PROSES CORESPONDENSI

OLEH
SULASTRININGSIH
Anxiety in classroom presentation in teaching – learning interaction in English for students of Indonesian study program at higher education

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ABSTRACT

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 as a Foreign Language for Students of Indonesian Study Program at higher education in Indonesia. The participants of this study were the students of Indonesian Education and Literature Department, Faculty of Education and Literature, Universitas Negeri Makassar (N = 63). 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%) semesters revealed that the most frequent source of students’ anxiety was attending disorganized classroom presentation.

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

1. INTRODUCTION

Classroom presentation is one of the most interesting methods employed by teachers. To be successful in classroom presentation, students as classroom community members have competences. They should have strategies to handle all topics during classroom presentation, and should have the ability to communicate ideas. Classroom presentation in English as a Foreign Language (EFL) for students from non-English department has its own challenge.
foreign language (FL) or a second language (L2) demands extra efforts. Abu-Rabia (2003) argues that learning an additional language demands cognitive and emotional efforts.

"Anxiety of FL learning" Many studies have shown that anxiety is one of the major obstacles to language learning. Anxiety in language learning may manifest itself through physiological factors or "distortion of speech", 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.

Ajayi and Fiasohjo (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 anxiety as a fairly common phenomenon among students. (Saito and Sainou, 1996). Young (1990) cited in Saito and Sainou (1990) that foreign language anxiety may manifest itself through psychological factors or "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 affects learning in English at Faculty of Languages and Literature Universitas Negeri Malang?

2. REVIEW OF

2.1 Anxiety

Anxiety is a feeling of dread, fear, or apprehension, often with no clear justification (Dallab, 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 (Dallab, 2016). Numerous studies have revealed that students’ anxiety exists in almost every aspect of second or foreign language learning (Liu, 2006). Researchers have found that personality traits such as self-esteem, inhibition, anxiety, risk-taking and extraversion, may lead to ultimate success in mastering a foreign language (Kraleva and Pefteva, 2017). Horowitz & Young in Abu-Rabia, S (2006) 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 and other personality traits occur in a variety of the classroom presentation.

Participants who are more extraverted produce better global impressions during their oral performance, and those who are higher level of state anxiety make more errors in their spoken construction. Lowering the level of debilitating anxiety, or enhancing self-efficacy can increase the amount of effort invested in language learning in classroom settings, which in turn is likely to lead to learners’ positive experiences and further enhance learners’ self-efficacy (Pielou and Coletti, 2018). Foreign language anxiety can have a negative impact on learners’ performance (Saito and Sainou, 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 peers.
low-anxious peers, they also tend to speak (more) briefly and sometimes even inaudibly (Lee and Huang, 2014). 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.

The family environment as a cornerstone microsystem that not only directly influences adolescent students at schools internalising and externalising 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 (Coo et al., 2018). A student has a profile characterized by an accumulation of problems information not readily available when considering each problem separately (Olivi et al., 2016). 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 (Olivi et al., 2016).

3. 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 agree 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 disfluent, 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 Daudapat (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, deep deprivation, perceived threat, glottal abnormalities, workload, noisy environments, detected anxiety in public speakers speech clarity, breathing patterns, vocal variety, and pace (Gochman et al., 2014).

A situational disconnection 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, Behavioral and Psychophysiological (Gonzalez et al., 2018).

3. METHOD

3.1 Participants

The participants in this study were sixty two students of undergraduate programs of Indonesian Study Program of Faculty of Languages and Literature Universitas Negeri Makassar who were attending Interaksi Boleh Menggair (Teaching Learning Interaction). There were 65 or 98.11% males and 7 or 11.89% females

in the seventh (68 or 65.76%) and ninth (90 or 92.85%) semester.
Instruments and Procedures

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; 5 = strongly agree. All negatively worded items were reverse scored. The high scores on the instrument represent high levels of anxiety. The Cronbach’s alpha computed for the anxiety instrument show that the anxiety instrument is sufficiently reliable.

Data Analysis

Data coded and analyzed using the Statistical Package of Social Sciences (SPSS) Statistics 20.0 which revealed the mean score, standard deviation (SD), percentage, and sum. These statistical results were used to determine the extent to which students felt comfortable in classroom presentation in Interaksi Belajar Mengajar (Teaching Learning Interaction) subject.

Reliability Testing

Reliability testing of the questionnaire was conducted as a reliable data collection tool. This reliability test is the “one shot” technique or measurement that compares a correlation comparison to measurement results for reliability test. Cronbach’s Alpha considered reliable if Cronbach’s Alpha > 0.5. Reliability test results can be seen in Table 1.

