

An Analysis of Gender Differences of Students' Anxiety in Seminar Presentation at Mega Buana University

IrsyamSurahim

Universitas Mega Buana Palopo, Indonesia

**Indonesian Journal of
Learning Studies (IJLS)**

Vol. 3, No. 1, 2023

E-SSN 2775-5231

**Corresponding Email
Name**

irsyamtaulindajang@gmail.com

Published by:

**Perkumpulan Dosen Muslim
Indonesia**

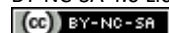


Copyright © 2023

The Author(s)

This article is licensed under CC

BY-NC-SA 4.0 License



Abstract

The main objectives of this research were to determine (1) gender differences in students' anxiety in seminar presentation at Mega Buana University Palopo (2) factors that may cause students' anxiety in speaking at seminar presentation. The descriptive qualitative research method was applied by the researcher. The research was conducted at Business Study Program of Mega Buana University Palopo. The subjects of this research were two male and two female students of Business Study Program presented seminar presentations. Using purposive sampling, the researcher observed and interviewed all of the students who presented seminar presentations in order to reveal gender differences in students' anxiety in seminar presentations. The researcher used video recording and field notes to conduct observation. Students' performance in the seminar presentation was captured on video. Meanwhile, the researcher used field notes to obtain more accurate data.

Based on the observation that males felt anxious caused their thought while females felt anxious caused their feeling, it was discovered that male and female students' anxiety was affected by gender differences in their speaking at seminar presentation. There were several factors that caused students to be anxious about their speaking abilities, including internal factors such as students' self-perception, perception of language, language difficulties (speech anxiety), and external factors such as social judgment. The factors divided into three categories: linguistic factors, which cover linguistic difficulties (speech anxiety), psychological factors, and environmental factors. As a result, it is suggested that English lecturer get to know with the anxiety displayed by male and female students in EFL classroom interactions. By becoming acquainted with the gender differences in students' anxiety in speaking, English lecturer can reduce gender bias and decrease students' anxiety in speaking.

Keywords : Anxiety, Gender differences, Seminar Presentation.

An Analysis of Gender Differences of Students' Anxiety in Seminar Presentation at Mega Buana University

Introduction

It is known that language is very crucial in our life. Language is used to communicate, to interact socially, to entertain and to inform. Moreover, language is the primary communication system for human being although it is not the only way to communicate. During communication, people either consciously or unconsciously transmit ideas or knowledge. Furthermore, nowadays English as world language is used by people for international communication.

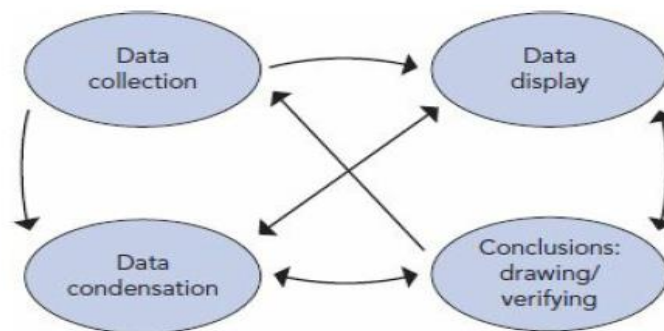
Nowadays, there are many reasons why man and woman learn English such for communication, for professional life, looking for job, and also because English is a major of school subject. At the end of the learning process, man and woman are expected to become proficient in several areas of the target language, such as pronunciation, grammar, vocabulary and language skills. On the other hand, it is obvious that learning English as a foreign language is closely related to the awareness about certain individual differences, such as beliefs, attitudes, aptitudes, motivations, and effective state of learners. Among the effective states of the man and woman, anxiety is believed has the greatest impact in learning. Anxiety and gender differences have been extensively discussed in linguistics-related research fields such as psycholinguistics and sociolinguistics. As a lecturer at Business Study Program, Faculty of Business, Mega Buana University of Palopo has observed some participants have experience of apprehensions and discomfort feeling in Seminar presentation when they are trying to perceive and produce the language. The researcher found when the participants were required to speak in front of the lecturer and also friends during presentation. They were unable to reproduce sound or intonation in English even after practice. In the presentation the students seen cannot answer certain questions at the time even though the simple questions. Their feeling of anxiety or nervousness may disturb their explanation and performance and also stop them to succeed in presentation.

Regarding to the statements above, the researcher was interested to conduct a research of An Analysis of gender differences of Students' anxiety in Seminar presentation at Mega Buana University.

