EXPLORING EFL LEARNERS' ENGLISH LANGUAGE ANXIETY IN BUSINESS PRESENTATION IN HIGHER EDUCATION

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Abstract
University students must be situated in a learning repertoire situation since conventional lecture is no longer used as the best way to engage students in active learning. Students of the Faculty of Economics and Business at Universitas Muhammadiyah Pontianak are required to perform business presentation simulation collectively as one of the course requirements to pass Business English subject. Therefore, this research was aimed at examining the affective factors particularly the students' language anxiety in simulation because the success of presentation is not only isolated in a cognitive domain but also the affective domain as well. This research employed fifty participants from second-semester students at the Faculty of Economics and Business at Universitas Muhammadiyah Pontianak as the samples. Data from questionnaires were triangulated with direct observation and in-depth interviews. The findings indicated that students experienced High Language Anxiety (61,99), a variety of attributes of anxiety in terms of psychological state, and fears of negative evaluations from lecturer and peers. It suggests outcomes to evaluate the coursebook of Business English in the university and to have a better implementation of simulation with accommodative learning materials, instructions, and activities. The students' language anxiety analysis in business presentation simulation is to justify the applicability of business presentation activity in the classroom for long-term use.

Keywords: Language Anxiety, Simulation, Business Presentation

INTRODUCTION

In higher education, learning English does not merely expect students to think about, listen to, and comment on the materials. Learning activities should be distinctively shaped up into more actual and authentic use. For the university level, students must be situated in a learning repertoire situation such as real-life actions (Yulian, Ryani., & Yuniarti, 2018). A conventional lecture is not the most relevant method to accommodate students' engagement in active learning. It is necessarily crucial for students in higher education to experience a genuine experience such as simulating the learning activity such as a business presentation. Having simulation on learning activities can encourage the students to have experiential learning since students can experience how to perform the activities in a real-life situation.

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Simulation enables the students to maximize an integrated use of their learning activities in three domains such as cognitive, psychomotor, and affective skills. A rigorous exposure of simulation in learning English can facilitate the students to master the English language skills. The use of business presentation simulation was to bridge the theory with real-life activities, so the students are well-bounded to acquire practical and useful skills for their future career. Furthermore, simulation is applicable and relevant to their field of study because students can feel the experience of performing a business presentation. For many years, the utilization of simulations has been implemented in broad domains of education as in business studies so that it has relevancy for students of Economics students who study Business English to cater to the oral component in the ESP course (Megarry, 1978 cited in Lin, 1993). The variety of simulation activities enables the students in terms of communicative engagement in the classroom and assist them in the task of collecting (Davies, 1990). In the case of language learning, simulations also enclose an assortment of means and activities to make language learning more enjoyable, stimulating, and alive (Lin, 1993). More exposure to amusing and realistic activities, students are able to acquire a business presentation skill as highly valued skill. It can help to foster the ability to apply theoretical ideas to "real-life situations". The students are not merely bounded in recalling memory activities; they are also directed to inquire higher-order reasoning skills namely, skill to determine the problem, skill to generate the claims based on evidence, skill to communicate as well as skill to conceptualize (Vacas, 2018).

In its practice, the ability of presenting and performing the English language cannot easily be acquired only by mastering cognitive aspects covering the language skills and language elements. The success of the presentation is not isolated in the cognitive and psychomotor domain, but the affective domain as well. The use of simulation in learning has long been relatively used across many levels of education and disciplines. It results from a demand to facilitate students to experience realistic activity in a situated environment. Part of the application of simulation is associated with confidence which is adapted to mental states such as anxiety (Liu & Huang, 2011). Anxiety in language learning is one of the distinctive components which implicate to negative outcomes (Karatas et al., 2016). The embodied occurrence of language anxiety can disrupt the acquisition of the language. In business presentation simulation, a previous study discovered the emergence of anxiety could happen because of collaboration and spontaneity as the characteristics of simulation whereas the students must involve genuinely and use appropriate vocabulary (Jung & Levitin, 2002).

