

PROSES CORESPONDENSI

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ANXIETY IN CLASSROOM PRESENTATION IN TEACHING – LEARNING INTERACTION IN ENGLISH FOR STUDENTS OF INDONESIAN STUDY PROGRAM AT HIGHER EDUCATION

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ABSTRACT

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Anxiety in the classroom presentation has a debilitating effect on students' success in foreign language (FL) second language (L2). This article aimed at investigating students' Anxiety in classroom presentation in Teaching – Learning Interaction English as a Foreign Language for Students of Indonesian Study Program at higher education in Indonesia. The participants this study were the students of Indonesian Education and Literature Department Faculty of Education and Literature Universitas Negeri Makassar (N = 62). There were 55 or 88.71% females and 7 or 11.29% males the seventh (42 or 67.75%) and ninth (20 or 32.25%) semester. The reveal that the most frequent source of students' anxiety was attending disorganized classroom presentation.

Contribution/Originality: This study contributes the existing literature on Anxiety in classroom presentation in teaching – learning interaction in English as a Foreign Language in Indonesia.

Comment [im1]: No need to give all findings; instead write implications, recommendations and future studies required

1. INTRODUCTION

Classroom presentation is one of the most interesting methods employed by students as classroom community. To be successful in classroom presentation, have competences. They should topics, should have strategies to handle all during classroom presentation, and should have ability to communicate ideas. Classroom presentation in English as a Foreign Language (EFL) for students from non-English department has its own challenge. earning a

Comment [im2]: Instead add a sentence about Anxiety affecting the Teaching Learning Interaction, as a contribution of this study

Comment [im3]: 1. 'Anxiety' is a variable in this study so must have the initial capital. Please change in the whole document
2. You need to be consistent in the variable e.g Anxiety and not students' 'Perception' of Anxiety
3. All repetitions have been deleted, so avoid it

foreign language (FL) or a second language (L2) demands extra efforts. Abu Rabia (2004) argues that learning an additional language demands cognitive and emotional efforts

“anxiety of FL learning.” Many studies have
Anxiety a Foreign Language (FL) or a
Second Language (L2) (Young, 1986; MacIntyre and Gardner, 1994; Saito and Samimy, 1996; Cheng, 2002; Abu Rabia, 2004; Oya *et al.*, 2004; Bögels and Brechman-Toussaint, 2006; Liu, 2006; Sanggiry and Sail, 2006; Woodrow, 2006; Vitasari *et al.*, 2010; Liu and Huang, 2011; Trang *et al.*, 2012; Piniel and Csizér, 2013; Timina, 2015; Wang and Roopchund, 2015; Arjanggi and Kusumaningsih, 2016; Weda and Sakti, 2018; Weda and Sakti, 2018; Weda *et al.*, 2018).

Anxiety
in language teaching – learning process
Anxiety, though sometimes
facilitating, is predominantly devastating in second language (L2) or foreign language (FL)

Arjanggi and Kusumaningsih (2016) argue that anxiety is one of the several symptoms associated with the first experience entering the world of college freshmen. Researchers in second or foreign language acquisition have increasingly recognized the existence of anxiety as a fairly common phenomenon among students (Saito and Samimy, 1996). Young (1986) cited in Saito and Samimy (1996) that foreign language anxiety may manifest itself through psycholinguistic factors as “distortion of sounds, inability to reproduce the intonation and rhythm of language, “freezing up” when called on to perform, and forgetting words or phrases just learned or simply refusing to speak and remaining silent.

The present study investigates the following research question: To what extent anxiety in classroom presentation Teaching – Learning Interaction in English at Faculty of Languages and Literature Universitas Negeri Makassar?

