

Students' Anxiety in Delivering English Material Presentation on Online English Study Program Webinar

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Abstract

This research was aimed to describe the causes of anxiety faced by students in delivering English presentation material on Webinar in Seminar class and to describe the strategies used by students to overcome the anxiety in delivering English presentation material on Webinar in Seminar class. This research was a quantitative research. Subject of the research was the whole students of English Language Education Study Program of UMB Academic Year 2020/2021 who has delivered English presentation material on Webinar in Seminar Class on January 4th – 10th, 2021. The total subjects are 57 students. The instruments of this research were questionnaire and interview. The questionnaire was divided into two kinds; causes of anxiety and the strategies to overcome anxiety. The questionnaire of strategies used by students to overcome anxiety in presentation is adapted from Kondo & Ling (2004) who divided the strategies into preparation, relaxation, positive thinking, peer seeking, and knowing our audience (resignation). Moreover, to reconfirm the result of questionnaire the researcher did interview to 10 students who got much anxiety while delivering the presentation on Webinar class. There are two findings of this research; first, the causes of anxiety faced by students in delivering English presentation material on Webinar in Seminar class were (1) Webinar as the first online presentation; (2) the time to prepare is too short; (3) the material is not appropriate to the theme chosen; (4) the lecturers join the webinar; (5) Less knowledge related to the material; (6) Lack in Grammar; (7) Speaking full in English; (8) Lack of Pronunciation; (9) Fear of Negative Evaluation; (10) Being Center of Attention. Moreover, the most dominant causes was Fear of Negative Evaluation; Second, the strategies used by students to overcome the anxiety in delivering English presentation material on Webinar in Seminar class were preparation, relaxation, positive thinking, peer seeking, and knowing our audience (resignation). Moreover, the most dominant strategy used by students was preparation.

Keywords: *Anxiety, Material Presentation, Online Webinar*

A. Introduction

There are many internal factors that may be affected the students' speaking performance while presentation. As Leong and Ahmadi (2017) studied the students in EFL classroom have serious difficulties in speaking

such as feeling anxiety, having problems in delivery the material, lack of confidence and low motivation. However, anxiety becomes the most internal factor which affecting the students' speaking performance especially oral presentation. Bashir, Azeem, & Dogar (2011) stated that the fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners. According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners.

Regarding to the preliminary study result, almost all of English Study program students admitted that they got anxiety while delivering presentation material on Webinar. It may be caused the webinar was held for the first time in an online ELT seminar subject, so that the majority of students got affraid which became anxious while delivering the presentation. Based on the previous interview done by the researcher to 25 students at English Study Program who enrolled webinar class, mostly (80%) of the students answered that they got anxiety while delivering material on webinar. While rest of them (20%) answered material preparation, material mastery, affraid while speaking became the factors which affecting them in delivering presentation material on Webinar. The students admitted that they felt anxiety since the webinar class was followed by some lecturers and many students. As student 4 said "I feel very anxious, because I am dilemma to speak in front of many people, even though online, but I am afraid to fail because I am worried if the lecturer suddenly asks and I do not understand". Moreover, student 23 mentioned "anxiety becomes the most challenging, I feel anxious because I'm nervous in front of the audience and because I don't feel confident in delivering webinar material". Moreover, the lecturers (Mr. Yupika & Mrs. Ririn) who joined the Webinar also confirmed that mostly the students got anxiety while delivering the material on webinar. They seemed like nervous and not confidence. Even some students got unfluent while speaking since they had nervous and anxiety. In addition, the lecturers also said that the students got anxiety may be caused by unpreparation material or less of confidence.

Futhemore, the causes of anxiety faced by the students are different. According to Horwitz, Horwitz and Cope (1991), anxiety is caused by three causes, namely: 1) communication apprehension; 2) test anxiety; 3) fear of negative evaluation. They argue that communication apprehension is a kind of shyness followed by fear or anxiety in communicating. Test anxiety refers to evaluation in language learning. Horwitz et al (1991) argued that the students sometimes put unrealistic demand on themselves especially in oral test performance. It seems that the students press themselves to get high score on the test; but as a result they may perform conversely. The last category of anxiety is fear of negative evaluation, fear of negative evaluation refers to apprehension about other evaluation, evaluative situation, and the expectation that

others would evaluate oneself negatively. Knowing the causes of anxiety faced by students in Webinar is important to be conducted since it can be as reference for the students and lecturers to find out appropriate strategies to overcome or deal with the anxiety happened. The students are some strategies that can be used by the students to overcome the anxiety, for instance; preparation, relaxation, positive thinking, peer seeking, and knowing our audience (Kondo & Ling, 2004).