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Cronbach’s Alpha Based on Standardized Items</th>
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<tr>
<td>550</td>
<td>555</td>
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</table>

Table 1: Reliability Test Calculation Results

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 (62 or 67.76%) and ninth semester (50 or 80.65%). The demographic profile of participants is shown in Table 2.

Table 2: Demographic of Participants

<table>
<thead>
<tr>
<th>Demographic Information</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Female</td>
<td>53</td>
<td>88.71</td>
</tr>
<tr>
<td>2. Male</td>
<td>7</td>
<td>11.29</td>
</tr>
<tr>
<td>Semester</td>
<td></td>
<td></td>
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<tr>
<td>1. Seventh</td>
<td>49</td>
<td>67.76</td>
</tr>
<tr>
<td>2. Ninth</td>
<td>13</td>
<td>20.65</td>
</tr>
</tbody>
</table>

Table 2: Demographic of Participants from Research Questionnaire
The primary focus of this present study was to explore students' anxiety in classroom presentation in Indonesia. The study investigated the broad profiles of students' anxiety in classroom presentation, the means, 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 88.7% of 89.0% of them Strongly that "I get upset when someone speaks too quickly." An overwhelming majority 90.3% agreed (89.9%) 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 students agreed that "I feel anxious if classroom presentation seems disorganized" (88.8%), and that "I am self-confident in my ability to appreciate the meaning of dialogue in classroom presentation" (89.8%) The highest response of statement number 6 was Disagree (I do not worry when I hear new or unfamiliar words) with 85.3%.

<table>
<thead>
<tr>
<th>No.</th>
<th>Students' Study Anxiety</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Sum</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am not bothered by someone speaking quickly in classroom presentation</td>
<td>8.1</td>
<td>58.7</td>
<td>32.6</td>
<td>5</td>
<td>165.00</td>
<td>26774</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I get upset when someone speaks too quickly.</td>
<td>9.7</td>
<td>59.7</td>
<td>22.6</td>
<td>1.6</td>
<td>165.00</td>
<td>26774</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The only time that I feel comfortable during classroom presentation is when I have had a lot of time to study.</td>
<td>6.0</td>
<td>8.2</td>
<td>4.8</td>
<td>9.0</td>
<td>274.00</td>
<td>39830</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel anxious if classroom presentation seems disorganized.</td>
<td>8.2</td>
<td>8.2</td>
<td>4.8</td>
<td>28.3</td>
<td>203.00</td>
<td>41129</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I am self-confident in my ability to appreciate the meaning of dialogue in classroom presentation.</td>
<td>1.6</td>
<td>1.6</td>
<td>44.3</td>
<td>11.5</td>
<td>199.00</td>
<td>35968</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>I do not worry when I hear new or unfamiliar words.</td>
<td>11.3</td>
<td>25.5</td>
<td>31.9</td>
<td>17.7</td>
<td>163.00</td>
<td>26830</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I never feel tense when I have to explain material.</td>
<td>8.1</td>
<td>23.0</td>
<td>25.8</td>
<td>9.8</td>
<td>184.00</td>
<td>29077</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I never feel tense when I have to answer questions.</td>
<td>1.6</td>
<td>20.6</td>
<td>31.9</td>
<td>8.1</td>
<td>191.00</td>
<td>35960</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I get upset when I know I have to communicate in classroom presentation but I cannot verbalize it.</td>
<td>8.7</td>
<td>26.0</td>
<td>37.4</td>
<td>19.4</td>
<td>178.00</td>
<td>28065</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I never get nervous when writing something for my classroom presentation.</td>
<td>1.6</td>
<td>22.0</td>
<td>21.9</td>
<td>16.0</td>
<td>215.00</td>
<td>35355</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I become anxious during a classroom</td>
<td>4.8</td>
<td>19.4</td>
<td>35.5</td>
<td>32.8</td>
<td>198.00</td>
<td>33955</td>
<td></td>
<td></td>
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</table>
The highest response of statement number 7 (I never feel tense when I have to explain materials) with 52.2%. The highest response for statement number 8 (I never feel tense when I have to answer the questions) with 55.5%. 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 57.1%. The highest response for statement number 10 (I never get nervous when writing something in my classroom presentation) with 50.1%. The highest response for statement number 11 (I never get nervous during a classroom presentation, I cannot remember anything I studied) with 55.5%. The highest response for statement number 12 (I enjoy just listening to someone explaining the material presentation) with 51.0%. The highest response for statement number 13 (I always get nervous when answering participants' questions in the classroom presentation) with 53.9%. The highest response for statement number 14 (I never get nervous when presenting topic discussion in the classroom presentation) with 50.1%. The highest response for statement number 15 (I become anxious when someone asks difficult questions) with 50.1%.

