**PRESENTATION ANXIETY IN THE CLASSROOM:**

**A COMPARATIVE STUDY BETWEEN OFFLINE AND ONLINE**

**LEARNING**

**THESIS**

**Submitted by**

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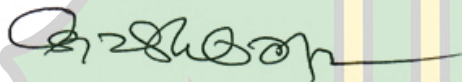for the Bachelor Degree of Education in English Language Teaching

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**Presentation Anxiety in The Classroom: A Comparative Study between Offline and Online Learning** adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 22 Juli 2022,

Saya yang membuat surat pernyataan,

Rania Anantasia Sunardi

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

*(In the name of Allah the most Gracious the most Merciful)*

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Finally, she realizes that despite her best efforts, the thesis is far from perfect; as a result, constructive criticism and recommendations from readers and other stakeholders are much valued in order to further enhance this thesis. She also really hopes that her thesis will be useful to the readers, assist the teaching and learning process, and enable readers to gain more insight into generic skills-development.

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Penulis,

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# ABSTRACT

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Thesis Working Title  : Presentation Anxiety in the Classroom: A Comparative
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Keywords              : Presentation Anxiety, Classroom, Offline and Online
                        Learning

This study aims to find out the differences of anxious feelings between online and offline presentations and the reasons behind their presentation anxiety. This study uses a qualitative method,   The researcher used a questionnaire to discover levels of students' anxiety which are distributed to 30 samples and conducts semi structured interview to 9 students to representing 30 students who have filled out the questionnaire. This research takes place in the Department of English Language Education, Universitas Islam Negeri Ar-Raniry. The results show that the causes of anxious feelings between online and offline presentation are lack of confidence, lack of presentation skills, lack of vocabulary and forget the vocabulary, have problems with fluency and pronunciation, difficulty in arranging sentences, and also difficulty material. The feeling of anxiety during offline and online presentation is also different in terms of the uncertain feeling of audience attention, the noisy during presentation, nervous while presenting, and worry about technical problem. what students do to overcome their anxiety before presenting in online or offline classes is to prepare material, then they will also try to present in front of a mirror and repeat it until it becomes smoother. Another way they use to reduce their anxiety is to practice by recording their own voices in the days before they will give a presentation, writing several important points, writing some difficult vocabulary, and also thinking about some questions to be asked. If they are still feeling anxious during the presentation, what they do include: not to look directly at the audience and distract them by moving their hands and not to see the audience's eyes but by looking in other directions such as the audience's forehead, walls, and also the roof.

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## CHAPTER I

## INTRODUCTION

This chapter describes the background of the study, research question, the aim of the study, and the significance of the study.

## A. Background of Study

English has now become a very common language to learn. In almost every region and country, this language is often used and has become an international language since the 18th century. Until now, English is studied from elementary school to tertiary level in both formal and non-formal education. The main goal of English learners is to be able to speak English fluently, and practicing speaking English is a must because, in that way, students are able to improve their language skills. However, the students actually have great anxiety to practice English. During the COVID-19 pandemic, many students of various levels experience difficulties and anxiety in presenting smoothly due to online learning today.

The COVID-19 pandemic began at the end of 2019 and is currently in several regions at different times. There are 193 countries battling the indiscriminate onslaught of COVID-19. Wuhan is one of the cities in China that became the domicile of COVID-19 sufferers who were first discovered before the virus became a pandemic. The COVID-19 pandemic has affected various fields, including education. The implementation of the learning system in the education unit underwent a change in operational form which was generalized through learning policies and following social policies, namely the call for social

distancing which led to the call for lockdown. Social distancing imposes space and time restrictions on all routine activities in the learning system at every level of education, from preschool, primary and secondary schools to universities.

Many things are clearly visible after the changes in the learning system at each level. This learning is more popular with the term "online" learning (learning in the network) which was previously very familiar and was often done as an alternative among several more effective forms of learning. Online learning makes many changes, both in terms of learning methods and in terms of assessment. Offline schools (face-to-face/public schools) are turning into online schools that require children to work independently, coupled with occasional virtual interactions with teachers.

Learning usually takes place in classrooms with a certain schedule turning into learning in their respective rooms with times that are not practical according to the learning schedule. The independent approach requires students to be self-motivated and parents to act as learning coaches to be more interested in learning. However, it doesn't work well for those who need more direct guidance from a face-to-face teacher. This is what was born from the call for social restrictions, which in turn gave birth to operational restrictions on education. Of course, this condition has created some obstacles for students. Some activities in classroom may lead to uncomfortable situations; one of them is in presenting material or tasks at hand. Not all students have a good skill in presentation. There are those who are quite skilled at presentation because they have a supportive environment and high self-motivation; on the other hand, there are also those who do not have

both of these things. The sources of anxiety usually include fear of making mistakes, fear of negative evaluation, comparing oneself with other students, self-evaluation, direct questions, and focus on grammar and pronunciation (Takka, 2018). This then becomes a source of difficulty for students in improving language skills. Besides being difficult to find the right interlocutor in their environment, students are also afraid of making mistakes and getting negative responses from friends around them. As a result, they are not confident to speak English. Foreign language learners find it difficult to learn a language easily and comfortably without an appropriate environment (Lodhi, 2019).

Although not all students are in a suitable environment to practice or do presentation in English, some of them still have the opportunity and space in regular classroom to express their thoughts in English, such as students majoring in English education. To practice presentation in English, as a student majoring in English education, they have greater opportunities than students of other majors. However, many of them who have attended several courses such as grammar, presentation skills, speaking, and pronunciation, still feel anxious when presenting in English. With the Covid-19 pandemic, the interaction between students and the surrounding environment has decreased. Therefore, students find it difficult to practice presenting in English. Due to abnormal conditions during the pandemic, students have little opportunity to interact with other people, more interaction is done through messages than verbal communication.

In Indonesia, especially Aceh, there are still many undergraduate students who feel hesitant to present in English. The difficulty while presenting makes

them tend to forget the content they will convey, both in offline and online classes. Seeing what the author often encounters, in practice there are only a few students in Aceh who are fluent when presenting in English. Most of them feel uncomfortable doing presentations in front of many people.

Apart from this research, there are still several studies (Aryadillah, 2017; Ahmetovic, 2020; Enisa & Karairmak,2017) that examine presentation anxiety. Presentation anxiety needs to be handled in order to have a better learning performance. Several presentation anxieties will hinder students' progress in improving their presentation skills, and may impact on students' achievement.

This study was conducted to find out the differences of anxious feelings between online and offline presentations and the reasons behind their presentation anxiety. In addition, this study also focuses on identifying students' efforts to reduce presentation anxiety during offline and online learning.

## B. Research question

Based on the previous explanation, this research focuses on three research questions:

1. Why do students feel anxious about presenting in English during offline and online learning?

2. What are the differences of anxious feeling between online and offline presentation?

3. What are students' efforts to relieve their presentation anxiety during offline and online learning?

## C. Aims of the study

The aims of this study are:

1. To find out why students feel anxious about presenting in English during offline and online learning.

2. To discover the differences of students' anxious feeling between online and offline presentation

3. To disclose students' efforts to relieve their presentation anxiety during offline and online learning.

## D. Significance of the study

There are some significance of this study. This study is expected to provide information for lecturers and students in teaching and learning English. The lecturers may use the information in this study as viewpoints for guiding students in relieving anxiety when doing presentation inside and outside the classroom. This research also can be used as the reference for understanding the causes of anxiety that occur when presenting offline or online. Finally, this research is expected to give information, model, or reference to be developed for further studies; the researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies with similar topics for other levels and objectives.