2. REVIEW OF

2.1. Anxiety

Anxiety is a feeling of dread, fear, or apprehension, often with no clear justification (Dollah, 2016). Sigmund Freud viewed anxiety as the symptomatic expression of the inner emotional conflict caused when one

conscious awareness of experiences, feelings, or impulses that are too threatening or disturbing to live with (Dollah, 2016). Numerous studies have revealed that students' anxiety exists in almost every aspect of second or foreign language learning (Liu, 2006). Researchers the fact that personality traits such as self-esteem, inhibition, anxiety, risk-taking and extraversion, may

ultimate success in mastering a foreign language (Kralova and Petrova, 2017). Horowitz & Young in Abu-Rabia, S (2004) state that anxiety is perceived as state anxiety that arises in a wide variety of situations or events : public speaking, exams, and class participation. This anxiety other personality traits occur in a variety of the classroom presentation.

Participants who more extraverted produce better global impressions during their oral performance, and those who higher level of state anxiety more errors in their spoken construction sentence (Oya *et al.*, 2004). Lowering the level of debilitating anxiety, or enhancing self-efficacy can increase the amount of effort invested in language learning in classroom setting, which in turn is likely to lead to learners' positive experiences and further enhance learner's self-efficacy (Piniel and Csizér, 2013). Foreign language anxiety can have a negative impact on learners' performance (Saito and Samimy, 1996). Foreign language and Second Language anxiety is predominantly debilitating in a /FL learning, and the high-anxious students tend to perform worse than their

low-anxious peers; they also tend to speak (more) briefly and sometimes even inaudibly (Liu and Huang, 2011). To reduce behavior and psychological problems in language learning process, which potentially contribute to the students' low achievement, students need to adjust their learning and environment. social environment and family environment to learning outcome

The family environment as a cornerstone microsystem that not only directly influences adolescent students at schools internalizing and externalizing behavior problems, but also indirectly influences the individual self-system (Chen and Luo, 2016). Adolescents' perceptions of school stress moderate the association between family dysfunction and anxiety stronger under conditions of perceptions of school and higher education stress (Guo *et al.*, 2018).

A student has a profile characterized by an accumulation of problems information not readily available when considering each problem separately (Olivier *et al.*, 2018). information uniquely useful for forecasting engagement or achievement problems in the learning process, as perceived by teachers and students themselves. that students at risk on multiple fronts be particularly vulnerable to disengagement and low academic achievement. If so, they should be priority targets for multi-pronged interventions (Olivier *et al.*, 2018).

2.2. Anxiety in Classroom Presentation

One of emotional and psychological factors in the classroom presentation is anxiety which contributes to changes in one's behavior and articulation. Evidence from perceptual studies argue that confidence is communicated through speaker's tone of voice, or speech prosody —i.e., changes in pitch and temporal parameters that make speech sound doubtful, certain, authoritative, submissive. In addition, confidence is conveyed by the speaker's choice of linguistic structures e.g., modal adverbs or probability phrases, such as *may be, definitely* (Jiang and Pell, 2017). In with Jiang & Pell's statement, Deb and Dandapat (2017) argue that the characteristics of speech signal change under stress conditions. Due to this, the performance of machine is affected in case of human-machine interaction. The causes of stress can be specific emotion, sleep deprivation, perceived threat, glottal abnormalities, workload, noisy environments. detected anxiety in public speakers speech clarity, breathing patterns, vocal variety, and pace (Goberman *et al.*, 2011).

A situational dimension of school anxiety and a broader analysis is necessary in order to determine the relationship between school refusal behavior and different school situations that can generate anxiety School Punishment Anxiety, Victimization Anxiety, Social Evaluation Anxiety and School Evaluation Anxiety three response systems Cognitive, Behavioral and Psychophysiological (González *et al.*, 2018).

