



STUDENTS' PSYCHOLOGICAL PROBLEMS IN CLASSROOM PRESENTATION AT UNIVERSITY

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ABSTRAK

Penelitian ini membahas mengenai permasalahan psikologi mahasiswa di kelas presentasi di Universitas PGRI Sumatera Barat. Penelitian ini bertujuan untuk mengetahui bagaimana perasaan psikologi mahasiswa saat melakukan presentasi di kelas dan untuk mengetahui bagaimana mahasiswa bisa meminimalisir permasalahan tersebut. Jenis Penelitian ini yaitu penelitian deskriptif kualitatif, dimana partisipan dalam penelitian sebanyak 74 mahasiswa Pendidikan Bahasa Inggris Angkatan 2019 di kelas *Seminar in Language Teaching*. Penelitian ini menggunakan teknik total sampling dalam mengambil partisipan. Penggunaan instrument dalam pengambilan data berupa angket dan wawancara. Angket ini disebar ke 74 mahasiswa melalui google form serta melakukan interview ke 10 mahasiswa untuk mendapatkan informasi lebih dalam. Dari analisa dari data, bisa menunjukkan bahwa mahasiswa memiliki permasalahan psikologi saat melakukan presentasi seperti *Anxiety* (cemas), *Nervous* (gugup), *Fear* (takut) serta *Strees* (stres). Permasalahan psikologi yang banyak ditemukan yakni cemas dan gugup. Serta mahasiswa meminimalisir masalah tersebut dengan berusaha tenang, mempersiapkan materi dengan baik, menjelaskan materi dengan bahasa yang mudah dipahami dan diperbanyak, berlatih berbicara baik dengan teman atau memanfaatkan aplikasi online. Dengan demikian, permasalahan psikologi mahasiswa saat melakukan presentasi di kelas bisa diatasi serta bisa meningkatkan keefektifan mahasiswa dalam melakukan presentasi di kelas.

Kata Kunci : Permasalahan Psikologi, Presentasi, Kelas Presentasi.

INTRODUCTION

Presentation is an activity of speaking in front of many audiences or a form of communication. Presentation is the activity of submitting a topic, opinion or information to others. According to

Hermawanti & Amin (2017, p. 28)

Presentation is a logical, thorough and clearly thinking activity through communicative skills. In the teaching and learning process, presentation play an important role. The lecturer



can transfer knowledge to students through the presentation, and students can share what they know with their friends. The goal of the presentation for students is able to speak fluently and systematically in both formal and informal settings. Furthermore, presentation is a form of communication that necessitates student to speak English in public in order to express their ideas.

The failure of speaking English experienced by students in the presentation class is not only caused by one or two aspects. The quality of the speaking capability of the lecturer probably not guarantee that the students can speak English well. Lecturers usually see the problems experienced by students in speaking through behavior and the limitations of media that support students. However, aspects involving student psychology get little attention. In fact, problems related to student psychology can affect the willingness, ability and motivation of students to improve their capability to speak English Arifin (2017, p. 2)

In accordance with pre-observations that have been made by researcher to English Language Education students for the 2019 Academic Year at Universitas PGRI Sumatera Barat, this showed that students had various psychological problems with their speaking English when made presentations in class. Only a few students were felt happy, because they could practice a speaking in public and can improved their mastery of speaking English in public. On the other hand, many students also had experience problems related to their psychology, such as they were nervous in speaking when giving presentations in class, this was because the large number of audiences. Then, students often feel anxiety because they often forgot and they also had lack vocabularies when they wanted to convey material using English. In addition, students feel their voices trembled and their bodies trembled, when speaking in class presentations, this was the effect of excessive stress for fear of making mistakes during presentations in class.



According to Fatimah et al (2016, p. 3) explains there are four types of students' psychological problem in classroom presentation, the first is anxiety. The student's anxiety of giving a presentation in class prevents them from doing well. The arousing anxiety at this point may prevent one from responding or from effectively retrieving vocabulary or grammatical and vocabulary. The second is nervous, the student had difficult in doing classroom presentation so made the student feeling nervous. According to Fatimah et al (2016, p. 3) many students are concerned with listing the difficulties that students usually face in oral presentation such as feeling nervous. It means that the students always difficult in classroom presentation, the student feeling nervous to delivering information at audience during classroom presentation. The third is fear, the

student usually feeling fear before to performance to speak in front of the class in during classroom presentation, there are some many reasons made the student' fear, one of them are about the audience responds at student when they delivering information at audience. It means that, before the students deliver information at audience the student had feeling fear to speak especially speak in public, the student fear with the audience response. The last is stress, in classroom presentation the students' stressful to delivering information at audience in English. In addition, many students have problem in doing presentation, the big problem is stress. when the students stressful they may feel shaky, feel heart race, or even experience difficulty breathing. It means that when the student stressful they had change of the body response and give influence at student performance.