The utilization of business presentation simulations had been implemented in the Business English Subject at Universitas Muhammadiyah Pontianak. The background of this research derived from the implementation of the simulation to improve students' speaking performance as a classroom action research in 2019. The empirical approaches encompassed the efforts to analyze the factors contributing to the success of business presentation simulations. Studying in the English Foreign Language (EFL) educational settings, many students suffer from language anxiety, a psychological and mental state that can be an obstacle in the learning process. Students undergo insufficient exposure of using the English language so that they are vulnerable and retrained, which implicated to language anxiety (Akkakoson, 2016). Under this circumstance, this research attempted to analyze the application of simulating business presentations to find the gap in bridging students with real-life activities. The aspect of analyses was leapt to affective aspects contributing to the success of the presentation. Learning can be a success if it embraces three major domains of learning, including the affective factors, so students' language anxiety are worth to be investigated.

There are many empirical studies of foreign language speaking anxiety on the basis of the foreign language speaking anxiety introduced by Horwitz et al., (1986). Çağatay (2015) investigated EFL students' foreign language anxiety and its correlation with students' background. He explored the relationship between students' language anxiety from gender perspectives. The research findings postulated that students' language anxiety were classified as moderate language anxiety. The study conducted by Yalçın & İnceçay (2014) explored how the teachers assist the learners to overcome language anxiety and how spontaneous speaking projects incorporated to help minimize students' language anxiety. Anandari (2015) also examined the factors contributing to speech production related to language anxiety who major in the English Department. She also focused on the use of self-reflection to assist students to minimize the anxiety.

Based on the previous studies, the research was particularly conducted to examine the scale of students' language anxiety in the Business English Subject in Non-English Departments. This research also focused on investigating the affecting factors of students' language anxiety based on the critical incidents in the contexts of communication apprehension and sense of fear from negative feedback. As the first early step to obtain the data, the participants were asked to rate twenty attributes of simulation related to the feelings of anxiety encountered in the business presentation. The participants also participated in open-ended questions interview to explore the question about their feelings

and reactions in business presentation simulation. Investigating students' anxiety in simulation in the classroom is to enable its applicability for long-term use. Also, business presentation is one of the public speaking skills which can enable the students to stand out in their future career (Sikandar, 2017). The research outcomes are also beneficial for evaluating the coursebook of English for Economics and Business at Universitas Muhammadiyah Pontianak in order to conceptualize, design, and develop desirable materials, teaching-learning activities, and relevant strategies to overcome students' anxiety in a business presentation.

RESEARCH METHOD

The methodological stance of this research was a descriptive method since the research was designed to determine the students' language anxiety in simulating business presentations in Business English subject. This research utilized purposive sampling because the researcher handpicked the cases to be included within the sample on the premise of her judgment of her typicality or possession of the particular (Cohen, L., Manion, L., & Marrison, 2007). The participants were taken from one English class consisting of fifty students. The primary data were acquired by means of Language Anxiety Questionnaires adapted from (Huang & Hwang, 2013). To obtain comprehensive data, class observation, and open-ended interviews were employed. The employment of those instruments was intended to triangulate data. Data triangulation may be useful to gather the data from assortments of data collection methods in the area of people's characteristics (Cohen, L., Manion, L., & Marrison, 2007). The questionnaires were adapted from (Huang & Hwang, 2013) covered 20 questions out of 33 questions based on the characteristics of the students. Direct observation was aimed at examining how the anxiety occurred within the classroom. It was also conducted to seek the observed incidents which cannot be found in the questionnaire results. The aspects of the visible and observed anxiety were rated by using Talley marks. In this research, interviews were recorded, transcribed verbatim, and the results were organized, analyzed by hand and the results were also coded. The coding sticks to the deductive procedure suggested by (Linneberg & Korsgaard, 2019) with concepts from literature review or ideas taken from the existing literature. In developing codes, the primary step was to systematically read and group the participants' transcription.

RESULTS AND DISCUSSION

After the students accomplished the business presentation, they were asked to rate the questionnaires of foreign language anxiety. The first instrument of data collection was questionnaires adapted from (Huang & Hwang, 2013). The questionnaires were originally from the Foreign Language Anxiety Scaled developed by Horwitz et al., 1986. The aim of the FLCAS is to measure the aspects of foreign language anxiety in learning the English language such as communication apprehension and fear of negative evaluation as the main focus of analysis in this study (Horwitz et al., 1986). The students responded to questionnaire items with the format of a typical five-level Likert point, and the responses were presented in the form of the mean score and standard deviation.