Moreover, there are some previous studies related to the students' anxiety in public speaking or presentationation. First, a thesis made by Ajmal and Ahmad (2019) , entitled "Exploration of Anxiety Factors among Students of Distance Learning in Webinar: A Case Study of Allama Iqbal Open University". The result from the research showed thatthe results highlighted that factors, like lacunae in admission process, books distribution, assignments, course tutorials and student support services were found to create anxiety among the students of AIOU. The overall mean values for all factors of anxiety were slightly higher in male students as compared to female students. The research employed descriptive qualitative study. Second, a thesis made by Faizah et al (2012) entitled "A Study on the On-Line Language Learning Anxiety among Adult Learners in Webinar". The findings suggest that, in general, the students were not anxious in learning a language online. However, some areas of concern emerged in the data analysis which includes the learners' cognitive ability in understanding the processes involved in online language learning and their fear in embarking in such courses. Relationships were also found to be strongly significant between learners' readiness and confidence, learners' experience and motivation and learners' attributes and confidence. Based on the explanation above, the researcher wants to know the kinds of students' anxiety in delivering Englishpresentationmaterial in Webinar in Seminar class and also find out the strategies used by the students to overcome the anxiety. Therefore, the researcher conducted a research entitled "Students' Anxiety in Delivering English Material Presentation on Online English Study Program Webinar".

In context of learning speaking, self-esteem is one of personal traits that influencing factors. it may either make students succeeded or fail to master good english speaking skill. Students with good self-esteem will be confident to utter english sentences and words. They are more active and want to talk everytime. Contrastly, Students who has low self-esteem will be less motivated to speak and tend to have slower development in speaking because they are frequently reluctant to speak, shy, and not sure to say particular words in English (Maryansyah and Wadison, 2017).

B. Research Methodology

This research was a quantitative research. The aims of the research were to find out the causes of anxiety faced by students in delivering English presentation material and to know the strategies used by students to overcome the anxiety in delivering English presentation material on Webinar in Seminar class. Subject of the research was the whole students

of English Language Education Study Program of UMB Academic Year 2020/2021 who has delivered English presentation material on Webinar in Seminar Class on January 4th – 10th, 2021. The total subjects are 57 students. The instruments of this research were questionnaire and interview. The questionnaire was divided into two kinds; causes of anxiety and the strategies to overcome anxiety. The instruments of this research were questionnaire and interview. The questionnaire was divided into two kinds; causes of anxiety and the strategies to overcome anxiety. The questionnaire of causes of anxiety was constructed by the researcher helped by an English lecturer which consisted of ten questions. The questionnaire of strategies used by students to overcome anxiety in presentation is adapted from Kondo & Ling (2004) who divided the strategies into preparation, relaxation, positive thinking, peer seeking, and knowing our audience (resignation). All of the students are asked to fulfill the questionnaire based on their experience in delivering presentation on Webinar in Seminar Class. The questionnaire of strategies in form of open ended questions. Moreover, to reconfirm the result of questionnaire the researcher did interview to 10 students who got much anxiety while delivering the presentation on Webinar class.

C. Findings and Discussion

Causes of Anxiety

After the participants answered the questionnaire, the researcher collected the data of the questionnaire then analyzed it by using percentage formula which is attached in previous chapter. Moreover, based on the data analysis procedure the questionnaire result was divided into two categories; positive and negative response.

Table 1. Questionnaire Analysis Result

No	Students' Attitudes	Response (%)	
		Positive Strongly Agree+Agree (%)	Negative Disagree+Strongly Disagree (%)
1	This is my first online learning presentation	75,44	24,56
2	The time to prepare is too short so I am lack in preparation the presentation	75,44	24,56
3	The material is not appropriate to the theme choosen	78,95	21,05
4	I have to meet some lecturers while presentation	68,42	31,58
5	I have not enough knowledge about the material which I delivered	75,44	24,56
6	I am lack in grammar which makes me not fluent while presentation	70,18	29,82

7	The presentation must be full in English	78,95	21,05
8	My pronunciation is not clear enough	75,44	24,56
9	The lecturers have negative perspective when I delivered presentation	80,70	19,30
10	All of participant pays attention on me and I am speaking fast so my intonation while speaking is too fast and makes the material which I delivered becomes not clear enough	78,95	21,05