Method

The qualitative descriptive research method was used in this research. Survey-based research, referred to as qualitative descriptive research, determines and describes how things were. In analyzing the data that had been collected, the researcher applied data analysis technique from Miles and Huberman. The model of Miles and Huberman data analysis is described below:

Components of Data Analysis: Interactive Model



Components of Data Analysis
Interactive Model from Miles & Huberman (2014:33).

The application of the model above is outlined as follows:

Data collection: In this study, the researcher collected the data related to the two research questions by using the instruments, such as: observation, audio and video recording, field notes, interview. In collecting the data, firstly the participants in this research were Mega Buana University students. The research focused on Seminar presentation students of the Faculty of Business at Mega Buana University of Palopo. The researcher observed all of the students' presentations to determine whether gender differences in anxiety in Seminar Presentation existed. after the presentation, the researcher chose two males and two females based on factors such as: (1) the students appear unwell in the presentation, (2) the students appear anxious in the presentation, and (3) the students speak too fast or too slow in the presentation.

Data display: After collecting the data through classroom observations, audio and video recording, field notes, interview. The researcher transcribed the students' utterances from audio and video recording by listening carefully and then writing them on papers. The researcher also transcribed then interview that conducted to the students. The data from audio and video recording are transcribed to make the researcher easier in coding the data to answer research question.

Data condensation: In data condensation process, after transcribing the data into written transcript, then the researcher identified (coding), select (labeling), and classify based on the analyzing needs which is related to the topic of the research.

Conclusions – drawing/verifying: After displaying and coding the data, The third stream of analysis activity was conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions.

Results

The findings of this research are comprised of data obtained through audio recording, classroom observation, interviews, and student profiles. These findings were divided into two categories. The first section discovered that gender affected students' anxiety during

seminar presentations using an observation checklist, video recording, and field notes. Meanwhile, the final section identified the factors influencing students' anxiety in seminar presentations, both male and female students, using data from the observation checklist, interviews, and students' profiles. The researcher demonstrated the findings in particular by providing example extracts for each stage of the seminar presentation. The extracts were shown for various activities.

1. Female feeling in presentation

Each female student has different level of anxiety when presented their topic in seminar presentation. The researcher showed the following extract below:

Extract 1 (see appendix 2, meeting 1)

Ya, hmm,. pertama-tam, sebenarnya saya tipikal orangnya gugub atau mudah tegang. Jadi pada saat presentasi, saya sesekali melihat catatan saya, yah sedikit nyontek toh, ..hehehe. Namun hal ini membuat saya semakin gugub, jadi selama presentasi saya terus melihat ke bawa, dan setelah rasa gugub itu berangsur-angsur berkurang, saya baru bisa melihat ke arah audience.

[Yes, firstly, hmm..actually I'm a nervous person, I looked at the notes every now and then. Well, it's a little cheat, hehehe.However, this made me even more nervous, so I kept looking down during the presentation, and after the nerves gradually diminished I could only begin looking at the audience].

Based on the extract above, the student was anxious because she needed to divide her concentration, as in the following her words **“saya sesekali melihat catatan saya, yah sedikit nyontek toh, ..hehehe”**, *[I looked at the notes every now and then. Well, it's a little cheat, hehehe]*.

Based on the statement above, the researcher concluded that cheating is an unusual attitude that some students have, and it causes some students to be concerned when they cheat on their notes. as a result of which there is a sense of anxiety in their mind

Hertz (2016), stated that speaking anxiety correlated to the duration of time spent preparing and practicing. Female perfectionists often depend on the people watching them while presenting their presentation, specifically on their gesture or movement (body language). It exhausts them because they must force themselves to be perfect. The excerpt above demonstrated that female students felt pressured to achieve perfection in their presentations.

Extract 2 (see appendix 2, meeting 1)

Pertama nervous iyaaa, ada rasa takut-takut yang membayangi, gimana yah kalau saya gagal dalam seminar ini, nah itu yang menjadi ketakutan saya.

[First , I was nervous. What exactly I was afraid of was that my seminar would fail]

Based on the extract above, we could be seen the female was nervous before beginning her presentation. Her presentation had already made her feel awkward. She imagined what would occur during her presentation before it was presented. We can be seen her statements as follow **“ada rasa takut-takut yang membayangi, gimana yah kalau saya gagal”**

[I was nervous. What exactly I was afraid of was that my seminar would fail].It was supported by Bares (2011), elucidated that Males with the same level of depression as female sometimes tends to affirm himself by saying, "I believe I have to be excellent".