## E. Research Terminology

In order to have a clear understanding, it is necessary to define some words mentioned in the title. They are presentation anxiety and online and offline classes.

1. **Presentation Anxiety**

According to Wiramihardja (2005), anxiety is a feeling that is general in nature, where a person feels afraid or loses self-confidence whose origin or form is unclear. From the explanation above, it can be concluded that presentation anxiety is a feeling that a person has when he or she feels afraid or loses self-confidence when explaining an idea, plan or result of an activity orally.
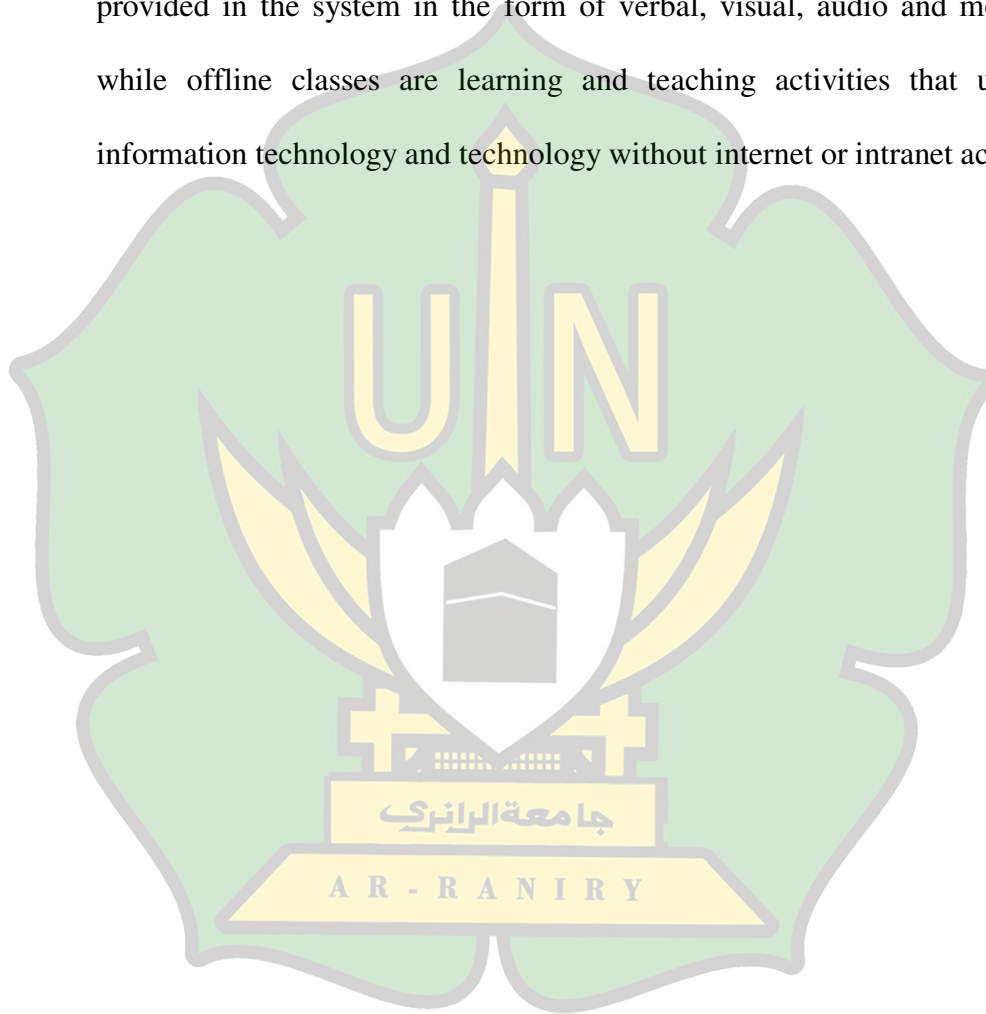
In this research, the definition of presentation anxiety is a subjective feeling of tension, fear, anxiety, and worry associated with the awakening of the autonomic nervous system that affects students' presentation skills. Presentation anxiety actually can occur when they have a perception of serious danger in a particular situation such as they are afraid of making mistakes and shy to speak English.

2. **Online and Offline Class**

According to Dabbagh and Ritland (2005) online class is an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction. According to Dabbagh and Ritland (2005) Offline class is a learning system in one direction and also face-to-face without being equipped with a controller/navigation device that can be used by users. Bliuc, as cited at Wright (2017) states that blended learning research needs to focus on the nature of how to integrate modes

of learning such as face-to-face and on-line and consider the quality of students' learning experiences.

In this research, the definition of online class is a learning system that provides facilities without being limited by distance, space and time to learn as long as you can access the system, and the material has been provided in the system in the form of verbal, visual, audio and motion. while offline classes are learning and teaching activities that utilize information technology and technology without internet or intranet access.

LITERATURE REVIEW

This chapter describes the theory used in the research. It includes a brief discussion of anxiety, learning anxiety, and presentation anxiety.

A. Concept of Anxiety

1. Definition of Anxiety

Anxiety is a very common psychological phenomenon. Basically, anxiety is a feeling that arises because you feel stressed, depressed, and worried about something. According to Dorland (2010), anxiety is an unpleasant emotional state, in the form of psychophysiological responses that arise in anticipation of an unreal or imaginary danger, apparently caused by an intrapsychic conflict that is not directly realized. Anxiety is a natural response given by the body when someone will face something that will come, usually in the form of stress which is responded to with various results. This stress can be caused by the first day of school, the day of the job interview, and other things that will be faced.

Furthermore, anxiety arises as a respond particular situation. Sutejo (2018) explains that anxiety is a feeling of fear of something happening caused by anticipating danger and is a signal that helps individuals to prepare to take action to deal with threats, the influence of demands, competition, and disasters that occur in life that can have an impact on physical and mental health. From the statements above, it can be

concluded that anxiety is a feeling threatened, fear, tension, and worry as a result of a certain condition or something that may happen in the future.

2. **Factors of Anxiety**

According to Nimat (2013, p. 23-29), in her research *"An Investigation of English Language Anxiety"*, there are a number of factors that can cause anxiety for language learners. The causes can be broken down into three main factors:

1) Learner characteristic; learner characteristics can cause second language anxiety which includes inability to comprehend, self-perceived low level of anxiety, competitiveness, perfectionism, self-awareness, speaking activities, test anxiety, fluent speakers' presence, students' beliefs about language learning, lack of group membership with peers, fear of negative evaluation, negative classroom experiences, etc.

2) Teacher characteristics; Palacios (1998) found the following characteristics of the teacher to be associated with anxiety: absence of teacher support, unsympathetic personalities, lack of time for personal attention, favoritism, a sense that the class does not provide students with the tools necessary to match up with the teacher's expectations and the sense of being judged by the teacher or wanting to impress the teacher.

3) Classroom characteristics, Palacios (1998) found the following classroom characteristics to be anxiety producing factors; demands of oral production and feeling of being put on the spot.

### 3. Kind of Anxiety

Anxiety is divided into three categories (cited in Choi, 2013):

1) Trait anxiety, refers to "a stable predisposition to become anxious in a wide range of situations"

2) State anxiety, refers to "an immediate, transitory and emotional experience with immediate cognitive effects"

3) Situation specific anxiety, the term "situation specific anxiety" was coined by MacIntyre and Gardner (as cited in Horwitz, 2001, p. 113) and refers to the continuous and varied nature of some anxieties. Chen and Chang (2004) also found that neither academic learning history nor test characteristics were variables predictive of foreign language anxiety, which can be interpreted to mean that foreign language anxiety is a form of situation-specific anxiety that is uniquely related to foreign language learning experience.