The students therefore claim that their classmates speak quickly in the classroom presentation. The students also emphasize that if they feel comfortable during the classroom presentation, they do not get anxious. The classroom presentation is not organized well. The students also get when they feel in classroom presentation, the more they know to communicate in classroom presentation, but they cannot verbalize it. The more the students recall they before the classroom discussion. The students also get nervous when they have hard words in the classroom. The students also get nervous when they explain in the classroom. The students also get nervous when they enjoy just listening to someone explaining topic or material in the classroom presentation.

Comment [note]: This paragraph is only a summary 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 kit is 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 an unorganized classroom presentation. Anxiety was experienced in well-prepared and managed classrooms. Anxiety was also experienced in relaxed learners who were learning a foreign (FL) or second language (L2). Other evidence from the study are: i) the only time that the students feel tested during classroom presentation is when they have a lot of time to study and prepare material for classroom presentation; ii) the more the students feel about classroom presentation, the more they recall the materials they have for classroom presentation; iii) the students nervous when someone asks difficult questions.

The implications of the study is that 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/Acknowledgements:

REFERENCES


<table>
<thead>
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<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am not bothered by someone speaking quickly in classroom presentation</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I get upset when someone speaks too quickly</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The only time I feel comfortable during classroom presentation is when I have had a lot of time to study</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I feel anxious if classroom presentation seems disorganized</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I am self-confident in my ability to appreciate the meaning of dialogue in classroom presentation</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td>I do not worry when I hear new or unfamiliar words</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I never feel tense when I have to explain materials</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
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<td>I never feel tense when I have to answer the question</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I get upset when I know how to communicate something in classroom presentation but I just cannot verbalize it</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I never get nervous when writing something for my classroom presentation</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>When I become anxious during a classroom presentation, I cannot remember anything I studied</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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</table>

Respondent Identity:
Name: 
Sex: 
Age: 
Study Program: 
Semester: 

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
<p>| | | | | |</p>
<table>
<thead>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I enjoy just listening to someone explaining the material presentation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. I always get nervous when answering participants' questions in the classroom presentation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. I never get nervous when presenting topic discussions in the classroom presentation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. I become anxious when someone asks difficult questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Adapted from McCroskey and Janisse (1990).

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Sukard Weda  wrote: Dear Samele Philip  20 Jan at 2:09 PM

Sukard Weda  wrote: you. Sincerely, -- Sar  22 Jan at 7:51 PM
Sukadi Weda <sukadiweda>  20 Jan at 12:29 AM
To: Consciencia Beam

Dear Sanle Phillip

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

Thank you very much for your attention and cooperation.

Best regards,
Sukadi Weda

Show original message

Consciencia Beam  ...sanle: Dear Sanle FI  20 Jan at 12:02 PM
Sukardi Weda <sukardiweda@yahoo.com>
20 Jan at 12:47 PM
To: Conscientia Beam

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

__

Sanele Phillip

Editorial Assistant

Conscientia Beam
2937 E Atlantic Blvd #83110
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URL: http://www.conscientiabeam.com

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Conscientia Beam <editor@conscie>
20 Jan at 12:47 PM
To: Sukardi Weda

Thanks so much for your reply.
Thanks so much for your reply.

Sukardi Weda

Education Dear Sir

Sukardi Weda

Education Dear Sir

Sukardi Weda

...you, Sincerely. -- Sir

Sukardi Weda

...write: Dear Samele Phillip

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...write: Dear Samele Phillip

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...Education Dear Sir

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22 Jan at 7:55 PM

https://mail.yahoo.com/d/search?query=Samele%202020&phrase=messages/22508
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Conscientia Beam wrote: Dear Samele Phillip 26 Jan at 11:51 AM

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

Sukardi Weda Dear Samele Phillip Wk 8 Feb at 6:54 AM

Sukardi Weda <sukardiweda@gmail.com> 8 Feb at 6:55 AM

To: Sukardi Weda

Dear Samele Phillip,

We have just seen our article in International Journal in Education and Practice (IJEP) Volume 7 No. 1, 2016, p. 1 – 9, the article is wrong name and e-mail. Last two weeks, we read the fixed paper (correct paper), but currently, the paper appears online in IJEP is incorrect name and e-mail.

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

Best regards,

Sukardiningsih Djurningin

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