Extract 3 (see appendix 2, meeting 2)

Karena,eee..hmm..selama presentasi, saya merasa gugub dan cemas, sehingga penyampain saya terdengar tidak terstruktur dengan baik.

[Because, eee..hmm, I am nervous and anxious during presentations, my speaker comes across as unstructured]

Extract 4 (see appendix 2, meeting 2)

Kecemasan yang tiba-tiba membuat saya terdiam, dikarenakan setelah dievaluasi ternyata saya stagnan pada satu gaya presentasi, jadi cukup lama saya terdiam selama presentasi, dan kalau dipikir-pikir saya juga bukan model yang harus diam disaksikan oleh mahasiswa lain,...hahahaha

[The sudden anxiety made me recall considering that after being evaluated, it turned out that I was stagnant in one presentation style, so it took me quite a while to remember during the presentation, and when I think about it, I am also not a model that other students have to silently watch....hahaha].

Based on the extract extract 3 and 4 above, she described how the demonstrated her nervousness by telling jokes, we can be seen her jokes as follow **"kalu dipikir-pikir saya juga bukan model yang harus diam disaksikan oleh mahasiswa lain,...hahahaha"** [when I think about it, I am also not a model that other students have to silently watch,...hahaha]. Neufuron (2007), elucidated that female mainly employed jokes in speech and attempted to express honestly, we can be seen her jokes as follow **"dikarenakan setelah dievaluasi ternyata saya stagnan pada satu gaya presentasi, jadi cukup lama saya terdiam selama presentasi"** [it turned out that I was stagnant in one presentation style, so it took me quite a while to remember during the presentation]. It supported the finding from Kitano (2001), stated that the anxiety level of a female student became higher as he perceived herself less competent.

2. Male and female behavioral differences

This section discusses female and male presentation preparation.

a). Female behavior in preparation.

The extracts below were taken through recording. These recordings were students' recording of Business Study Program at Faculty of Business, Mega Buana University of Palopo.

Extract 5 (see appendix 2, meeting 3)

Tentunya sebelum presentasi, saya telah mempersiapkan semuanya, mulai dari persiapan materi presentasi, seperti mempersiapkan power point, instrument dan catatan agar presentasi saya tersampaikan secara sistematis dan terstruktur . dan yang paling penting sebenarnya adalah penguasaan materi presentasi.

[Of course, I prepared everything prior to the presentation, beginning with the preparation of presentation substance, such as power points, instruments, and notes, to ensure that my presentation will be presented in a systematic and structured manner. The most important aspect is mastery of the presentation content.]

Penampilan dan gaya komunikasi saya memang seperti itu, menurut saya Penampilan dan gaya komunikasi menjadi faktor yang sangat berpengaruh dalam presentasi. Jadi strategi saya dalam mempersiapkan presentasi agar isi presentasi saya bisa dipahami dengan baik adalah seminggu sebelum presentasi, saya latihan di depan cermin dan terkadang saya visualisasikan bantal sebagai peserta dalam ruangan presentasi. Mengenai penampilan, tentunya baju dan sepatu harus benar-benar bersih dan rapi, karena itu menambah motivasi untuk tampil lebih baik.

[Physical appearance and Communication Style, in my view, are very significant variables in presentation. Therefore, for me to understand the contents of my presentation well, I practice in front of the mirror a week before the presentation, and sometimes I imagine pillows as participants in the presentation. Certainly, clothes and shoes must be extremely clean and tidy, as motivation to look better]

Based on the extracts, it can be seen that fashion was an important factor for female's presentation; she believed that fashion gave her more confidence. Preparing materials, such as a power point presentation and some notes, can assist with the presentation. However, in the case of anxiety, a female with excessive preparations will cause her stress and panic because she was preoccupied with the perfectness and mastery of her presentations. It supported the finding from Pena (2016), stated that females were frequently under pressure because they need to succeed academically and particularly anxious in certain context, such as tests and presentations

b). Male preparation behavior in preparation

The extracts below were taken through recording. These recordings were students' recording of Business Study Program at Faculty of Business, Mega Buana University of Palopo.

