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Students' Anxiety in Presentation

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Abstrak

Presentasi merupakan salah satu metode pembelajaran yang diterapkan di perguruan tinggi dalam rangka melatih mahasiswa untuk memiliki kemampuan komunikasi yang baik di masa mendatang terutama dalam menyampaikan gagasannya di depan banyak orang. Setiap kali mereka mendapat giliran untuk presentasi, mereka semakin cemas. Masalah penelitian ini adalah apa yang menjadi kecemasan siswa dalam melakukan presentasi. Tujuan dari penelitian ini adalah untuk mengetahui kecemasan siswa dalam presentasi yang membuat mereka melakukannya terus menerus. Penelitian kualitatif yang menggunakan kuesioner dan wawancara sebagai instrumen penelitian ini menemukan bahwa dalam kecemasan berbicara siswa terdapat dua kategori kecemasan, yaitu faktor eksternal dan faktor internal. Faktor terbanyak berasal dari faktor internal yang didukung oleh faktor eksternal. Untuk menghindari kecemasan tersebut, siswa perlu melatih diri dengan banyak membaca untuk menguasai materi atau isi presentasi. Sehingga mereka dapat menjalankan presentasi dengan sukses sekarang dan di masa depan.

Kata Kunci: kecemasan, presentasi, kecemasan berbicara

Abstract

Presentation is one of the learning methods implemented in higher education to train students to have good communication skills in the future, especially in delivering their idea in front of many people. Whenever they got their turn to present, the more they get anxious. The problem of this research was the students' anxiety about having a presentation. The purpose of this research was to find out the students' anxieties in the presentation which made them do them continuously. This qualitative research which implemented questionnaires and interviews as the research instruments found that in students' speaking anxiety there were two anxious categories, those are external and internal factors. Most factors derive from internal factors which are supported by external factors. To avoid that anxiety, students need to train themselves by reading a lot to master the mastery or presentation content. So they can run the presentation successfully now and in the future.

Keywords: anxiety, presentation, speaking anxiety.

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INTRODUCTION

Learning is the core activity of the whole process education in every education level including in university. One of the learning quality indicator can be seen through students' learning achievement and learning result quality. These things were influenced by the learning process (Hidayat, 2014). In university, lectures were essential in creating the students' character. Besides carrying out tri dharma university, lectures should train, guide, teach, educate and evaluate students' work through some assessments (Sri Irawati & Irdam Idrus, 2019).

As an educator, lectures were not only about transferring knowledge and creativity but also they are the role model of their real life, motivate and transferring the spirit for students. Thus, lecturers need to create the inspiring and students' learning interest. Therefore, students' professionalism and responsibility in learning process arise during the learning process (Arizqi, 2020). However, not all lecture implement the good learning atmosphere, some still doing traditional learning method which show the low learning effectiveness (Makarova, 2021).

Nowadays, in order to gain the students attention and also to compete in this 5.0 industrial revolution, lecturer should implement the learning method by employing the technology in learning process (Puspitorini et al., 2021). In learning process to be more interactive and interesting, lecturers usually use laptop and in focus to support the learning process. Then, media-based presentation is one of the learning strategies which is quite good to attract students' attention, to decrease students' boredom and motivate students because they can involve through it actively (Zulkifli et al., 2021). In running the presentation, presenters need to train themselves to have a good speaking skill (Pahargyan, 2021).

The art of speaking should combine these abilities, they are material mastery, communication skill, and ethics (behavior/attitude). Communication skill is including words choice, voice articulation, body language, eye catching, ask and answer questions, and self presentation. While running the presentation, presenter's body language need to show the inner condition and physical physiology; showing the self confidence, enthusiasm, faith, and sincerity (Rahmawati, 2015).

Presentation usually done by the lecturer in explaining the learning material or sometimes the lecture arrange the schedule for students to present alternately. So that, through the presentation, students are able to improve affective, cognitive and also social dimension (Lisnawati et al., 2017). Of course the students need to prepare the presentation well before they get their turn to present.

The best presentation should follow the presentation technics. One of the technics is the presenter should avoid the text oriented because the slide with the full text will make the audiences get bored. Moreover, the audiences' attention will focus on the text (Purwanti, 2016). This situation was different from what was done in STIE Bina Karya.