According to Schein (2002), there are two types of anxiety associated with learning:

1) Learning anxiety, comes from being afraid to try something new for fear that it will be too difficult, that we will look stupid in the attempt, or that we will have to part from old habits that have worked for us in the past. Learning something new can cast us as the deviant in the groups we belong to. It can threaten our self-esteem and, in extreme cases, even our identity.

2) Survival anxiety, on the other hand is the realization that to survive we must change.

4. **Sources of Anxiety**

According to Karpov, Kieseppä, Lindgren, Wegelius, & Suvisaari (cited in Bahri, 2009), sources of anxiety are divided into:

1) From external sources, they are the sources that come from outside of the individual such as parent 's treatment, classmates, teacher, certain subject matter, test, environment, etc.

2) From internal sources, these factors come from individual itself, such as: lack of self-confidence, unworthy, guilty etc.

Adler and Rodman (cited in Annisa & Ifdil, 2016) state that there are two sources that can cause anxiety:

1) Negative experiences in the past, the main cause of anxiety is a traumatic experience that occurred in childhood. These events have an impact on the future. When individuals face the same event, they will feel tension, causing discomfort. For example, when an individual has failed in the face of a test, then on the next test he will feel uncomfortable so that he feels anxious.

2) Irrational thoughts, Irrational thoughts are divided into four forms, the first is ketastrophic failure, namely the individual assumes that something bad will happen and befall him so that the individual is unable to overcome the problem, the second is perfection, the individual has certain standards that must be achieved on himself so

that he demands perfection and no defects in behavior, the third is agreement, and the last is inappropriate generalization, that is, over-generalization, this happens to people who have little experience.

## B. Learning Anxiety

### 1. Definition of Learning Anxiety

Learning anxiety is anxiety that describes the emotional state associated with fear in the learning environment. According to Prawitasari (2012) learning anxiety is an unpleasant and unpleasant feeling of worry that is triggered by lack of confidence in one's own ability to cope with academic tasks. Hermanto (2017) states that learning anxiety is an unstable emotional state followed by physical pressures in dealing with learning situations. According to Retnowati (2016), learning anxiety that occurs continuously will have an effect on declining learning achievement. According to Leonard (2008), anxiety is a feeling of worry and fear which is characterized by feelings of tension and excessive worry experienced by students during the teaching and learning process.

Learning anxiety experienced by students varies, because anxiety is a form of individual emotion related to a sense of being threatened by something, usually with a threat object that is not so clear. One example of learning anxiety experienced by students is presentation anxiety.

### 2. Factors of Learning Anxiety

According to Karim and Shah (2012), learning anxiety is divided into two factors, internal factors and external factors:

1) Internal Factors, internal factors include students' psycho-physical disorders or disabilities which can be cognitive (low intellectual/intelligence students), affective (emotional instability and attitudes), and psychomotor (disruption of students' senses).

2) External factors, external factors include all situations and environmental conditions around students (family environment, community, and school).

According to Trujillo & Hadfield (cited in Anita, 2014) states that the factors of learning anxiety are classified into three categories:

1) Personality factors (psychological or emotional), personality factors are factors that are owned by each student, for example the feeling of fear experienced by students about their abilities (self-efficacy belief), low student self-confidence, causing low values of expectations they have, lack of motivation and experience that is not good. fun in the past related to learning so that it causes its own trauma about learning

2) Environmental or social factors, Environmental factors, for example, conditions during the teaching and learning process in the classroom are tense due to the way of teaching, the model and the teacher's teaching methods. The fear and anxiety about learning and the lack of understanding felt by teachers can be passed on to their students. Another factor is the family, especially the parents of students who sometimes force their children to be good at all fields of learning.

3) Intellectual factor, Intellectual factors consist of cognitive influences, which are more directed at the talent and level of intelligence possessed by students.

## 3. Learning Anxiety Symptom

Nevid & Beverly (2012) classify anxiety symptoms in three forms, including:

1) Physical symptoms: nervousness, tension when doing academic assignments, nervousness (body vibrates) when you have to solve problems or when starting certain lessons, sweat a lot, difficulty breathing, heart beats, feel weak, hot cold, easily angry or irritated .

2) Cognitive symptoms: worrying about something, feeling disturbed by fear of something that will happen, belief that something scary will happen soon, fear of not being able to cope with problems, feeling confused or confused, difficulty concentrating.

3) Behavioral symptoms: silence for fear of being laughed at, avoidance behavior, do not want to do academic assignments for fear of failure, shaken, attached and dependent.

Based on the form of anxiety above, it can be concluded that physical symptoms are a form of anxiety that attacks physically and can be seen clearly through body movements and reactions given by the body. Cognitive symptoms are anxiety that attacks feelings so that a person feels excessive fear of something that will happen. while behavioral symptoms are seen from the habit of avoiding to face something and fear of failure.

## C. Presentation Anxiety

### 1. Definition of Presentation Anxiety

According to Burgoon and Ruffner (as cited in Rahayu, 2004) presentation anxiety is a normal thing, it can even be said to be healthy if the anxiety encourages a person to prepare himself as well as possible to anticipate what he is afraid of. According to Khayyirah (2013), anxiety during presentation is a feeling of discomfort that is not permanent in the individual, both when imagining and during presentation. It is characterized by physical and psychological reactions. Speaking anxiety knows no age, anyone can experience it, even someone who has been trained. Therefore, according to Daley (2005), there are various reasons that affect the presentation, namely, mastery of the material, not confident in appearing while only being seen by many pairs of eyes, fear of being judged, or not being used to appearing in public, feeling unprepared, anxiety when later there are questions from participants, self-esteem decreases. So, from the explanation above, it can be concluded that presentation anxiety is a response to a person's fear of making a presentation, and everyone's presentation anxiety is different.

### 2. Factors of Presentation Anxiety

According to Devito (2011) There are four factor of presentation anxiety:

1) Perfectionist, putting too much pressure on ourselves with too high expectations of what we should achieve, especially if this is our first time giving a presentation.

2) Avoidance, Avoidance makes things worse because we never have a chance to test our assumptions. Going through the experience and seeing that we can survive intact will help us build our confidence for the next time.

3) Past experience, especially if the experience is negative, past situations can influence how we think and feel about similar experiences even in new contexts. We may be made fun of for blushing or stuttering at school, or remember times when our ideas were rejected or rejected by family or in public. Being in a situation where others are watching, judging or criticizing can trigger feelings of anxiety or rejection associated with the past experience. As a result, we may be overly critical of our performance, focusing on everything that went wrong, until we feel 'not good at it'. This forms a vicious cycle: other times our anxiety levels are even higher and we are less likely to do well.

4) Less confident, Lack of self-confidence can affect thinking, feeling, behavior and body language. Labeling yourself insecure means failing to appreciate the things we do well. Confidence comes from doing something and trying, learning from our mistakes.

Several factors can cause a person to feel anxious when presenting. sometimes a person has high expectations in his performance so he becomes a very perfectionist. Then, a person tends to have a fear of starting a presentation so they continue to avoid it. In addition, negative past experiences and lack of self-confidence also be causes of anxiety in presentation.

## D.  Relevant Studies

This research topic has been discussed by several researchers. Several researchers have similar material and include similar experiments conducted on different subjects.