Extract 7 (see appendix 2, meeting 4)

Dari sudut pandang saya, isi presentasi akan terstruktur tergantung dari gaya komunikasi yang digunakan dalam mengolah isi materi presentasi. Jadi kesuksesan presentasi sangat tergantung dari gaya komunikasi. Saya sendiri sebelum presentasi sudah menonton di youtube mengenai cara presentasi, karena jujur saya termasuk tipikal mudah gugub, jadi persiapannya harus benar-benar matang.

[In my opinion, the presentation's contents will be structured based on the communication style adopted in presentation. As a result, the presentation's success is heavily dependent on the communication style. I watched on YouTube videos about how to present before the presentation, because to be honest, I am the type of person who gets nervous easily, so the preparation must be very thorough].

Extract 8 (see appendix 2, meeting 4)

Menurut saya hal yang paling penting dalam persiapan presentasi selain penguasaan materi, juga harus ada persiapan spiritual seperti banyak berdoa, dzikir, sholat. Karena hal tersebut dapat mengurangi rasa tegang atau kecemasan yang berlebihan.

[In my opinion, the most important aspect of preparing a presentation, aside from mastering the content of presentation, is spiritual preparation, which includes a lot of prayers and dzikir. Because it can alleviate feelings of tension or anxiety].

Based on the extracts, it can be seen how man made their preparation as simple as they can where some of male students just focus on strategies which can be used in

presentation. It can be seen when he said **“Saya sendiri sebelum presentasi sudah menonton di youtube mengenai cara presentasi, karena jujur saya termasuk tipikal mudah gugub, jadi persiapannya harus benar-benar matang”**, [*I watched on YouTube videos about how to present before the presentation, because to be honest, I am the type of person who gets nervous easily, so the preparation must be very thorough*].

On the other hand, there was response from male student regarding his presentation preparation. It can be seen when he said **“persiapan spiritual seperti banyak berdoa, dzikir, sholat. Karena hal tersebut dapat mengurangi rasa tegang atau kecemasan yang berlebihan”**, [*spiritual preparation, which includes a lot of prayers and dzikir. Because it can alleviate feelings of tension or anxiety*].

Discussion

This section discussed the interpretation of findings. The data was divided into two sections: gender differences and anxiety, which are interrelated by student presentation and factors that influence students' anxiety.

1. Gender differences and anxiety interrelated by students presentation.

Based on the findings in the previous section, anxiety is a normal symptom that affects everyone, but male and female ways of communicating regarding anxiety were different, as Tannen (1990) stated that men and women different in the manner in which they think, feel, act, and talk.

Tannen (1994), stated that Men and women have physical and behavioral differences. Anxious feelings in presentations occur to everyone, and it has become common knowledge that each person has absolutely experienced nervousness during a presentation. Men and women faced anxious differently in presentation when man felt anxious because they thought about how to maintain their statement and try to look masculine even though they weren't certain how to answer the questions. The variations could be attributed to different perceptions of men's and women's communication styles. Women perceived men as being arrogant, while men perceived females appeared emotional, these views could indicate differences in men's and women's perspectives on interaction.

Stanton (2001), elucidated that Conversations are seen as a means for women to develop and maintain closeness, whereas conversations are seen as a means for men to achieve and maintain power. Generally, men's lives are a struggle to maintain their independence. As a result, women may tend to think of interactions in a non-hierarchical way, whereas men typically view the world in a hierarchical way, with one person in a superior position and the other in an inferior position during any interaction.

Hassan (2000), revealed that men interact in ways that maintain and increase their power and status, whereas women interact in ways that promote solidarity and equality.

The previous section of this research contains eight extracts. The researcher divided the participants into two groups: female anxious and male anxious. The female anxious differences can be seen in extract 1 until 4. While Male and female behavioral differences

can be seen from extract 5 until 8. Based on the amount of extract, females are more emotional and distressed than males.

In this research, the researcher discovered some gender differences in presentation anxiety, such as in extract 1, where she felt treated when she had to look the audience in the eyes. There were some distinct differences between male and female anxiety levels in presentations, with females mentioning the most such as " yes, hmm," long space without words just showing her mimic expressions (see extract 3 until 4).

Based on the evidence presented above, it is possible to conclude that females were concerned about making mistakes and were afraid of receiving a low grade, and they used nonverbal communication. In extract 5, we can be seen that the female students felt comfortable to make conversation or feedback from the researcher. High anxiety is also associated with female students' fashion, communication style and prayer as they believe the power of communication style and prayer can give them more confidence and power to present their topic (see extract 6-8).