In STIE Bina Karya, presentation is a usual thing to do in learning and lecturing process. The students will take turn to do presentation based on the topic they have to present. Usually the lecture distributes the presentation topic, arrange the group members, and schedule the presentation at the begining of the semester. So they have a good preparation because they have enough time to do preparation in form of group discussion more than twice. They usually have to make presentation in a group of three to four persons. As the consideration so all of group member can speak up while doing the presentation. The fact was quite the opposite, the presentation didn't go as expected.

Mostly, the students still made the presentation slide in a boring way, they read the slides text along the presentation, and still lack of matery mastery. This is proven through the class situation while the presentation is in progress. It becomes so noisy at some parts of class because the audiences did not pay attention to the presenters, it was so boring. Then, in question and answer session, presenters spent extra time to find the answer through their mobile phone, the class has done nothing just waiting for the presenters to find the relevance answer from the internet. Besides, they cannot create the conclusion from that source with their own words. Eventhough they have done several times to do oral presentation in front of the class. What are actually their problems in presentation?

Based on the research problem as mentioned above, this research wanted to find out the students' anxiety in presentation in STIE Bina Karya especially for the second semester.

According to the research done by Swathi (2015), presentation is a communication in form of speaking in order to deliver a message in an interesting and clear way. The presentation will run well if the presenter has mastered the material well and understand what should be delivered in presentation process, so the audience can get impact from the presentation. According to Swathi, presentation has some advantages and disadvantages.

The main advantage is presenter can interact directly with the audience. Then, while doing the presentation, presenter is able to observe the audience's reaction through their body language whether they are bored, it means that the presenter needs to switch the way they present. Next is within presentation, it shows the level of acceptance or perhaps resistance to what people are saying. Presentation is much better in emphasizing the essential thing we want deliver rather than written report. In addition, presenter can utilize the visual aids to support the essential points that wanted fully comprehend by the audiences. At the end of presentation, presenter do the question and answer session to do assessment whether the audiences comprehend the material well or not. In the contrary, the disadvantages of presentation are also unavoidable. Commonly, not all presentation distribute a handout for audiences to read as the future reference. Besides, firstly, the presenter needs to tell about the background information about the issues. The absence of telling the background information which help audiences understand the problem and issues that are discussed will make audiences difficult to understand it. Next, sometimes, the presenter was lack of ability in setting an appropriate pace with the audiences' level of understanding. At last, unfortunately not all presenter is able to deliver the important points to the audiences effectively (Xingeng & Jianxiang, 2017).

Previously, the similar research was talking about students' of Senior High School speaking anxiety in EFL classroom. It happened because of some reasons, those were lack of preparation, afraid of left behind in understanding the material or what the teacher talks about, afraid of making mistakes, afraid of being laughed by his/her friends, unconfident to spell, pronounce and select the words in English (Asyasyfa et al., 2019). But this research was going to focus on students of university's speaking anxiety whenever they have presentation in Bahasa Indonesia. As the preliminary data, mostly the students were anxious in delivering their presentation even in Bahasa Indonesia..

Psychologically, presentation is the way how to manage the communication systematically, make sure that the presenter knows everything about the material, avoid the statement you do not understand, do not be nervous but manage your presentation confidently (Pujimulyani, n.d.).

Based on the research done by Kralova & Kon, speaking is a productive skill when the speakers need to courage themselves in delivering the message to the listeners. According to Kralova & Kon (2019) personality plays an important role to make the successful speaking in front of the the listener(s). When they speak, they use language. The personality such as self-esteem, inhibition, anxiety, risk-taking and extraversion will lead to the successful language mastery. Based on observations, when a group of students were asked to present the material to classmates and lecturers, it seems anxiety that arises, which is indicated by students being too focused reading the material along the presentation.

According to Wijaya (2019), speaking anxiety was an unpleasant experiences in the past which affect the present when speakers had bad experience when failed to deliver material that makes them feel intimidated by audiences. A person who has experienced a traumatic event will be more easily attacked by anxiety when faced with the same situations and conditions. This can affect a person's self-confidence. Therefore, it is certain that almost all students have experienced speaking anxiety while presenting their task.

Individuals who have internal anxiety in communication generally has the following characteristics: (1) fear before and during activity or activities take place; (2) physiological arousal; (3) subjective reactions in the individual; (4) unable to control feelings; (5) fear or anxiety in uniting something, and (6) fear of being judged by others (Hayat, 2017).