One of these studies has been carried out by Aryadillah (2020) which discusses student anxiety when presenting papers. The purpose of his research is to provide clarity about students who have anxiety when presenting papers, so that the communication process does not experience interference in the process of transforming ideas, ideas and concepts. The findings show that psychologically, every individual who is undergoing and dealing directly with the audience, of course experiences anxiety. The cause of anxiety itself is a lack of preparation, then the audience affects self-concept (communicators who experience anxiety) so that self-defense is "stressed" and has an impact, tension that makes communicators feel anxious. This study provides guidance to students on how to ignore all fears and worries in front of an audience.

Another study on motivation anxiety and student performance was conducted by Ahmetovic (2020), which research aimed to examine foreign language classroom anxiety and motivation to speak in English as a foreign language with respect to gender and grade level as well as their effects on students' EFL performance. The findings indicated that overall intrinsic motivation and intrinsic motivation to experience stimulation were significant predictors of the students' EFL achievement, whereas communication apprehension as a foreign language classroom anxiety factor was in a negative association with the students' EFL

achievement. The study provides instructors with guidelines on how to make their classrooms an environment conducive to the development of higher levels of speaking motivation and lower levels of anxiety with the aim of improving their students' performance.

Another related study was conducted by Enisa & Karairmak (2017), the study concerned with the relationships between foreign language speaking anxiety and demographic factors among undergraduate students. The study also attempts at predicting the roles of speaking anxiety and English self-efficacy on foreign language speaking anxiety. The findings revealed that foreign language speaking anxiety was negatively correlated with two variables related to prior foreign language experience as well as having a foreign friend. Finally, the results showed strong correlation between speaking anxiety and English self-efficacy on foreign language speaking anxiety. Based on these findings, the study suggested implications about how to reduce foreign language speaking anxiety in undergraduate students. As a result, the study suggested implications about how to reduce foreign language speaking anxiety in undergraduate students.

Several studies that have been conducted on the same topic have focused on students' anxiety when presenting papers, students' anxiety in learning English as a foreign language, and other have focused on the relationship between foreign language anxiety and demographic factors among undergraduated students. Meanwhile, in this study, researcher focused on comparing the anxiety that students felt in online and offline classes. In terms of research methods, relevant studies use a case study method with a qualitative approach, other studies use a

quantitative approach using stratified random sampling to collect data. In this study, researcher used a qualitative approach with semi-structured interviews to collect data.

## CHAPTER III

## RESEARCH METHODOLOGY

This chapter presents the description of research methodology It covers research design, sampling, methods of data collection, and techniques of data analysis.

### A. Research design

This study uses a qualitative method. Qualitative research focuses on describing social phenomena to which people link their feelings and experiences (Corbin & Strauss, 2008, as cited in Taylor, Bogdan, and Devault, 2016). According to Creswell (2014) qualitative research is a method of delving into and interpreting the significance of a social or human issue that affects individuals or groups. The research process comprises changing problems and methodologies, data acquired in the participant's environment, inductively creating data analysis from specifics to general subjects, and the researcher's explanations of the data's importance (Creswell, 2014).

In this study, the qualitative method aims to compare the anxious feeling of students in Aceh in the context of offline and online class presentations and the reasons behind their presentation anxiety. Due to the covid-19 pandemic, the teaching learning process has changed to be online class, this has resulted in less opportunities for students to interact each other and it is difficult for them to find someone to practice their presentation skills. Therefore, this study was conducted to find out the differences in feelings of

anxiety between online and offline presentations and the reasons behind their presentation anxiety. In addition, this study also focuses on identifying students' efforts to reduce their presentation anxiety during offline and online learning.

## B. Research Location

This research was conducted at Ar-Raniry State Islamic University which has 9 faculties, faculty of Islamic Economics and Business, faculty of Science and Technology, faculty of Sharia and Law, faculty of Adab and Humanities, faculty of Psychology, faculty of Ushuluddin and Philosophy, faculty of Teacher Training, and faculty of Da'wah and Communication. From the many faculties, this research was conducted at teacher training faculties. The faculty has 13 departments, Islamic Religious Education, Arabic Language Education, English Education, Early Childhood Islamic Education, Teacher Education, Madrasah Ibtidaiyah, Chemistry Education, Physics Education, Biology Education, Information Technology Education, Education, Electrical Engineering, Counseling Guidance, Islamic Education Management, and Mathematics education. From 13 departments, this research was conducted on students of English education because the majority of the English class require students to present in English, and also because the writer is one of the students studying in the department, so the writer knows the real condition of this department, and the writer can identify the problems of students as pre-serve teachers while speaking English more easily.

## C. Participant

The requirements for participants in this study are the students of the English Education Department in the 2018-2019 academic year who have taken English presentation skill courses as the subjects of the study. The researcher used a questionnaire to discover levels of students' anxiety which are distributed to 30 samples and conducts semi-structured interviews to 9 students to represent 30 students who have filled out the questionnaire. According to Ilker (2016), purposive sampling is a technique by determining certain criteria. The criteria of participants in this study are:

1. English students who have taken the English presentation skill course at the Ar-Raniry State Islamic University in the academic year 2018-2019.

2. Have different levels of anxiety (low, medium, and high).

   The researcher used a questionnaire to discover levels of students' anxiety. Questionnaire is a data collection method that can measure attitudes, behavior, and beliefs from the research sample that we choose (Siregar, 2013). The questionnaire distributed to participants was adapted from Cassady et. al (2019)

   The questionnaire using the Likert Scale model made easier for respondents to answer questions or statements that have been provided in the questionnaire. Budiaji (2013) states the Likert scale is a scale that contains four options of answers regarding the respondent's approval of statements, namely: always (A), often (O), rarely (R), and never (N). Likert Scale is used to measure attitudes, opinions, and perceptions of a

person or group of people about social phenomena (Joshi & Pal, 2015). Respondents can choose one of four alternative answers which are invincible with the subject's circumstances.

*Table.1 Likert Scale Model*

| Answer Range | Favorable | Unfavorable |
|---|---|---|
| Always | 4 | 1 |
| Often | 3 | 2 |
| Rarely | 2 | 3 |
| Never | 1 | 4 |

There are two forms of questions that use Likert, namely positive questions to measure favorable interest, and negative questions to measure unfavorable interest. Favorable answer is given a score of 4, 3, 2, and 1; while the form of unfavorable answer was given a score of 1, 2, 3, and 4. The researcher determined that the score of the low level of anxiety was in the range of 51-76, the score of the medium level of anxiety was in the range of 26-50, and the score of the high level of anxiety was in the range of 1-25.

*Table.2 Example of Questionnaire*

| Statement | Never | Rarely | Often | Always |
|---|---|---|---|---|
| when I feel nervous at the presentation, sometimes I forget what I'm going to say . | | | | |
| I never feel quite sure of myself while I am presenting in English. | | | | |

## D. Methods of Data Collection

Data collection techniques are usually said to be the activities of researchers to collect several of field data needed to answer research questions. In this study, researchers used interview for data collection. According to Esterberg as cited in Sugiyono (2015), an interview is a meeting conducted by two people to exchange information or an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic. In the interview section, the researcher used semi structure interviews. Semi structure interview is conducted by looking for important topics for the person being interviewed at the beginning of the interview process. The researcher prepared a list of questions, and then, the interviewer asked more specific questions that involve the answers of the interviewees by asking a number of questions that take place spontaneously. The interview is finished after having data needed related to English Education Department

Students anxiety during offline and online learning. The interview time took 10-15 minutes for each participant using Indonesian.