There were ten questions which are asked to the students related to the causes of their anxiety while delivering presentation material on Webinar. There were ten causes of students' anxiety, they were; (1) Webinar is as first online presentation (75.44%); (2) The time to prepare is too short (75.44%); (3) the material is not appropriate to the theme chosen (78.95%); (4) the lecturers join the webinar (68.42%); (5) Less knowledge related to the material (75.44%); (6) Lack in Grammar (70.18%); (7) Speaking full in English (78.95%); (8) Lack of Pronunciation (75.44%); (9) Fear of Negative Evaluation (80.70%); (10) Being Center of Attention (78.95%). Therefore, it can be concluded that there were ten causes of students' anxiety while delivering presentation on Webinar, and the Webinar is as first online presentation is the most dominant cause of students' anxiety.

Strategies to Overcome Anxiety

Beside analyzing the sources of anxiety, the researcher also analyzed the students' strategies in overcoming anxiety while delivering the presentation material on webinar class. The types of strategies used as a reference in this study are taken from Kondo and Ying-Ling (2004). namely, preparation, relaxation, positive thinking, peer seeking and resignation. The researcher obtained the data of strategies by using open ended questionnaire. The result of questionnaire analysis was as follows.

Table 2. The Strategies to Overcome Anxiety

No	The Strategies	Percentage
1	Preparation	36,80%
2	Relaxation	19,30%
3	Peer Seeking	17,50%
4	Positive Thinking	15,60%
5	Resignation	10,50%

Based on the result of Google Form, for the first question "What are the strategies that you usually use to overcome the anxiety while presentation?", the researcher found that there were 36,8% of students answered preparation as their strategies in overcoming anxiety, there were 19,3% answered relaxation, there were 15,8% answered positive thinking, there were 17,5% answered peer seeking, and the last there

were 10,5% of students answered resignation as their strategies in overcoming anxiety while presentation.

Preparation becomes the most dominant strategy used by the students in overcoming anxiety while presentation on webinar in seminar class. Here some reasons why the students chose preparation as their strategy cited from Google Form. One of student answered "with careful preparation will certainly reduce a little anxiety in us. because with the preparation, it means that we are ready for what we are going to convey, thus we can smoothen the material of our presentation". Then another student answered "Preparation is very important to make it easier for us to do webinars, both preparing material or mentally". The relaxation was the second strategy with dominant percentage. Here are some reasons from the students who choose relaxation as their strategy in overcoming anxiety cited from Google Form. The students' reasons were "when being a webinar speaker, relaxation is very important, it is needed to make things okay and make us calmer when delivering material", "relaxation can reduce anxiety before a presentation. Relaxation such as taking deep breaths, moving hands and feet, and most importantly praying before presentation", "because by conveying the material in a relaxed manner, the material that we convey will be delivered in an orderly and uncomplicated manner". The positive thinking was the third strategy used by the students. Here are some reasons from the students who choose positive thinking as their strategy in overcoming anxiety cited from Google Form. There were 9 answers from the students. Students answered that positive thinking is very necessary in webinars to help us be more comfortable and more confident being a webinar speaker. Positive thinking also avoids unwanted bad things is very important to make us not nervous or anxious when we are speakers. The peer seeking was the fourth strategy used by the students. Here are some reasons from the students who choose peer seeking as their strategy in overcoming anxiety cited from Google Form. The students said that to make it easier for them to speak when they are webinar speakers and make them more confident when they become speakers. Another reason was "I am looking for a frequency friend to study with, because I need to be heard, if something goes wrong my friend can judge me".

The resignation was the last strategy used by the students. Here are some reasons from the students who choose resignation as their strategy in overcoming anxiety. The reasons were "to further customize who our webinar participants are, whether in the form of material or vocabulary that we will use later", "adjust what I will say according to the participants of the webinar", "previously I had to know who the audience was, because I could consider my way of learning. For example, there is a lecturer who joins, so I have to prepare more for it", and "I really have to adapt my material to the audience, so that the audience can understand my material well".

The result of interview confirmed that the students' dominant cause of anxiety was fear of negative evaluation. As subject 1 and subject 2 said that the causes of their anxiety were having limited vocabulay, lack of grammar, and also lack of confidence while speaking. Then subject 3

also said that fear of negative evaluation on the power point while presentation made her felt anxiety and also less of confidence which made her loss of concentration while presentation. Another subject said that she became anxiety because she felt nervous while all people focused on her all time or fear of being the center of attention. Moreover Subject 5 said:

“one thing makes me anxiety while presentation was lack of material mastery, second one I was fear of questions given by the lecturers and the other participants”.