3. METHOD

3.1. Participants

The participants in this study were sixty two students of undergraduate program of Indonesian Study Program of Faculty of Languages and Literature Universitas Negeri Makassar who were attending *Interaksi Belajar Mengajar* (Teaching Learning Interaction) subject. There were 56 or 88.71% females and 7 or 11.29% males in the seventh (42 or 67.75%) and ninth (20 or 32.25%) semester

3.2. Instruments and Procedures

Anxiety in Indonesian classroom used to assess students' . Data collected in July and August 2018. The students were asked to fill in the questionnaire which consisted of 15 items Anxiety on a 5-point scale 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; and 5 = Strongly agree. All negatively worded items were reverse scored the high scores on instrument represent high level of anxiety. The Cronbach's alpha computed for the anxiety instrument show that the anxiety instrument sufficiently reliable.

3.3. Data Analysis

Data coded and analyzed using the Statistical Package of Social Sciences (SPSS) Statistics 9.0 which revealed the mean score, standard deviation (SD), percentage, and sum. These statistical were used to determine extent students felt in classroom presentation in *Interaksi Belajar Mengajar* (Teaching Learning Interaction) subject.

3.4. Reliability Testing

Reliability testing of the questionnaire as a reliable data collection tool. This reliability test the "one shot" technique or measurement a correlation comparison to questionnaire that considered reliable if Cronbach's Alpha > 0.5. Reliability test results for 15 statement items can be seen in table 1.

Table-1. Reliability Test Calculation Results

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.550	.555	15

Source: Reliability Statistics SPSS Statistics 17.0

4. RESULTS AND DISCUSSION

A total of 62 students, 55 or 88.71% females and 7 or 11.29% males participated in this study. The students were from the seventh semester (42 or 67.75%) and ninth semester (20 or 32.25%). The demographic profile of participants is in table 2.

Table-2. Demographic of Participants

Demographic Information	Frequency	Percentage
Gender	1. Female	55
	2. Male	7
Semester	1. Seven	42
	2. Nine	20

Source: Demographic Information of Participants from Research Questionnaire

The primary focus of this present study was to explore students' anxiety in classroom presentation in *Interaksi Belajar Mengajar* subject in English. investigate the broad profiles of students' anxiety in classroom presentation, the mean, standard deviation (SD), and sum

As per data shown in table 3, the students' anxiety was arranged according to the mean score and standard deviation (SD). The highest response of statement number 1 was Disagree (I am not bothered by someone speaking quickly in classroom presentation) with 38.7% of 38.7% of

considered that "I get upset when someone speaks too quickly." An overwhelming majority 90.3% agreed (62.9% of them Strongly) that "The only time that I feel comfortable during classroom presentation is when I have had a lot of time to study." Over 4/5 of the that "I feel anxious if classroom presentation seems disorganized" (88.8%), and that "I am self-confident in by ability to appreciate the meaning of dialogue in classroom presentation" (53.2%). The highest response of statement number 6 was Disagree (I do not worry when I hear new or unfamiliar words) with 35.5%.

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Table-3. Frequencies and rank of each of students' perception on Study anxiety in classroom presentation

No.	Students' Study Anxiety	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Sum	Mean	SD
1	I am not bothered by someone speaking quickly in classroom presentation.	8.1	38.7	30.6	22.6	0	166.00	2.6774	.91927
2	I get upset when someone speaks too quickly.	9.7	38.7	27.4	22.6	1.6	166.00	2.6774	.98803
3	The only time that I feel comfortable during classroom presentation is when I have had a lot of time to study.	1.6	3.2	4.8	27.4	62.9	277.00	4.4677	.86304
4	I feel anxious if classroom presentation seems disorganized.	3.2	3.2	4.8	56.5	32.3	255.00	4.1129	.88900
5	I am self-confident in ability to appreciate the meaning of dialogue in classroom presentation.	1.6	1.6	43.5	41.9	11.3	223.00	3.5968	.77797
6	I do not worry when I hear new or unfamiliar words.	11.3	35.5	33.9	17.7	1.6	163.00	2.6290	.96213
7	I never feel tense when I have to explain material .	8.1	29.0	25.8	32.3	4.8	184.00	2.9677	1.07074
8	I never feel tense when I have to answer questions.	1.6	30.6	33.9	25.8	8.1	191.00	3.0806	.98010
9	I get upset when I know to communicate in classroom presentation but I cannot verbalize it.	9.7	29.0	37.1	19.4	4.8	174.00	2.8065	1.02171
10	I never get nervous when writing something for my classroom presentation.	1.6	22.6	21.0	40.3	14.5	213.00	3.4355	1.04992
11	When I become anxious during a classroom	4.8	19.4	35.5	32.3	8.1	198.00	3.1935	1.00554