### E. Techniques of Data Analysis

In the process of analyzing data, the researcher interviewed nine students of the English Education Department of academic 2019-2020. The data has been recorded based on the purpose of this study that is to find out why English Education Department students feel anxious to present in English during offline and online learning. For the results of the unstructured interview, the researcher transcribed the data which is commonly called the transcription process. Creswell (2008) stated that transcription is a process of changing text data from audiotape recording or field notes. Finally, after the interview results have been made in the form of transcripts, the data are interpreted to investigate the anxious feeling of students in Aceh in presenting offline and online class and the reasons behind their presentation anxiety.
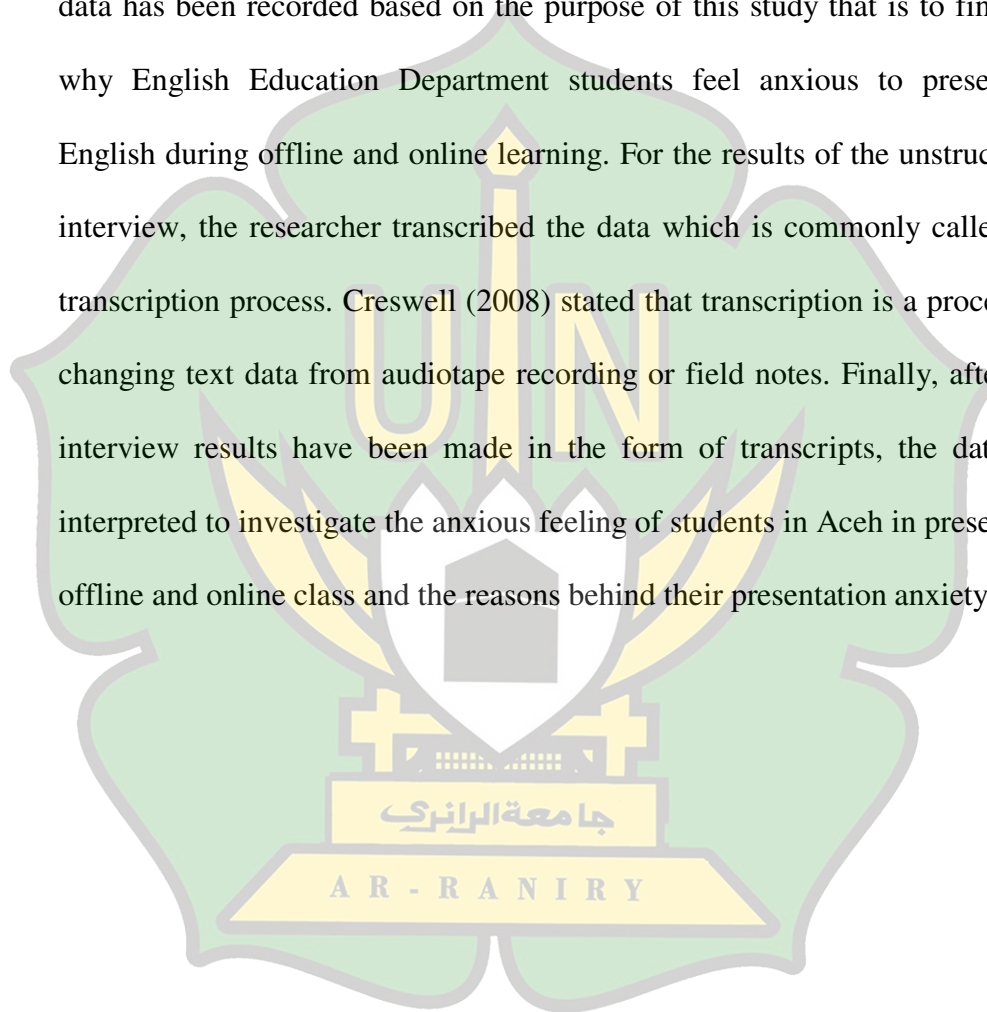
# CHAPTER IV

# FINDING AND DISCUSSION

## A. The Data Analysis

The results of this study are based on interview data obtained from nine interview participants, namely sixth-semester students majoring in English Education at Ar-Raniry State Islamic University. Participants provided answers based on their perceptions of the fourteen questions asked about presentation anxiety in the classroom. The nine participants were marked by Student 1, Student 2, Student 3, Student 4, Student 5, Student 6, Student 7, Student 8, and Student 9. Participants were divided into three groups, namely low, medium, and high. The results of the study will be discussed based on the 3 groups of participants.

In this study, researcher carried out several processes such as transcript interviews, coding based on the results of the interview, and then grouping each answer in a theme. After carrying out the process, the researcher got several findings on three main points based on the research questions. The first is the reasons of student's anxious feeling about presenting in English during offline and online learning, the second is the differences of anxious feeling between online and offline presentation, and the third is the efforts to relieve their presentation anxiety during offline and online learning.

1. The reasons of Student's anxious feelings about presenting in English during offline and online learning

   a. Students with low level anxiety

   Based on the answers from three participants, every student has their own reasons, some of them answered that the choice of vocabulary can make them anxious; also if they forget the vocabulary it can also make them anxious. Not only that, fluency in speaking during presentations and pronunciation of the word can also make them anxious during presentations.

   1) forget the vocabulary in the middle of presentation

      The results show that students feel anxious if they forget the vocabulary when presenting in English. As student-1 says:

      *"Anxiety usually comes only at the beginning of the presentation, but when the presentation has started the nervousness is reduced unless there are some forgotten vocabulary it can make me a little anxious."[FF]*

   2) Have problems in fluency and pronunciation

      The problem in fluency in speaking and pronunciation of words can make students feel anxious when presenting in English. As student-2 says:

      *"The anxiety is only five minutes before the presentation, and usually, the anxiety also comes during the presentation when there*

*are incorrect pronunciations of words and also when they are not*

*fluent in explaining the material in English."[RAZ]*

3) Lack of vocabulary

Students feel anxious when presenting if they lack of vocabulary.

As student-3 says:

*"I'm not too anxious when presenting in English, but sometimes*

*the choice of vocabulary used during presentations can make me*

*nervous because in presentations we can't just choose the*

*vocabulary we use every day, we should choose the formal*

*vocabulary in the presentation." [MS]*

b. Students with medium level anxiety

Based on the answers from three participants, all of them gave the
same answer about the reasons of anxiety in presentation, namely: lack of
confident, the composition of sentences, and lack of presentation skill.
These reasons can make students anxious because they feel confused
about whether what they are doing is right or wrong.

1) Lack of confident

The results showed that the lack of confident can make students

feel anxious when presenting in English. As student-4 says:

*"I often feel anxious, because I don't have the confident to be seen*

*by many people, but if there are only a few who see, I am not so*

*anxious."[MAB]*

Student-5 also had the same reason:

*"I feel anxious because I rarely present in front of many people. sometimes I don't feel anxious because I have prepared the material".[FA]*

2) Problem in arranging sentences

Problem in arranging sentences can make students feel anxious when presenting in English. As student-4 says:

*"There is one aspect of English that can make me anxious when presenting in English, namely sentence arrangement. Until now I'm a bit difficult in arranging words, because of some of the courses I took, some lecturers only gave assignments without explaining the material, so what I understood was only from what I learned by myself".[MAB]*

The same statement was also conveyed by student 5:

*"I feel anxious during the questioning session, because I find it difficult to compose a sentence directly."[FA]*

3) Lack of presentation skill

Students feel anxious when presenting if they lack of presentation skill. As student-4 says:

*"as well as English presentation skills courses. in the class that I took, the lecturer only told us to make a presentation without explaining the important aspects of the presentation and what we had to do during the presentation.".[MAB]*

Furthermore, student-6 also stated the same thing:

*"I was worried because I was afraid of getting a low grade, because of the several courses I took that supported presentations in English, some of them were not explained much by the lecturers, causing a lack of understanding."[YG]*

c. Students with high level anxiety

Based on the answers from three participants, some of them gave the same answer and one of them gave different answer, namely about the difficulty of understanding and delivering material in English and the pronunciation. Of course, having difficulty understanding the material in English can make students anxious about how they will present the material.