Since this research wanted to see the reason why the students of university in their third semester were always anxious whenever they have presentation even the lecturer gave enough time (a week for preparation), the students did the presentation in group of three to five and they may browse any references from books or any internet sources. But the result they were still anxious. It was clearly seen through their presentation performances, they did it stiffly. They read the text, they still read the answer they got from their handphone without making conclusion of what they have read. If we compare to previous research, the respondents were anxious because they are still senior or junior high school in EFL classroom and they have individual task to deliver their tasks in English.

METHOD

This was a qualitative research. One of qualitative research methods is participant observation (Creswell, 2014). This research was observing four classes in the second semester when doing the presentation along two semesters. Each class, has some groups who presents inappropriately. Eventhough, they have presented more than twice since they sit as a college student. In gaining the data, questionnaire and interview were applied as the instruments. The questionnaire was open ended so the students' answer will not be limited. While to gain in-depth response from the students and to make their answer be more focus, the interview were applied in Bahasa Indonesia to avoid the ambiguity and misunderstanding. In analyzing the data, the researchers passed several steps. First, after doing the presentation, the researchers asked the presenters (students of university) to write in a piece of paper about their feeling when doing the presentation. It was an open ended question. Second, The question was asked to about 153 students (all of them have ever delivered their presentation in front of classroom in Bahasa Indonesia) from different classes (the same semester). Third, the researchers interviewed those students whose answer were categorized as anxious. The data were in form of phrases, sentences, and paragraphs. After gaining the data, the researchers continued to analyze the data by utilizing thematic analysis which is related to research problem, background of the study and related previous researches. Thematic analysis were passing through some steps, those are familiar with the data, generate initial codes, discover the theme, review and check the theme, define and name the theme, and the last is reporting (Nowell et al., 2017) .

RESULT AND DISCUSSION

Result

After distributing the same question through four classes, the researchers summarize the finding as seen on table 1. The researchers categorize the findings into seven categories.

Tabel 1
Students' anxiety to do presentation

No	Students' response	Frequency
1.	lack of confidence	45
2.	poor material mastery	18
3.	afraid of being scolded by the lecture	14
4.	i am an introvert person	1
5.	difficult to deliver the message to the audience	57
6.	Afraid of no relevancy toward the topic should be given and being laughed at	15
7.	No team work to do the presentation preparation	3

1. Lack of Confidence

There are two kinds of presentation in the classroom. Those are group presentation and individual presentation with three methods; 1) manuscript which sometimes using text, 2) memorization which use memorization skill and sometimes use some notes, and 3) impromptu which students ask to do the material suddenly. In STIE Bina Karya, usually students apply the first and second presentation methods. There were 45

answers from 153 participants who said they were lack of confidence when standing in front of classmates and lecture, delivering the material. Even they have experienced having presentation more than three times. According to Maulina & Kendari (2022), presentation makes students to be able to convince and self-assess in performing tasks and choosing an effective approach. This includes trust in interactions with an increasingly challenging environment and confidence in their decisions or opinion. The more they practice and train themselves to deal with presentation, the better speaking skill they will have.

In essence, people have self-confidence, but it is different one another. Some have less and someone has more, they both show different behavior. Someone with the less self-confidence, will show different behavior with people in general like can not do a lot, feels doubt in running errands, not dare enough to speak much if did not get any support and other shortcomings that is felt (Musriani, n.d.). Lack of confidence or inferior is feelings of inadequacy and self-esteem others are better than him. Person those who feel inferior tend to behave egocentric, positioning oneself as victim, feel dissatisfied with himself, self pity, give up easily and thinks he doesn't have meaningful ability (Nadila, 2020). Mostly, participants in this research lack of confidence can be seen through their gestures which always head down reading the slide text through their handphone (less eyecontact to the audience), and did not do any body movements from the start till the end. They should be face the audiences by keeping the eye contact to all (sometimes they may look at their note).

2. Poor Material Mastery

Table 1 shows there were eighteen participants whose answers were poor material mastery. They realized that standing and speaking delivering the material in front of the classroom was not easy. This could be happened because they do not master the material well. That's the reason they showed their presentation skill was bad. This is inline with the research result done by Sari & Iswahyuni (2019) that anxiety had a close relation to the low self esteem. In STIE Bina Karya, it seems that students' learning motivation were low. It shows through the material they present was not developed. It is better if they study independently based on the presentation topic they got. They filled themselves with the essential knowledge automatically their self esteem were built.