RESEARCH METHOD

The research design used in this study was a descriptive method, in qualitative approach. This design was

in the form of descriptive data that describes through written or spoken w



ords from people and information is supported through data obtained from reading lists and documents related to research. According to Gay and Airasian (2012, p. 12) descriptive research can be determined and described as it is. It means, descriptive research is one way for researchers to describe topics based on phenomena and issues that occur. In addition, descriptive research only focuses on describing phenomena or problems.

The researcher took total sampling as a technique to choosed the sampling, total sampling is a technique in determining the sample if all the population is a sample. Total sampling is generally used when the number of participants being

investigated is relatively small. Total sampling is a technique sampling where the number of samples is the same as the population. The reason took total sampling because the number of populations was less than 100. Thus, in this study, researcher took three classes and there were 74 students of English Education for 2019 Academic Year in Seminar in Language Teaching class.

The data was collected through the completion of a questionnaire that had been distributed by researcher to students. Then the researcher conducted interviews, with the aim of completing the data from the questionnaire results in this study, then the researcher took 10 students to done interview.

FINDING AND DISCUSSION

The key findings related to the research questions about what are the students' psychological problems toward classroom presentation to students of English Education for 2019 Academic Year in Seminar in Language Teaching at Universitas PGRI Sumatera Barat and how the

students minimize the psychological problems toward classroom presentation to students of English Education for 2019 Academic Year in Seminar in Language Teaching Class at Universitas PGRI Sumatera Barat are discussed in this section. Based on the theory in chapter two that the



researcher had previously described, the researcher found the students' psychological problem toward classroom presentation, including anxiety, nervous, fear and stress.

First, anxiety is one of the psychological problems experienced by students when presenting in the Seminar in Language Teaching class. From the data obtained, it was found that 51 students answered yes, because they felt anxiety when they made mistakes in the use of grammar and vocabulary when presenting in class. Therefore, the above explanation is relevant to Liu and Huang (2011, p. 46) states that the emergence of anxiety in students when presenting in class can be caused by the use of incorrect grammar and vocabulary. Then there were also 52 students who answered yes, because they felt anxiety when they made mistakes in English pronunciation during presentations in the Seminar in Language Teaching class. This is in line with Coban and Arif (2014, p. 3) say that the students' anxiety in classroom presentation is caused by the fearing of making

mistakes in pronunciation so their friends will laugh.

Meanwhile, these students had a way to minimized their problems in the anxious section, namely errors in the used of grammar, vocabulary during presentations in class, they overcame the problem by trying to be calm, don't worry about the presentation. Besides, students also had to made notes related to the material to be delivered before making a presentation. Finally, they also used simple vocabulary to made it easy for their classmates to understand. Meanwhile, in English pronunciation errors when presenting in class, they overcame the problem which before the presentation start they had to practice through a translation application, then practiced the pronunciation of the sound or sound repeatedly.

Second, nervous is the next psychological problem that makes students unable to perform a good presentation in front of the class. Based on the data that has been obtained there were 49 students answered yes, because they were



nervous about delivering the material when making presentations in the Seminar in Language Teaching class. According to the explanation, this is in line with what was conveyed by Nouh et al (2015, p. 138) if the problems experienced by students when presenting in class are feeling nervous to deliver material at audience. Furthermore, there were 63 students answer yes, it means, they felt nervous because they did not prepare the material to their friends to the maximum in the presentation class in the Seminar in Language Teaching class. This is also in line with Walkwork (2016, p. 47) states that the quality of material preparation will affect feelings of nervousness. It means that if students cannot prepare the material well, then they tend to feel nervous. In addition, there were 47 students answer yes, so that students felt nervous when their classmates did not understand the material being explained during a presentation in the Seminar in Language Teaching class. Regarding this, Walkwork (2016, p. 47) notices that the students nervous can arise

because they are worried that the audiences did not understand their explanation.