	presentation, I cannot remember anything I								
12	I enjoy just listening to someone explaining the material presentation.	3.2	16.1	51.6	25.8	3.2	192.00	3.0968	.82402
13	I always get nervous when answering participants' questions in the classroom presentation.	4.8	30.6	33.9	24.2	6.5	184.00	2.9677	1.00764
14	I never get nervous when presenting topic discussion in the classroom presentation.	1.6	14.5	35.5	33.9	14.5	214.00	3.4516	.96966
15	I become anxious when someone asks difficult questions.	4.8	16.1	50.1	16.1	12.9	196.00	3.1613	1.01131

Source: Data from Research Questionnaire

The highest response of statement number 7 (I never feel tense when I have to explain materials) with 32.3%. The highest response for statement number 8 (I never feel tense when I have to answer the questions) with 33.9%. The highest response for statement number 9 "I get upset when I know how to communicate something in classroom presentation but I just cannot verbalize it" with 37.1%. The highest response for statement number 10 (I never get nervous when writing something for my classroom presentation) with 40.3%. The highest response for statement number 11 (When I become anxious during a classroom presentation, I cannot remember anything I studied) with 35.5%. The highest response for statement number 12 (I enjoy just listening to someone explaining the material presentation) with 51.6%. The highest response for statement number 13 (I always get nervous when answering participants' questions in the classroom presentation) with 33.9%. The highest response for statement number 14 (I never get nervous when presenting topic discussion in the classroom presentation) with 33.9%. The highest response for the statement number 15 (I become anxious when someone asks difficult questions) with 50.1%.

finding that majority of students state that they get upset if their classmates speak quickly in the classroom presentation. The students also emphasize that if they have time to study, they feel comfortable during the classroom presentation. The students therefore claim that anxiety if the classroom presentation is not organized well. The students also get nervous when know how to communicate in classroom presentation but they cannot verbalize it. The more the students feel nervous in classroom presentation, the more they recall they feel nervous before the classroom discussion. The students also get nervous when they ask questions presenting topic discussion. On the other hand, the students state that they get nervous when they hear difficult words, explain in the classroom enjoy just listening to someone explaining topic or material in the classroom presentation

Comment [im4]: This paragraph is only a narration of that is presented in the Table 3 but you need to do the analysis of these findings. Please show: (1) what these findings explain about students' Anxiety (2) how does it affect Teaching-Learning Interaction (the RQ so far not answered) You can make use of the data in the next 2 paragraphs

5. CONCLUSION

The results of the study indicate that the most frequent source of students' anxiety was attending disorganized classroom presentation in well prepared and managed classroom. The study also found that students feel relaxed to learn a foreign (FL) or second language (L2). Other evidences from the study are: 1) the only time that the students feel contented during classroom presentation is when they have a lot of time to study to design and prepare material for classroom presentation. 2) the more the students feel nervous in classroom presentation, the more they recall the materials they have for classroom presentation, 3) the students feel nervous when someone asks difficult questions.

The implication of the study is that lecturers at university need to manage the class well, the lecturers need to give a lot of time for students to learn the topics for discussion, and the lecturers need to guide and train the students how to answer the questions in the classroom presentation.

Funding:

Competing Interests:

Contributors/Acknowledgement:

Comment [im5]: This argument about "disorganized classroom presentation" has not been emphasized by you in the data analysis or findings in Section 4, except that it received 88%. Please elaborate upon this finding in Section 4.