3. Afraid of being Scolded by the Lecturer

From table 1, we can see that there were 14 participants whose answers were afraid of being scolded by the lecturer. As written in research done by Munna & Kalam (2021) that students in higher education level wanted to be treated as an adult learner who has the same right over the learning ambience in form of asking and questions and also clearing their doubts. This condition was away when the lecturer was upset knowing the learners' way of thinking were bad. Eventhough, the lecturer has posted the material scope in Google Classroom. So they can study whenever and wherever they are. The students' ignorance which does not want to know about the lecture material that has been posted some days before the presentation day made the lecturer could not avoid to scold. Because the students' were away from the expectation as a learners of higher education suppose to be. Then, this situation creates the social relations between lecturers and students are full of conflict (Zainullah & Jacky, 2017). This conflict surely made the students whose turn to present were feel afraid of being scolded by the lecturer especially with the authoritarian type.

4. I am an introvert person

Personality refers to psychological aspects which is defined as a dynamic organization from the psychophysics in individual, which can also determine his adaptation uniquely towards his environment (Meta Listina Muharrami, Ag. Bambang Setiyadi, n.d.). Introvert person is a person who tend to be quiet, they prefer to read than gather (socialize) in a social environment and communicate with other people, so they have few friends and generally avoid crowds (Syahid, 2014). If we look at introvert person characteristic, they avoid to have social interaction including build the social communication. Meanwhile, students need to acquire the ability to communicate in order to prepare themselves to face the global society (Franscy & Ramli, 2022). From table 1, only one person who realize that he is an introvert person who dislike to talk in front of many people.

This situation surely made him feels uncomfortable whenever conduct class presentation and it showed through his presentation performance which was not as how it should be.

5. Difficult to deliver the message to the audience

Speaking in front of many people is not as easy as pie. Especially when you are asked to deliver your understanding on a material in form of class presentation. In presentations, presenters who served as a public speaker who presenting papers in forum (classes). Therefore, he is required to be able to convey material well, so that the messages conveyed are understandable by the audience. But the fact was students often experience anxiety or nervous when delivering learning material in front of the class. There are many possibilities which unable students to present the material. In public speaking or speaking in public, often a person experiences anxiety about failed to convey the message, so anxiety that arises can affect the process ongoing communication. In the learning process, In this case the presentation, students do not just need to understand what will conveyed, but it is also necessary to master the audience well so that they are interested to listen. This finding was inline with research result done by Aryadillah which said that presenter' need to prepare everything to have the successful presentation (Aryadillah, 2017). As table 1 showed us that 19 students were difficult to deliver the message to the audience. This was happened because they felt anxious at the beginning because lack of material presentation before the presentation day. They did not have enough time to do group discussion in discussing about the topic they have to present. As additional information, mostly they do preparation a day before the presentation as scheduled.

6. Afraid of no relevancy toward the topic should be given

Before presenting, students must prepare everything in order to prevent the situation questions that arise along the presentation, including improve their knowledge on that topic through browsing and reading some relevance references and prepare the powerpoint slides. In other word, students need to go browsing a lot of references related to their topic and then understand each reference, the connection with the topic. So, they will not loose the idea within the messages they want to convey to the audiences (Hanifa & Yusra, 2018). The messages they deliver are interrelated each other. The situation that faced by the participants were afraid of loosing idea or being no relevancy or connection between the material they deliver and their answers toward the questions they got from the audiences. As the result, the participants realized the nervousness arise along this fear in the middle of the presentation. They felt that the audiences will laugh at them. Eventhough, the audiences didnot do that.

7. No team work to do the presentation preparation

The purpose of doing presentation was to give opportunity for learners to deliver, share, demonstrate and develop their knowledge, skills and competencies which will support their future later on (Živković, 2014). In the begining of the semester, usually the lecturer distributed the students into some groups of 3-4 students each group. In doing the presentation preparation, the presenters suppose to be active in browsing about the topic they will present. The fact was not. Mostly, they did the preparation and group discussion a day before the day, and made the powerpoint slides a night before the day. Based on the interviews, some participants said that not all of the group member were active in preparing the material and the powerpoint. Of course they need to make preparations by dividing tasks to be carried out then put together and discussed in group discussions to compile as discussion result.