1) Difficult to understand material

The results showed that students feel anxious when they have the difficulty of understanding and make them forget about the material in English. As student-7 says:

*"I am always anxious when presenting because I find it very difficult to understand the material in English so it makes me always memorize every sentence in the presentation that I make. But when I forget what I memorized, it makes me very anxious because the more I am anxious, the more I forget the sentence I want to convey."[ZA]*

The same statement was also conveyed by student 8:

*"I feel very anxious when presenting in English because it is very difficult for me to understand the material in English. For me, interpreting an English sentence is the most difficult thing in making a presentation because if we don't understand the meaning of the material we want to convey, it will be easier for me to forget when I am presenting."[AS]*

2) Unfamiliar topic

Unfamiliar topic can make students feel anxious when presenting in English. As student-8 says:

*"some of the courses I took, especially speaking courses, made me depressed because the lecturers always suddenly ordered me to appear without preparation, which made me even more anxious."[AS]*

3) Lack of pronunciation

Students feel anxious if they lack of pronunciation of the word. As student-9 says:

*"I feel anxious when presenting in English because I find it very difficult to pronounce words in English because I feel that my friends who see how I present will intimidate me because of my difficulty in pronouncing words"[MR]*

4) Lack of skill in composing English sentences

For students who lack of skill in composing English sentences can make students feels anxious when presenting in English. As student-9 says:

> *"I feel anxious when presenting in English because I very confused about how to compose a sentence because I feel that my friends who see how I present will intimidate me because of my difficulty in composing a sentence." [MR]*

2. The differences of anxious feeling between online and offline presentation

   a. Uncertain feeling of audience attention

   Based on the answers from nine participants, some gave the same answer and some gave different answers.

   1) Online presentation

   Some of them feel anxious because of audience attention when presenting online and one of them do not feel anxious when presenting online. As student-1 says:

   > *"I feel more anxious in online classes, because most audiences in online classes do not pay attention, such as turning off the camera. so when they look like they don't listen to my presentation, it can make my anxiety increase, moreover, if many of them don't ask during the questioning session because they don't hear the content of the presentation".[FF]*

   Student-3 also had the same reason:

*"I feel more anxious in online classes because I don't know whether the audience is listening to the material I convey or not."[MS]*

Student-6 give the same explanation:

*"I prefer online class presentations. because in an online class I only worry when my slides don't appear in my online class media. But, if I forget some material I will see some note material that I prepared in front of my camera screen, so it wouldn't make me anxious.".[RAZ]*

The same statement was also conveyed by student 7:

*"The anxiety I felt in the online class was when the presentation started and all attention was on me, and also during the question session, because of course I couldn't discuss directly with my group of friends so that made me even more anxious."[ZA]*

In addition, student-8 also gives the same explanation:

*"The anxiety that arises when I present in an online class is also because the center of attention is on me, so I will be more and more limited in delivering material."[AS]*

2) Offline presentation

Some of them feel anxious because of audience attention when presenting offline. As student-4 says:

*"In the online class, I only worry when my PowerPoint slides are not visible to my zoom meeting audience, especially my lecturers".[FF]*

In addition, student-6 also gives the same explanation:

*"I am more worried in offline classes because it was face-to-face with the audience and about how the audience listens to my material."[YG]*

Student-7 also had the same answer

*"I feel more anxious when presenting in offline class. I feel anxious when presenting in offline classes because the audience will only focus on us during the presentation, at that time my anxiety will increase greatly and make the material I want to convey forget, and also, I am increasingly confused about how to convey it in English."[ZA]*

Furthermore, student-9 also gives the same explanation:

*"I feel more anxious when presenting in offline classes because I feel ashamed of the audience who listens to my presentation, about how I convey a word, and also how I compose a sentence. I felt anxious because I felt the stares of my friends seemed to intimidate me."[MR]*

b. Noisy during presentation

Based on the answers from nine participants, some gave the same answer.

1) Online presentation

Based on participant statements, noisy during presentation does not make students anxious when presenting in online classes.

3) Offline presentation

Some of them feel little bit anxious because of noisy during presenting offline. As student-3 says:

*"I prefer offline classes. in offline class, I'm only worried if some people talk while I'm presenting."[MS]*

Student-1 had the same explanation:

*"I prefer offline presentation class, I just feel a little anxious when the presentation in offline class, but only when I start the presentation because the sound in the class seems to be silent for a moment. "[FF]*

c. Nervous of peers respond

Based on the answers from nine participants, some gave the different answers.

1) Online class

One of them feel anxious because nervous of peers respond during presenting online. As student-9 says:

*"Sometimes I feel very anxious in the online class because I feel ashamed of the audience who listens to my presentation, about how I convey a word, and also how I compose a sentence. I felt anxious*

*because I felt the stares of my friends seemed to intimidate me."[MR]*

2) Offline class

One of them feel anxious because nervous of peers respond during presenting online. As student-9 says:

*"in offline class, my anxiety will arise when I forget some of the material that I will convey, so the audience will quickly know that I am confused."[RAZ]*

d. Worry about technical problem

Based on the answers from nine participants, some gave the same answer.

1) Online class

Some of them feel anxious because the technical problem during presenting online. As student-4 says:

*"In the online class, I only worry when my PowerPoint slides are not visible to my zoom meeting audience, especially my lecturers".[FF]*

Student-5 also had the same reason:

*"in the online class, I am not too worried because I am not dealing directly with the audience, while the anxiety I feel is, if the internet network is not good, so make my presentation gets stuck or stops little by little."[FA]*

2) Offline class

Based on participant statements, worry of technical problems does not make students anxious when presenting in offline classes

3. The efforts to relieve their presentation anxiety

 a. Students with low level of anxiety

Based on the answers from three participants, some gave the same answer and one gave different answers. Some of them prepared the material and also kept repeating how they would present their presentation, and one of them practiced by recording his own voice and listening to it repeatedly.

1) Prepared the material

The results showed that if they prepared the material, the feeling of anxious will decrease. As student-1 says:

*"To overcome anxiety during presentations, I prepare the material as much as possible and then study the material in English. That way it can reduce my anxiety."[FF]*

Student-3 also had the same reason:

*"For me, the more I understand the material, the less likely I was to make mistakes, and make the anxiety go away."[MS]*

2) Do a lot of practice

From the explanation, if they do a lot of practice about the material, the feeling of anxiety will decrease. As student-1 says:

*"To overcome anxiety before the presentations, I will try to present in front of a mirror and repeat it until it gets smoother.*

Furthermore, student-3 also stated the same thing:

*"When I know that I will be presenting in English, I will continue to practice while continuing to understand the material, then I will practice in front of a mirror while standing."[MS]*

3) Avoid eye contact

Avoid eye contact can make the anxious feeling of students will decrease. As student-1 says:

*"if I still feel anxious, I will not look the audience in the eyes, but look at their foreheads, and also keep moving my hands so that I don't seem to be shaking because of that anxiety."[FF]*

*Student-2 also had the same reason:*

*"If when I give a presentation, I feel a little nervous, I will not see the entire audience, but only see three audiences, one audience on the right, on the left, and one audience in the middle."[RAZ]*

4) Record the voice and listen to it

The results showed that if they recorded his own voice and listening to it repeatedly, the feeling of anxious will decrease. As student-2 says:

*"What I will do when I will be anxious before a presentation in English is, I will record my own voice in the days before I will give a presentation, in my opinion, by repeating listening to my voice recording which contains the material, it will make me remember the material easily".[RAZ]*

b. Students with medium level of anxiety

Based on the answers from three participants, all of them gave the same answer. They will prepare the material and also think of some possible questions that will be asked during the presentation to reduce anxiety during the presentation.