Table 1. Descriptive Statistics of Students' Language Anxiety Scale

		Mean	SD
1.	I never feel quite sure of myself when I am speaking in English.	4,14	0,52
2.	It frightens me when I don't understand what the teacher is saying in English.	3,86	0,52
3.	During English class, I find myself thinking about things that have nothing to do with the course.	2,85	0,89
4.	I start to panic when I have to speak without preparation in a Business English class.	4,45	0,51
5.	I worry about the consequences of failing in my English class.	3,64	0,95
6.	I don't understand why people get so upset over Business English class.	2,89	0,31
7.	It embarrasses me to volunteer answers in my Business English class.	2,32	0,48
8.	I get upset when I don't understand what the teacher is correcting.	3,64	0,49
9.	Even if I am well prepared for a Business English class, I feel anxious about it.	4,12	0,78
10.	I often feel like not going to my Business English class.	2,44	0,51
11.	I am afraid that my English teacher is ready to correct every mistake I make.	3,4	0,5
12.	I can feel my heart pounding when I am going to be called on in my Business English class.	4,2	0,58

13.	The more I study for an English test, the more confused I get.	2,68	0,56
		Mean	SD
14.	I always feel that the other students speak English better than I do.	3,24	0,44
15.	I feel more tense and nervous in my Business English class than in my other classes.	4,28	0,68
16.	I get nervous when I don't understand every word the English teacher says.	4,4	0,7
17.	I am afraid that the other students will laugh at me when I speak English.	4,36	0,49
18.	I get nervous when the English teacher asks questions which I haven't prepared in advance.	4,64	0,49
19.	I often feel like not going to my Business English class	2,32	0,48
20.	I keep thinking that the other students are better in English than I am.	2,12	0,33

Based on the mean scores, the attributes of the statement revealed evidence of students' language anxiety in a business presentation. The distribution of the level of students' language anxiety consists of three levels of anxiety, namely Low Language Anxiety with a range of scores 16-27, Moderate Language Anxiety with a range of scores 28-45, and High Language Anxiety with a range of scores 46-60. The mean scores of language anxiety scale indicated that students possessed High Language Anxiety. Students' scores were classified in High Language Anxiety with Mean score = 61,99 and Standard Deviation= 10,17.

The second instrument of data collection was direct observation with the observation checklist. The observation checklists were taken from many theories, such as the feeling of anxiety, nervousness, apprehension, and fearfulness (Ansari, 2015). Students may be committed with trembling, perspiring, and accelerating heartbeat (Ansari, 2015). Additionally, students with draining speaking anxiety tend to exhibit hesitance to be involved in class activity by remaining still, always finding a seat in the back, having minimum eye contact with the lecturer and peers (Ansari, 2015). According to Suleimenova (2013), students who experience anxiety always display vivid characteristics such as twisting, swaying, touching hair, clothing, and veil, and speaking haltingly. Perspiring and sweating, feeling of nausea, standing with powerless knee, and having dry mouth are also

experienced by the anxious students (Boyce, Alber-Morgan, & Riley, 2007). The obvious signs of anxious students described by the participants were flushing, scrubbing and itching the palms, sweating, under control voice, hesitance, poor in speaking performances, lack of excitement or willingness to speak, less analysis, unexpressive eye-contact, reading the manuscript while giving the presentation, speaking very fast and speaking very low (Hashemi & Abbasi, 2013). The following table summarized the evidence of students' language anxiety in the business presentation:

Table 2. Results of Attributes of Observation

Attributes of Anxiety	Total Talley Marks n=50
Hands and Legs Trembling	33
Remaining Quiet	27
Positioning in the back row	20
Prevent eye contact with lecturer and peers	32
Twisting or contorted motion	7
Moving restlessly	28
Playing with hair, veil, and clothing or touching objects	25
Stuttering	32
Getting sweaty	28
Feeling nausea	5
Weak knees	-
Dry mouth	-
Blushing	12
Scratching the palms	28
Sweating	21
Staggered voice	17
Hesitance	14
Poor in speaking performance	28
Lack of excitement or willingness to speak	9
Lack of analysis	26
Unexpressive eye-contact	21
Stick to the manuscript while giving the presentation	35
Speaking very fast	5