Similar to them, subject 7 were also said that they felt less confidence to deliver the presentation since they had lack of material mastery. Another reason was also because they became the center of attention of many people on webinar. And the last, subject 10 also had similar reason why she got anxiety while presentation, she added that she felt ashamed to speak in front of many people. Moreover, most of students also confirmed that preparation was the most important thing to do before presentation. They said that without having enough preparation they will feel anxious and affraid while speaking. As the students said,

“Careful preparation will certainly reduce a little anxiety in us. because with the preparation, it means that we are ready for what we are going to convey, thus we can smoothen the course of our presentation. Because preparation can make it easier for us to speak”. (Subject 1)

“Preparation is very important to make it easier for us to do webinars, both preparing material or mentally preparing for the webinar. I choose preparation, why I choose preparation because I think it's better.. and I think if everything starts with preparation then we will feel comfortable when delivering material in public or in class”. (Subject 2)

“Yes, especially in preparing materials and ppt to become a webinar presenter so that it fits the theme of the webinar being held. With the preparation is very helpful for us in explaining the material that we will convey. where we really study the material and will be able to arrive well too.” (Subject 3)

“This preparation is important, in addition to supporting the overall success of the presentation, preparation will help to be more confident, calmer in facing the presentation that will be carried out. Very important because in my opinion before becoming a webinar speaker, there are many things that must be prepared either ppt, material or mental. When I am a webinar speaker I will prepare all the materials I need to reduce my anxiety when a friend asks about my material. Preparation that is really ready will make me confident when delivering the material”.(Subject 4)

"I think more practice and reading book will help me to cope with the anxiety then I can answer the question given by other participants on webinar" (Subject 5)

"to overcome the anxiety, I can prepare more and master the material before the present" (Subject 7)

" I overcome the anxiety by not seeing the camera too much so I can feel more confidence and also prepare the material well" (Subject 8)

"I do some tricks to overcome anxiety, first I learned much vocabulary, having practice, mastery the material, getting out the anxiety, and becoming more confidence in front of my friends". (Subject 9)

" I try to understand the material that will be presented, getting more vocabulary so I can deliver the material of presentation well, then I try to be confident and practice to speak English many more, I also learned more vocabulary and grammar in English". (Subject 10)

Discussion

This research was aimed to describe the causes of anxiety faced by students in delivering English presentation material on Webinar in Seminar class and to describe the strategies used by students to overcome the anxiety in delivering English presentation. The findings of this research showed that the causes of anxiety faced by students in delivering English presentation material on Webinar in Seminar class were (1) Webinar is as the first online presentation; (2) The time in preparation is too short; (3) the material is not appropriate to the theme chosen; (4) the lecturers join the webinar; (5) Less knowledge related to the material; (6) Lack in Grammar; (7) Speaking full in English; (8) Lack of Pronunciation; (9) Fear of Negative Evaluation; (10) Being Center of Attention. Moreover, the most dominant causes was Fear of Negative Evaluation. Another finding showed that the strategies used by students to overcome the anxiety in delivering English presentation material on Webinar in Seminar class were preparation, relaxation, positive thinking, peer seeking, and knowing our audience (resignation). Moreover, the most dominant strategy used by students was preparation.

The finding revealed that the dominant cause of students' anxiety in presentation was Fear of Negative Evaluation. The factors influencing the fear of negative evaluation according to the data collection are the audience, lack of preparation, and lecturer's negative evaluation possibility. The relation between indicators as stated in Horwitz's instruments (1986) and the result of interview confirms the emerging of fear of negative evaluation in the public speaking classroom. Another factor of the fear of negative evaluation gained from the finding was

students' minimum self-confidence. Students who are lack of self-confidence confessed that they experience the speaking anxiety, specifically because of the fear of negative evaluation. This is in line with Matsuda and Gobel (2004) who found that "confident learners experience low anxiety and feel that they have the ability to do well, whereas less confident learners claim higher anxiety and feel that they lack the ability to perform well.