1) Prepare the material

The results showed that if they prepared the material and think the possible question, the feeling of anxious will decrease. As student-4 says:

*"To reduce my anxiety before presentations, before I appear I will prepare material from the previous few days, and also I will note some big points that I will discuss, then I will read continuously, and also practice delivering the material."[MAB]*

Furthermore, student-6 also stated the same thing:

*"Because I was very afraid of getting a low score, the effort I made to overcome my anxiety during presentations was to prepare presentation materials and also find out what aspects were assessed in the presentation."[YG]*

2) Think the possible question

If they think about the possible question, the feeling of anxiety will decrease. As student-4 says:

*"To reduce my anxiety before presentations, I will also think about possible questions that will be asked because I find it difficult to*

*compose a sentence, so with the possible questions that I think of, I will prepare some questions as well, so it is not so difficult for me to have to string sentences when there are questions when I present."[MAB]*

3) Look at the wall

If students look at the wall when they feel anxious, the feeling of anxiety will decrease. As student-5 says:

*"If I still feel anxious during the presentation, I will just look at the wall in front of me, I will focus on one point without looking at the audience."[FA]*

c. Students with high level of anxiety

Based on the answers from three participants, all of them gave different answers. They will prepare the material, write down some big points and also write down some important vocab  to reduce anxiety during the presentation.

1) Prepare the material

The results showed that if they prepared the material the feeling of anxiety will decrease. As student-7 says:

*"What I will do to reduce my anxiety when presenting in class and offline is that I will prepare my material and will study the material before the presentation, because preparing it will certainly reduce my anxiety a little during the presentation."[ZA]*

2) Write down the important points

Write down and prepare some important points of the material, can make the feeling of anxiety will decrease. As student-8 says:

*"I will feel anxious if there are some sentences that I forget when I am presenting, so, the effort I make to reduce my anxiety when I present online or offline is to write down some important points about my presentation material, so that if something is forgotten at the time of presentation. I'm presenting, I'll take a quick look at the points I wrote. so it will definitely ease my anxiety a bit."[AS]*

3) Write down some difficult vocabs

The results showed that if they write down some important vocabulary, the feeling of anxiety will decrease. As student-9 says:

*"I find it very difficult to pronounce some words in English, and sometimes I forget the vocabulary, so, to reduce my anxiety, I write down some vocabulary that I have trouble remembering, so when I forget, I will immediately see the vocabulary I wrote. so it will ease my anxiety a bit."[MR]*

## B. Discussion

In this section, the researcher presents a discussion based on the research findings. The results of the discussion will be discussed according to their three types of presentation anxiety levels. There are three levels of anxiety, first, low-level anxiety refers to those who experience no fear or anxiety at all. On-campus, this type of person does not appear to be anxious about his upcoming examinations. Second, those with a medium level of anxiety, i.e.,

those who become a little anxious before a test. Third, there is a high level of anxiety. People who have high levels of anxiety will express concern and fear about specific tests (Cizek & Burg, 2006).

The first research question is "Why do students feel anxious about presenting in English during offline and online learning?". The results showed that students' difficulties in presentations are caused by lack of confidence, lack of presentation skills, lack of vocabulary and forget the vocabulary, have problems in fluency and pronunciation, difficulty in arranging sentences, and also unfamiliar topic. the other reasons that increase the anxious feeling while presenting are noisy environmental conditions and negative responses from friends or lecturers, as well as material that is not seen or heard by the audience. After the interview data were analyzed, all participants gave different opinions on each level of their anxiety. students who had a low level of presentation is would feel a little anxious when they forgot some vocabulary, and the other would feel anxious if there was a wrong pronunciation of speech, but anxiety only occurs when the pronunciation of speech is wrong, and after being corrected, the anxiety will disappear, and the choice of vocabulary, according to them, vocabulary matching is a must because if there are some words that are not suitable to be used during presentations, it would make them feel a little anxious. The results of the second study on students who have a medium level of presentation anxiety are that they will feel anxious because they do not have high self-confidence and they will feel anxious when composing sentences well because if they are a

little wrong in composing sentences, surely the meaning conveyed will also change, they also have poor presentation skills, they don't really understand the important aspects of presentations and also about the assessment aspects in presentations. The results of the third study on students who had a high level of presentation anxiety due to difficulty understanding the material in English, the unfamiliar topic, incorrect pronunciation of words, and also difficulties in arranging sentences during presentations, they also said that they felt they did not understand several aspects of the presentation, such as aspects of the presentation. important in the presentation and some aspects that will be assessed. of the courses they have taken, only a few can change fluency in understanding the material and also English. Regarding the results of the three studies, Pribyl et al (2001) stated that students experience presentation anxiety for various reasons, including lack of presentation skills, lack of foreign language skills, and inability to control their emotional state when speaking in public.

Then, the second research question is "What are the differences of anxious feeling between online and offline presentation?". Based on the results of the research obtained, there are various differences of anxious feeling between presentations in offline and online classes. The difference in students' feelings of presentation anxiety felt by students with low levels of presentation anxiety is that they feel more anxious when presenting in online classes because they feel that the material they explain is not conveyed well and because some people do not listen to it. Cllela (2007) adds that a person must prepare his

speech, and a group would listen to it without disrupting him when it comes to presentation. the feeling of anxiety felt in offline classes is when they forget about the material they want to convey. They feel that if they are in an online class, they can see the notes they have prepared on their camera screen.

Then what is felt by students with a medium level of presentation anxiety is that they feel more anxious when presenting in offline class, because in the offline class they are dealing directly with the audience, so they feel more anxious because the audience must see how they feel when they are anxious and what they do when they confused. while what makes them anxious when presenting in class online is if the internet network is not good, so make the presentation gets stuck or stops little by little.

Students with high level of presentation anxiety also felt more anxious when presenting in offline class because they felt the stares of their friends seemed to intimidate them, at that time their anxious feeling will increase greatly and made the material they want to convey forget, and also, they increasing confused about how to convey it in English. Students are afraid of being judged and criticized by others when delivering a speech in public (Coelho & Balaban, 2015; Panayiotou et al., 2017). While the anxiety they felt in the online class was when the presentation started and all attention was on them, and also during the question session, because of course they couldn't discuss directly with their group of friends so that made them even more anxious.

Next, the third research question is "What are the students' efforts to relieve their presentation anxiety during offline and online learning?". Based on the research results obtained, what students with low levels of presentation anxiety do to overcome their anxiety before presenting in online or offline classes is to prepare material, then they will also try to present in front of a mirror and repeat it until it becomes smoother. one of them practice by recording their own voices in the days before they will give a presentation, according to them, by listening to their voice recordings containing the material, it will make it easier for them to remember the material, and can also make it easier to pronounce vocabulary that they often forget, as said by Yarington et al. (2008), voice recorder is a technology that allows people to record and store speech to create synthetic sounds. However, if they are still feeling anxious during the presentation, what they do is don't look directly at the audience and distract them by moving their hands.