Discussion

Presentation was one of learning method which implemented in higher education in order to train students' speaking or communication skill. The research problem has revealed that even having experienced presentation more than three times, the participants (the presenters/the students) were still felt anxious when getting turn to present the material in front of the classroom even in their daily language, Bahasa Indonesia, not the foreign language that mostly experienced by speaker in EFL classroom.

In this research findings, there were two categories of speaking anxiety experienced by the participants (the presenters/the students). The researchers divided into two categories those derives from internal and external factors. The internal factors were arise from inside the presenters' itself, those are lack of confidence, poor material mastery, i am an introvert person, difficult to deliver the message to the audience, and being afraid of no relevancy toward the topic should be given and being laughed at. The rest were categorized as external factors. Those are afraid of being scolded by the lecturer and no teamwork to do the presentation preparation.

The most anxiety come from inside the participant which followed by the external factors. Those are lack of confidence, poor material mastery, an introvert person, difficult to deliver the message to the audiences, afraid of no relevancy toward the topic should be given, afraid of being scolded by the lecturer, and no teamwork to do the preparation. This findings were inline with the previous research done by Sutarsyah (2017). The finding said that the anxiety gave contribution to presenters' performances, it deals with the feeling of nervousness.

Moreover, that research result found identify more to the body language of the presenters/respondents. The participants with the higher anxiety level were seemed restless, changing their sitting position often more, were not dare to look at surrounding, and seems like searching for an inspiration whenever the were asked by the audiences. Since presentation shows the students' performance in delivering the material they have mastered through some group discussions and by reading some references, it drives students to give the best they can in front of the classmates and lecturer (Nuvitasari et al., 2018).

After analyzing the finding, the reseachers suggested to the presenters/students to prepare the presentation well in their group at least three days before the day they have to present. It would be better if they do some offline group discussions on the three days to have further discussion all about the topic. This preparations will affect their presentation performance much. It will increase their knowledge of the topic of course. It makes easier for them to develop their knowledge after reading some references. As the result they can deliver the message to the audiences with their own words. After that, the presenters will be avoided from the unrelevancy toward the topic they deliver and then they will be saved from feeling ashamed of being laughed by the audiences and scolded by the lecturer/teacher (Roysmanto, 2018). Therefore, their material mastery will be better on the day they present. They can run the presentation well especially in question and answer sessions. Moreover, the better material mastery will increase presenters' self confidence (Salim, 2022).

The interview results showed if there were some lecturers who often scolded student presentations if they do not match as it is directed at the beginning. Surely, it will influence students psychologically (Husnaini, 2019), as the result it will decrease presenters' self confidence for the next presentation. It is not good for students for their future, too. It will be better if the lecturer can hold his/her anger. The anger would be replace by telling the students/presenters in a gently ways. Because they are not a child anymore, they are already mature. So their ways of thinking can process every words, signs, and instructions from the lecturer easily (Pangalila, 2017).

The poor material mastery will lead them to fail the presentation. As the result they will feel anxious whenever they get turn to present. Because they keep in their mind the fail they experience before. This findings have similarities with the previous research done by Hanifa & Yusra (2018) which said that presenters should master the contents well. The research result were analyzed in different way but the similar meaning. According to Hanifa (2018), she categorized her finding into three factors, 1) cognitive factors which related to topics, genre, interlocutors and processing demand, 2) affective factors which deals with feelings towards the topic or participant, and self-conciuousness and 3) performance factors which related to mode, degree of collaboration, discourse control, planning and rehearsal time, time pressure and environmental conditions. Since this research only focus on students' anxiety in presentation, it is suggested for the next researcher to identify more about the presenters' gestures/body language when they are feeling anxious in delivering their presentation in Bahasa Indonesia.

CONCLUSION

The lack of material mastery will cause the students' self-confidence to be low, followed by excessive fear that comes from the lecturer and friends in the class. The good presenters should overcome the low of self confidence through study and read alot related to the presentation topic. So they can handle the audiences including the lecturer. Because this will affect their performance now and in the future. Learners with low motivation, low self-confidence and with a high level of anxiety hold high filters and ultimately, they become unsuccessful.

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