Comment [im6]: This is not the conclusion but a summary of findings. Please rewrite the conclusion by analyzing the RQ (how does Anxiety affect Teaching-Learning Interaction).

Comment [im7]: These are recommendations or implications??Please rewrite this whole section specifying implications and recommendations separately.

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Respondent Identity:

Name :
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Questionnaire

Choose one of the following choices which reveal how much you agree or disagree by circling around. Remember that there are no right or wrong answers.

- (1) Strongly disagree
- (2) Disagree
- (3) Neither agree nor disagree
- (4) Agree
- (5) Strongly agree

No.	Students' Study Anxiety	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1.	I am not bothered by someone speaking quickly in classroom presentation	1	2	3	4	5
2.	I get upset when someone speaks too quickly.	1	2	3	4	5
3.	The only time that I feel comfortable during classroom presentation is when I have had a lot of time to study.	1	2	3	4	5
4.	I feel anxious if classroom presentation seems disorganized.	1	2	3	4	5
5.	I am self-confident in by ability to appreciate the meaning of dialogue in classroom presentation.	1	2	3	4	5
6.	I do not worry when I hear new or unfamiliar words.	1	2	3	4	5
7.	I never feel tense when I have to explain materials.	1	2	3	4	5
8.	I never feel tense when I have to answer the questions.	1	2	3	4	5
9.	I get upset when I know how to communicate something in classroom presentation but I just cannot verbalize it.	1	2	3	4	5
10.	I never get nervous when writing something for my classroom presentation.	1	2	3	4	5
11.	When I become anxious during a classroom presentation, I cannot remember anything I studied.	1	2	3	4	5

12.	I enjoy just listening to someone explaining the material presentation.	1	2	3	4	5
13.	I always get nervous when answering participants' questions in the classroom presentation.	1	2	3	4	5
14.	I never get nervous when presenting topic discussion in the classroom presentation.	1	2	3	4	5
15.	I become anxious when someone asks difficult questions.	1	2	3	4	5

Adapted from MacIntyre and Gardner (1994)

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Please find the corrected article according to the suggestions from reviewers.

The e-mail id's and phone number of all authors are as follows:

Sulastriningsih Djumingin, sulastriningsih77@gmail.com,
081342128811
Sukardi Weda, sukardi.weda@unm.ac.id, 082196364496
Juanda, juanda.unm@gmail.com, 085255007915

Thank you very much for your attention and cooperation.

Best regards,

Sulastriningsih Djumingin
Corresponding Author

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Sukardi Weda Dear Sanele Phillip P 12 Jan at 10:25 PM

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 **Sukardi Weda** <sukardiweda@...> 12 Jan at 9:22 PM
 To: Conscientia Beam

 **Sukardi Weda** 
 sukardiweda@yahoo.com
 +62 821-9636-4496

Dear Sanele Phillip

Please find the corrected article according to the suggestions from reviewers.

The e-mail id's and phone number of all authors are as follows:

Sulastriningsih Djumingin, sulastriningsih77@gmail.com,
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 Sukardi Weda, sukardi.weda@unm.ac.id, 082196364496
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Sulastriningsih Djumingin
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Sukardi Weda <sukardiweda@...> 12 Jan at 10:25 PM
To: Sukardi Weda

Dear Sanele Phillip

Please find the new corrected article as attached.

Best regards,




Sukardi Weda

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-  **Sukardi Weda** Dear Sanele Phillip P 12 Jan at 10:25 PM
-  **Conscientia Beam** ...wrote: Dear Sanele Pl 14 Jan at 12:51 PM
-  **Sukardi Weda** Dear Sanele Phillip Thank yc 15 Jan at 8:53 AM

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Conscentia Beam <editor@conscie> 14 Jan at 12:51 PM
To: Sukardi Weda

Dear Sulastringsih Djumingin

Thank you. We have received your revise file after proofreading. Now I am sending for final check and online publication. If you will have other question, please write me

Thanks

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Sanele Phillip

Editorial Assistant

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 **Sukardi Weda** <sukardiweda@yahoo.com> 15 Jan at 8:53 AM
To: Conscientia Beam

Dear Sanele Phillip





Thank you so much for your information.

