yang ingin Anda lakukan pada presentasi berikutnya untuk mengelola emosi dan kemampuan berbicara?	yaa ituji kak belajar materi sama yaa kalo gugup atau cemas yaa langsung regulasi, intinya siap materi kak sama siap percaya diri
14	Setelah mengenal dan mencoba Strategi RULER, apakah Anda merasakan perubahan dalam cara mengelola emosi saat speaking? Jelaskan.	ada kak,kayak kemarin presentasi ma'am nisa, awalnya degdegan kurasa kak, pake k itu RULER , kuregulasimi pake deep sama STP breathing ya mulaimi berkurang kak degdegan saya rasa

Appendix 4. Supporting Documentations

A. Documentation of Teaching the RULER Strategy



B. Interview Documentation

1. Observation Documentation (Meeting 1)





2. Observation Documentation (Meeting 2)



3. Observation Documentation (Meeting 3)



4. Observation Documentation (Meeting 4)





C. Interview Documentation







CURRICULUM VITAE



The author's name is Fajriansyah, commonly known as Fajar. He was born in Lambague on December 11, 2002. He is the third child of Syarifuddin MZ and Husnia. The author resides in Puccadi Village, Luyo District, Polewali Mandar Regency, West Sulawesi Province. The author began his elementary education at SDN Inpres Manu- manukang from 2009 to 2015. He then continued his junior high school education at SMPN 2 Campalagian from 2015 to 2018. After that, he pursued his senior high school education at SMKN 2 Campalagian and graduated in 2021. In the same year, the author continued his higher education at the State Islamic College of Majene (STAIN Majene) through the SPAN-PTKIN admission pathway and was accepted as a student in the Faculty of Tarbiyah and Teacher Training, English Education Study Program. This research was conducted as a requirement for completing the undergraduate thesis to obtain a Bachelor of Education (S.Pd) degree in the English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic College of Majene (STAIN Majene), entitled "Analysis of Emotional Intelligence on Speaking Anxiety of English Language Education Students at STAIN Majene."