Students with moderate and high levels of anxiety have in common in overcoming their anxiety before presenting in online or offline classes, namely by preparing material, writing several important points, writing some difficult vocabulary, and also thinking about some questions to be asked. So, they don't have to be confused about composing sentences or thinking about material and vocabulary that they forgot when presented, because it will only make them feel more anxious. Then to achieve this goal, students who are afraid of presentations need comprehensive assistance in the form of training and preparation (Grieve, Woodley, Hunt, & McKay, 2021). Then, if they are still

feeling anxious during the presentation, they will just look at the wall in front of them, they will focus on one point without looking at the audience.

In addition, the most considered factors that affect presentation anxiety differ in each person's level of presentation anxiety, including English pronunciation and grammar at the pre-preparation or performance stage, pronunciation at the preparatory stage, the teacher's assessment criteria at the pre-show stage, and familiarity audience at the presentation. In connection with the findings of this study, there has been no previous research that discusses the reasons that affect student presentation anxiety in online and offline learning.

The main finding of this qualitative descriptive study clearly reveals that the factors that influence students' presentation anxiety through online and offline learning are different based on each student's level of presentation anxiety. The findings clearly show that students' presentation anxiety is associated with English oral skills, foreign topics, and classmates' responses. This study also clearly shows that English oral proficiency has a significant factor in influencing students' presentation anxiety at all stages of presentation. As the findings show, English oral proficiency is the most important factor for students' presentation anxiety during preparation and performance. It was the second most important factor at the pre-prep and pre-show stages. O'Hair, Rubenstein, and Stewart (2007), on the other hand, believe that they should be classified into more distinct phases rather than process anxiety and performance anxiety. Since then, it has become clear that

spoken English proficiency has an important part in all presentation activities, as it is a major contributor to students' presentation anxiety. This conclusion can be explained based on various possible explanations. When students give presentations, they try to focus on all spoken English skills such as vocabulary, pronunciation, stress and emphasis, intonation, or grammar to get a good score. This is similar to the findings of Bygate (2005), which show that EFL students are increasingly challenged to use proper pronunciation, grammar, and vocabulary when compared to native speakers. In addition, learners' English competence depends on their ability to use language forms correctly (Saunders & Obrien, 2006).

In two stages of presentation, pre-preparation and pre-performance stage, the unknown topic of conversation was the most significant factor affecting students' anxiety. Topics familiarity is a major factor in presentation anxiety, such as when students are given a presentation task with a topic they are not familiar with before, they feel uncomfortable and stressed in handling the task, which may contribute to their speaking anxiety. When students were asked to give unprepared speeches, students felt that unfamiliar topics affected EFL oral presentation anxiety. This result occurs because EFL learners have to evaluate various aspects of the complex communicative process in English, and they have to be familiarized with the context of speaking. Starting with familiar topics, students will feel more comfortable speaking a foreign language and gain greater confidence before moving on to more difficult topics (He, 2013).

Classmate responses are another factor in students' presentation anxiety, especially at the preparation, pre-show, and performance stages. Classmates' reactions during presentation activities can have a major impact on student anxiety. This factor could be because students are afraid of embarrassing themselves and being laughed at, especially if they are not confident in their English skills. The need to be right and flawless and the fear of losing face are elements of anxiety that are influenced by several characteristics of Eastern culture (Cheng, 2000). Another possible reason is that they believe other students are superior to them or feel inferior because they are constantly comparing themselves to their peers. Such fear hinders their linguistic and cognitive development, leading to a greater awareness of their shortcomings. As a result, they are anxious when asked to demonstrate their presentation skills.

In language classes, Bekleyen (2004) found that students become nervous when comparing themselves to others. This finding is in line with previous research which found that students usually lack confidence in their own skills to convey messages well in presentation situations because they are afraid that their peers will judge them negatively, and they feel alienated (Rattine-Flaherty, 2014). For many students, this will be their first experience giving a presentation in front of a group. Some students may put off taking up presentation activities until their senior year in college.

Regardless of the level of presentation anxiety, the teacher's role is to help students minimize their anxiety. However, if lecturers are not aware of the

differences in their student's presentation anxiety levels, presentation courses may not be useful (Gutgold & Grodziak, 2013). When students enroll in a presentation course it is determined by how comfortable they are speaking in front of an audience. Presentation lecturers may need to change their instructions depending on their student's level of communication understanding. Only being aware of students' level of presentation anxiety can give lecturers a starting point for overcoming student problems in the learning process.

# CHAPTER V

# CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusions, and recommendations. The first section describes a summary of the findings. The second part describes some of the benefits for students, lecturers, and future researchers. This research was conducted to find out the differences of anxious feelings between online and offline presentations and the reasons behind their presentation anxiety, also focuses on identifying students' efforts to reduce presentation anxiety during offline and online learning. The research questions were answered through semi-structured interviews conducted with students of the Department of English Education at Ar-raniry State Islamic University.

## A. Conclusion

This study adds to the evidence that some students feel anxious, especially in speaking during offline and online presentations. Studies show that all participants perceive presentation as a challenging skill. In this study, the reasons that affect students' presentation anxiety varied. The difficulties are caused by lack of confidence, lack of presentation skills, lack of vocabulary, forget the vocabulary, have problems in fluency and pronunciation, difficulty in arranging sentences, and also difficult in understanding material. The other reasons that increase the anxious feeling while presenting are noisy environmental conditions and negative

responses from audiences, as well as material that is not seen or heard by the audience.

Based on the research results obtained, there are various differences in feelings of anxiety between presentations in offline and online classes. The feeling of anxiety during offline and online presentation is different in terms of the uncertain feeling of audience attention, the noisy during presentation, nervous while presenting, and worry about technical problem. Another differences is about they are face to face with the audience. Some students also feel more anxious when presenting in online classes because online classes require a good connection to make a smooth presentation, therefore, they can feel anxious if the power point slides don't appear well and also if the explanations can't be heard properly, some of them also feel anxious if someone doesn't listen to their presentation.

This study describes how they try to reduce their anxiety. what students do to overcome their anxiety before presenting in online or offline classes is to prepare material, then they will also try to present in front of a mirror and repeat it until it becomes smoother. Another way they use to reduce their anxiety is to practice by recording their own voices in the days before they will give a presentation, writing several important points, writing some difficult vocabulary, and also thinking about some questions to be asked. if they are still feeling anxious during the presentation, what they do is don't look directly at the audience and distract them by moving their hands and do not see the audience's eyes but by looking in other directions such as the audience's forehead, walls, and also the roof.

**B. Recommendation**

This research is focused on students' presentation anxiety. According to the finding, the researcher offers some recommendations for English students, lecturers, and future researchers.

For students who feel anxious about presenting in English, the presentation will be effective if the person who will be presenting the presentation can better understand the material from a few days before the performance, and can also invite some friends to be able to see the presentation exercise and also if there is a material that has not been understood, never be afraid or shy to ask the lecture or friend who understand the material

this research motivates lecturers to have a lot of effort to find strategies to reduce student anxiety and encourage them to do well in public speeches (Hanifa, 2018). For example, It is recommended that before the students practice their presentations, it is better for students to be given material and understanding as well as good presentation skills, also lecturers can give students more assignments to practice presentation and be more comfortable speaking in front of their classmates, friends, lecturers, and audience. Furthermore, these efforts include encouraging students to improve their presentation skills by setting up English language clubs or courses (Kalra & Sarit Siribud, 2020; Schiller, 2021).

The last, future research could involve a larger sample of students with and without presentation anxiety to obtain more complete results. Further research is also recommended to analyze effective ways to overcome EFL students'

presentation anxiety. Studies on appropriate approaches to resolving or reducing presentation anxiety are believed to be useful.

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