Best regards,

Sulastriningsih Djumingin

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-  **Conscientia Beam** ...wrote: Dear San 16 Jan at 1:20 PM
-  **Sukardi Weda** Dear Sanele Phillip F 20 Jan at 12:28 AM
-  **Conscientia Beam** ...wrote: Dear Sanele Pl 20 Jan at 12:02 PM
-  **Sukardi Weda** ...wrote: Dear Sanele Phillip 20 Jan at 2:07 PM

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Conscientia Beam <editor@cc>
To: Sukardi Weda

16 Jan at 1:20 PM

Dear Sulastriningsih Djumingin

Thanks a lot for publication in our journal. Your paper is edited by subject specialist editorial board member. Please check all changes made by the editor.

You will need to make further changes in track change. After your changes article will proofread again by the editor. Please make changes in the light of comments that is given be the editor.

You will need to send us revised file within 7 days.

If you will have any question, please write me.

Thanks

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Sanele Phillip

Editorial Assistant

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 **Conscientia Beam** <editor@conscie...> 20 Jan at 12:02 PM
To: Sukardi Weda

Thank you for your mail. I have received your revised file of article.
 Thanks

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Sanele Phillip

Editorial Assistant



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editor@conscientiabeam.com
 (518) 407-3707

-  **Sukardi Weda** ...wrote: Dear Sanele Phillip 20 Jan at 2:07 PM
-  **Sukardi Weda** ...you. Sincerely, -- Sa: 22 Jan at 7:51 PM

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Sukardi Weda
sukardiweda@yahoo.com
+62 821-9636-4496

Sukardi Weda <sukardiweda@...> 20 Jan at 12:28 AM
To: Conscientia Beam

Dear Sanele Phillip

Please find the revised article as attached for publication in the next volume in International Journal of Education and Practice (IJEAP).

Thank you very much for your attention and cooperation.

Best regards,

Sukardi Weda

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Conscientia Beam ...wrote: Dear Sanele PI 20 Jan at 12:02 PM

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Conscientia Beam <editor@conscie...> 20 Jan at 12:02 PM
To: Sukardi Weda



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Thank you for your mail. I have received your revised file of article.
Thanks

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Editorial Assistant

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Sukardi Weda <sukardiweda@yahoo.com> 20 Jan at 2:07 PM
To: Conscientia Beam

Thanks so much for your reply.

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Sukardi Weda

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Sukardi Weda <sukardiweda@yahoo.com> 20 Jan at 2:07 PM
To: Conscentia Beam

Thanks so much for your reply.

Sukardi Weda

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Sukardi Weda ...you. Sincerely, -- Sa: 22 Jan at 7:51 PM

Sukardi Weda ...wrote: Dear Sanele Phillip 22 Jan at 7:52 PM

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Sukardi Weda ...wrote: Dear Sanele Phillip 22 Jan at 7:53 PM

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Conscentia Beam ...wrote: Dear Sanele Pl 26 Jan at 11:52 AM

Sukardi Weda Dear Sanele Phillip Thank yo 1 Feb at 9:03 AM

Sukardi Weda Dear Sanele Phillip We 8 Feb at 6:54 AM

Sukardi Weda <sukardiweda@...> To: Sukardi Weda 8 Feb at 6:54 AM



Sukardi Weda
sukardiweda@yahoo.com
+62 821-9636-4496

Dear Sanele Phillip

We have just seen our article in International Journal in Education and Practice (IJEP) Volume 7 No. 1, 2019, p. 1 - 9, the article is wrong name and email. Last two weeks, we read the fixed paper (correct paper), but currently, the paper appears online in IJEP is incorrect name and e-mails.

The correct article (paper) is attached as downloaded from IJEP.

Best regards,

Sulastringsih Djumingin

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