Meanwhile, these students had a way to minimized their problems in the nervous section, namely in the nervous section to delivered material in front of the audiences. They overcame by preparing the material well, then staying focused and calm, finally they did not look into the eyes of the audience. Next, in the students who could not prepare the material. They overcame with prepare the material long before the presentation is held, not only that students must prepare themselves by mastering the material. Then lastly, in the section for feeling nervous when the audiences did not understand the material explanation. They overcame this by asking their friends what parts they did not understand, besides that when explaining the material, students must used simple sentences or language to make it easy to understand.

Third, fear is the next psychological problem faced by the students, so they cannot do good



performance in doing presentation especially in the Seminar in Language Teaching Class. From the data obtained, there were 24 student answer yes, because the students were afraid of the response given by their classmates during the presentation. Therefore, this is in accordance with Andrew in Fatimah et al (2016, p. 42) was stated that when students deliver the material, usually they are afraid to speak especially in front of the class. So that, students are afraid of the response given by the audience. Furthermore, it was also found that 35 students answered yes, due to fear such as lack of confidence when speaking in front of classmates during presentations in the Seminar in Language Teaching class. Thus, this statement can be relevant to the opinion of Petress (2001, p. 3) that students have a fear of making presentations in class, thus making them feel ashamed and lack of self-confident in speaking during classroom presentation.

Apart from the problem of fear, students can minimize their fear in order to make a good presentation in

front of the class, namely when students are afraid of the response given by the audience when presenting in the Seminar in Language Teaching class, then they could overcome the problem with listened carefully and accepted the audience's responses, both positive or negative respon because this can build a good presentation. Furthermore, if students feel afraid when do a presentation in the Seminar in Language Teaching class, they overcame this problem with more confident to get rid of the fear when performing presentations, then did a lot of practice speaking in front of a mirror.

The last is stress is one of the psychological problems experienced by students during presentations in the Seminar in Language Teaching class. From the data obtained, there were 29 students who gave the answer yes, because these students felt stressed when presenting in the Seminar in Language Teaching class. This can be demonstrated through physical changes such as the body trembling when explaining matter. It



was relevant with the statement from Pastorino in Fatimah et al (2016, p. 17) if some students feel stressed during presentations so that they tend to have unusual changes in body responses such as they may feel tremble. Moreover, there was only 11 who answered yes, it indicates that the student felt stressed in classroom presentation. This illustrates that the feeling of stress experienced by students can cause difficulty in breathing when starting a presentation in the Seminar in Language Teaching class. It is related to Pastorino in Fatimah et al (2016, p. 17) say if one of the students' stresses is caused by difficulty breathing when doing class presentations. For the moment, students can minimize stress, such as body shaking and difficulty breathing when explaining presentation material in the Seminar in Language Teaching class by students before making a presentation must take a breath and be as relaxed as possible, so that the presentation goes well. And be relaxed when explaining the material during the presentation.

Based on the results of the research findings, which were conducted through questionnaires and interviews with English Education students for the 2019 academic year in the Seminar in Language Teaching class, through two research questions, it can be concluded that students' psychological problems toward classroom presentation are described as medium. This is evidenced based on the results of the presentation which showed the figure of 54% felt by students. It means, many students have psychological problems when presenting on 2 indicators, namely anxiety and nervous. However, for the other 2 indicators, such as fear and stress, it showed low results for students who experienced psychological problems on these indicators. Therefore, the results of the percentage showed medium which means there are psychological problems in the presentation class in the Seminar in Language Teaching class.



CONCLUSION

Psychological problems had an important role for students in gaining processing the information clearly. If minimize psychological problem used students effectively, it would help students to pose their motivation to learn. In addition, it would give confidence to solve the existing problems in the learning process. It means that they could face obstacles that occur. Also, it provided a cozy atmosphere in the classroom because they have minds that can make them more focused on what they do.

Furthermore, in students of English Education for 2019 Academic Year in Seminar in Language Teaching Class at Universitas PGRI Sumatera Barat, researcher can see clearly students have psychological problems toward classroom presentation. It means that each of them has the characteristics of psychological problems in classroom presentation. All psychology affect motivation for them to learn. Thus, they are less concentrated and the learning process is not running effectively.

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