Men's responses and movements tend to be more expansive. Women, on the other hand, take up less space and are more constrained. For example, consider how men cross their legs while seated, while women will often hold their legs tightly together. Expansive positions are associated with power and dominance and constricted positions with submissiveness.

Hudson (2012), elucidated that loughing, smiling, and crying are not gestures unless they are not genuine only when a speaker produces these actions while pretending are they considered gestures. The touching of hair, jewelry, and clothing are not gesture. The amount of space a person creates with a listener is not a gesture as this is setting up an interaction as opposed to conveying meaning. It means that when the students use nonverbal language without specific reason it indicate that they fill anxious, it is related with the extract 1 until 4.

2. Affecting factor students anxiety.

Tanver (2007), stated that there were two factors caused students anxiety, namely internal and external factor. The internal factor such as students` self perception, his/her perception about others (peers and teachers) target language communication situations, his/her beliefs about second language or foreign language leaning and the linguistic difficulties in learning and using second or foreign language . Moreover, the external factor such as different social and culture environment, social status and the relationship between of the speaker and the interlocutor and gender could also be important factors cause language anxiety for the students.

Based on the interview, internal factors were the most provoking factors that cause students' anxiety when speaking. Internal factors of anxiety, according to the students, are self-perception, perception of others, and linguistic difficulties (speech anxiety).

Conclusion

This paper has discussed an analysis students' anxiety and gender differences in seminar presentation. The research of anxiety in presentation between male and female students at Business Study Program, Faculty of Business, Mega Buana University of Palopo.

Based on theory of Tannen (1990), elucidated that the way men and women think, feel, act, and communicate varies. Furthermore, Vanfossen (2001), revealed that the deeply anxious female students prepared extensively and noticed what might happen throughout her presentation, whereas the deeply anxious male students felt anxious when he was incompetent to defend his arguments. Park (2013), revealed that female students were anxious as a result of their feelings, whereas male students were anxious as a result of the effect of their thoughts. Based on some researches above, the researcher concluded that in the case of anxiety, the main differences were in the way they expressed themselves and their communication styles.

References

- Arifin,U.N. 2011. The Effect of Anxiety on Students English Learning at SMA Muhammadiyah 6 Makassar. *Thesis*. Unpublished. Makassar: Graduate Programe State University of Makassar.
- Bares, et.al 2011. Differential items functioning due to gender between depression and anxiety items among Chilean adolescents. *International Journal of Social psychiatry* 58(4) 386-392.
- Chaplin, T. M & Gillham, J. E. 2009. A Longitudinal Study of Early Adolescents. *Journal Early Adolescence*, 29, 307–327.
- Gardner, M. 1999. *Language anxiety*. New York: McGraw Hill.
- Graham, S., Rees, F., Graham, S., & Rees, F. 1995. of control Gender differences in language learning : the question of control. *The Language Learning Journal*, 11(1), 18–19.
- Graham, S., Rees, F., Graham, S., & Rees, F. 1995. of control Gender differences in language learning : the question of control. *The Language Learning Journal*, 11(1), 18–19.
- Harmer, J. 1992. 'how to teach ', <[http:// www.njcu.edu/cill/vol6/courtlnly.html](http://www.njcu.edu/cill/vol6/courtlnly.html)>, .Accessed 21 Juli 2016.
- Hertz, et.al. 2016. Power Point Slide as Speaking Notes: The Influence of Speaking Anxiety on the Use of The Text On The Slide. *Business and Professional Communication Quarterly* 1-12.
- Kitano,K. 2001. Anxiety in the College Japanese Language Classroom. *The Modern Language Journal*, 85, 500-543.
- Moleong, Lexy J. 2004. Metode Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya
- Pena, et. Al (2016). Gender differences in test anxiety and their impact on higher education students' academis achievement. *Procedia-Social and behavioral science* 228 (2016) 154-160
- Park et.al 2013. Gender Differences in the Foreign Language Classroom Anxiety Scale. *SciversScience Direct* 41 (2013) 462-471.
- Shibley. J., Pope.K., Reid.P.T., Riger.S., Hucles.J.S., Toner.B ., Travis. C. V. 2002. *Women*

- Gender*. (J. Worell, Ed.). Academic Press.
- Tannen, D. 1990. *You Just Don't Understand: Women and Men in Conversation*. New York: Morrow.
- Vanfossen, Beth. 2001. *Gender Differences in Communication*. ITROW's Women and Expression Conference.