Moreover, the finding of this research showed that the students used some strategies to overcome the anxiety while delivering presentation material on webinar. The strategies were preparation, relaxation, positive thinking, peer seeking and resignation. The preparation was the most frequently used strategy to overcome the anxiety. This indicates the correlation between language incapability/deficit and language anxiety. Many second language learners find themselves nervous when they had not prepared before class. There are many ways to prepare such as reading the materials before class, taking second language courses provided in or out of school, asking help from friends and teachers, and focusing on specific areas which cause anxiety. Moreover, highly anxious students are likely to find difficulty in understanding the class instruction or misinterpreting the task. Therefore, they may not be able to make good preparation because of their misinterpretation. These two classes of anxiety may lead the researchers to recommend different avenue to cope with language anxiety. The second category was relaxation, deals with the methods to reduce the symptoms of anxiety. The students have to speak in front of their friends or public or when they are being appointed by the teacher to answer the question. One of many strategies to relieve this fear is relaxation. Grasha (1987) suggests that breathing deeply in and out for three to five minutes is an effective way to reduce tension. If one is well prepared and stillis struggling with the feeling of anxiety and fear, relaxation, which involves tactics that aim at reducing anxiety symptoms, is offered. The next category is called positive thinking. It means situation to positive and pleasant cues and bring relief to the anxious students. Some anxious students try to develop a positive selfimage. They use various ways, such as trying to be confident, imagining themselves giving a great performance, thinking of something pleasant, or not thinking of the consequences. This strategy tends to show that the anxious learners have levels of cognition equal to the confident learners. What makes them different is the problem of psychological factors, such as mental block, fear of making mistakes which may reduce their selfesteem, too shy to communicate with environment. These factors may disturb their learning process and performance.

Peer seeking category is the effort to consult other learners who are also anxious in learning the foreign language. Some anxious students cope with their language anxiety by comparing themselves with others who have the same problems. These students may find a suitable learning partner to talk to or build a small-scale support group with others who experience the same thing. This strategy is a good solution, especially if the students can share their experiences and strategies with their learning partner (Turula, 2005). The last category is the resignation. It refers to the unwillingness of the learners to lessen their anxiety by avoiding the learning

process. The anxious learners may resign themselves by giving up, stopping paying attention, accepting the situation, stopping making any effort, even going to sleep in class. They do not want to try and re-try after failing because they are afraid of more stress. This explanation is also supported by Ely (1986, cited in Turula, 2005). She notes that one characteristic of anxious learners is reluctant to take risks. Resignation seems to be one possible strategy.

The findings also confirmed some previous studies related to this research. First, a study by Hasan et al (2020) entitled "Students' Perceptions of Using Zoom Meet Webinar During Covid-19 Pandemic In Technical And Vocational Education". From the analysis conducted, the results of the analysis showed that the level of students' perception of the using of zoom meet webinar during covid-19 is 3.39 which is at a moderate level. Meanwhile, the pearson correlation test found that the significant value was .000. Therefore, there is a relationship between knowledge and attitude towards the use of zoom meet webinars. The last, study by Ajmal and Ahmad (2019), "Exploration of Anxiety Factors among Students of Distance Learning in Webinar: A Case Study of Allama Iqbal Open University". The result from the research showed that the results highlighted some factors related to the students' anxiety, like lacunae in admission process, books distribution, assignments, course tutorials and student support services were found to create anxiety among the students.

D. Conclusion

Based on the findings, there are two conclusions of this research; first, the causes of anxiety faced by students in delivering English presentation material on Webinar in Seminar class were (1) Webinar as the first online presentation; (2) The time to prepare is too short; (3) the material is not appropriate to the theme chosen; (4) the lecturers join the webinar; (5) Less knowledge related to the material; (6) Lack in Grammar; (7) Speaking full in English; (8) Lack of Pronunciation; (9) Fear of Negative Evaluation; (10) Being Center of Attention. Moreover, the most dominant causes was Fear of Negative Evaluation. Second, the strategies used by students to overcome the anxiety in delivering English presentation material on Webinar in Seminar class were preparation, relaxation, positive thinking, peer seeking, and knowing our audience (resignation). Moreover, the most dominant strategy used by students was preparation. The research result found that fear of negative evaluation becomes the most dominant cause of anxiety experienced by the students, therefore it will be better if the students can be more confidence while delivering presentation material without feeling fear of negative evaluation from other students or lecturer. Moreover, it was also suggested for the students especially at English Study Program of UMB who got anxiety to apply suitable strategies, such as; preparation, relaxation, positive thinking, peer seeking, and resignation to overcome the anxiety.

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