Speaking very low	16

Based on the distributions of observation checklists, the research findings showed that most students appeared in High Language Anxiety in terms of trembling (33) such as trembling hands when explaining the materials and trembling legs when standing in front of the class, remaining silent (27) such as remain still when getting questions from the lecturer, avoiding eye contact with the lecturer (30) such as less eye contact and rigid body language and facial expression, fidgeting (28) such as inability to maintain good posture, sit back and swaying, stuttering (32) such as too many pauses, rubbing the palms (28), poor performance in spoken activities (28) such as poor in speaking performance in terms of accuracy and fluency, and reading from the script while giving a presentation (35). Students with a fearful expectation of communication are prone to avoid any circumstances where communication might be demanded so that it fails to receive the rewards normally related to interaction (McCroskey et al., 1997 cited in (Tadjouri, 2017). The apparent signs of students' language anxiety consisted of flushing, scrubbing and itching the palms, sweating, under control voice, hesitance, poor in speaking performances, lack of excitement or willingness to speak, less analysis, unexpressive eye-contact, reading the manuscript while giving the presentation, speaking very fast and speaking very low (Hashemi & Abbasi, 2013). The results of observation checklist also examined that the students showed blushing (12) such as feeling irritated from difficult questions from peers, perspiration (5) especially in the beginning of the business presentation simulation, too fast speed of speech (5) such as unclear articulation, and too slow speed of speech (16) such as low voice.

The third instrument of data collection was open-ended interviews with selected participants from fifty students. At this stage, the findings of questionnaires and observations were corroborated with interviews. It was to obtain insights on how students felt when having a business presentation and discover the affecting elements that can stimulate students' language anxiety. When asked about the factors that affect anxiety in presentation, most students responded the following responses: 'They had the fright of being laughed at', 'They had a fright of being out of context', 'inability to arrange the words in English' and memory disassociation (Liu, 2007). Many students were fearful of misusing correct grammar, vocabulary, and pronunciation, and of receiving negative feedback from their peers (Tadjouri, 2017). The students were also reluctant to speak actively because they

were afraid of using accurate grammar, pronunciation, and vocabulary (Bygate, 2005). Moreover, the students had a fear of negative evaluation from the lecturer and peers (Zhiping & Paramasivam, 2013). It is obvious that foreign language anxiety stems from fear of committing mistakes and the consequent fear of negative evaluation (Tsiplakides, 2009). The students also admitted that they had difficulties in providing peer assessment in terms of the criteria and rubric of assessment, especially when they had to use with Business English terminologies. The low exposure of business English vocabularies can hinder them to be actively involved in the peer assessment of business presentation.

The triangulation data from the questionnaires, direct observation, and open-ended interviews showed a large number of students experienced High Language Anxiety based on psychological aspects of language learning. The interpretation can pose some ideas on the affecting factors of student's language anxiety. It can depict that the factors are on the basis of less exposure of applicable teaching method, low exposure of Business English vocabularies, and low English proficiency skill. The instructional activities and strategies by which simulation implemented were also the contributing factor to students' language anxiety.

Therefore, the findings of this research can be used as a benchmark to evaluate the materials in the coursebook of Business English used at Universitas Muhammadiyah Pontianak. Some considerations are taken into account for better implementation of business presentation simulation for Management students. As simulation requires long time allocation, the plans of theory and practice of simulation must be well organized. The selection of simulation must also be considered based on students' language proficiency. Based on its implementation, peer assessment accompanied by assessment rubrics should play a vital role to facilitate students' critical thinking skills. Also, the simulation itself can be linked to other learning activities such as project-based learning activities, content and language integrated learning activities, and other problem-solving activities.

CONCLUSION AND SUGGESTION

The success of language learning does not only rely on cognitive factors but also affective factors as well. This research revealed that EFL learners in higher education still cope with language learning anxiety, especially when they have to perform the language in the business presentation. The findings show a majority of students experienced High Language Anxiety in business presentation simulations with visible symptoms such as trembling, remaining silent, avoiding eye contact with lecturer, fidgeting, stuttering, and

rubbing the palms. They also showed poor performance in spoken activities that can be seen from less eye contact, too fast speed of speech, and too slow speed of speech. The research findings from open-ended interviews indicated the students experienced communication apprehension occurred as a result of fear of negative evaluations. The outcomes of this research suggest the researcher to design, develop and integrate adaptive materials to overcome language learning anxiety in a business presentation. Considering the factors of students' language anxiety, it is recommended for future researchers to conduct an in-depth investigation on the factors behind the students' language anxiety from cultural perspectives regarding learning English as a Foreign Language. It is to obtain comprehensive data on how to set the measures overcoming students' language anxiety for EFL learners since the research findings indicated the students' language anxiety was classified as High Language Anxiety. The limitation of the study is that the study does not cover the self-reflections from the students' perspectives because it was conducted to Non-English Department students with High Language Anxiety.

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