



THE EFL STUDENTS' RESPONSE TOWARD PRESENTATION CLINIC PROGRAM TO REDUCE STUDENTS' ANXIETY IN DELIVERING PRESENTATION

Sardian Maharani Asnur¹, Syahruni Junaid², & Masykur Rauf³

^{1,2,3}Universitas Islam Negeri Alauddin Makassar

Correspondence Email: sardian.maharani@uin-alauddin.ac.id

ABSTRACT

Anxiety indeed an ordinary thing experienced by everyone when talking in public and can be increased if it is done by using foreign language. Presentation clinic program was created to train EFL students to conduct presentations in English, specifically to reduce their anxiety in delivering presentations. There are several activity which is include in the activity of the program, those are: (1) pre-presentation; (2) understanding the public speaking technique; (3) building confidence; (4) reducing anxiety; (5) delivering presentation; (6) creating power point; (7) post-presentation. The purpose of this study was to overview the response of students after following the presentation clinic program and to obtain students' suggestions for further implementation of presentation clinic program. This research was conducted in English Language and Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar. The subjects of the study were 20 students of English Language and Literature Department of UIN Alauddin Makassar who had follow the program of presentation clinic. This program has been able to achieve the objectives of its activities and is very beneficial for EFL students who want to bring English presentations. Students respond positively to this program because they already know how to present well and can conduct presentations with less anxiety. The students' response was very good in joining the program, which was shown with a responsive and enthusiastic attitude, so that it produced a good outcome.

Keywords: Anxiety, EFL students; presentation clinic; response

1. INTRODUCTION

In speaking, both linguistic competence and non-linguistic competence are needed in order to communicate with other, especially to communicate by using foreign language (Syarifuddin, 1996). Many students have a good linguistic competence but they are sometimes not able to communicate well. Linguistic competence comprises of lack of vocabulary, fail in grammar, poor in pronunciation, and some other linguistic factors. Whereas non-linguistics competence covers psychological factors such as lack of motivation, low interest, or feel anxiety whenever they want to speak (Mukminatien, 1999).

Psychological factor can be said as non-linguistic factor that refers to interest, motivation, attitudes and affective factors, and other feelings that can occur in classroom or outside the classroom such as lack of confidence, being afraid to be corrected, moral or religion, and so for.

Affective factors include anxiety, self esteem, belief and performance. Perhaps many of us have been in situation where we are asked to present our paper in front of the class or in front of many people, or what is categorized in public speaking by Rogers (2008), but then our minds mysteriously go blank and do not know what to say, though we absolutely know what to say or what to present. At other times some people avoid to talk too many since they are unprepared, uninterested, or unwilling to express themselves, most anxiety stem from feelings of alienation in presentation situation, a lack of confidence, or because they are afraid of communication itself (Daly in Burden, 2004).

Anxiety in public speaking is very common among both college students and the general population. Some estimates are that as many as 20-85% of people experience more or less anxiety when they need to speak in public (Katz, 2000). However, for some people the anxiety becomes so intense that it interferes with the ability to perform at all. In the case of students, this may lead to avoiding certain courses or even majors where oral presentations are required, never speaking in class, or deciding against certain careers because they would require occasional speaking before a group. Students who are very anxious about public speaking in class or in their examination seminar may sometimes also avoid social events they would like to attend or may not talk to classmates they would like to get to know.

Students in English and Literature Department of Adab and Humaniora Faculty, UIN Alauddin Makassar, have to present their thesis seminar in English as one of requirement to graduate in the university. Nevertheless, in some seminar presentation some of students were failed to conduct their presentation. Most of them said that they feel nervous and suddenly all the material is lost in their mind.

Presentation is one part of public speaking which is often a scourge of anxiety for the EFL students who will conduct presentation in English. Anxiety experienced by these students is very reasonable to see problems that are often found, namely the unpreparedness of students in conducting presentations, both in terms of delivery and presentation of his/her presentation. Especially for students majoring in English Language and Literature is their lack of preparation in mastering words or sentences which if spoken properly and correctly so as not to cause ambiguity of meaning to the listener.

Aware of some of the problems above, the researcher have conducted presentation Clinic program for ten of supervision students who will performed their thesis presentation that is focused on mastering presentation skills, namely overcoming the difficulties of presentation, providing knowledge of good and correct presentation techniques, and presenting interesting presentation materials.

Concerning the presentation clinic program above, the researcher is interested to overview the students' responses to the implementation of the program, since the researcher believes that this program is an appropriate activity to improve students' presentation performance and precisely to reduce their anxiety.

Literature Review

In 2007, Tanveer have investigated the cause of language anxiety for EFL learners in speaking. The finding suggested that language anxiety can originate from learners' own sense of self, their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors and from the fear of losing self-identity.

In 2009, Hofmann conducted research toward 201 students to do a presentation in front of video camera. The result of the research found that the regulation of anxiety suppression significantly affect the students' presentation, thus can be blocked their purpose to perform a good presentation, and will intend someone into unwilling experience.

In addition, the same study had already been conducted by Asnur in 2010 about the anxiety of students in Business English Internship Report Presentation at Business English Study Program of Language and Literature Faculty of State University of Makassar, she found that students who conducted the presentation report using English language are generally experience moderate anxiety.

Moreover in 2017, Sisba have already conducted research which aim to identify the public speaking program effectiveness to improve their public speaking skill. The result shows that the participant shows positive response on the program, which is held in three meetings. They can improve their speaking skill; moreover they can reduce their anxiety by following the strategies given in the program.

Public speaking

The public speech is a formal communication event, a showcase where the speaker becomes the center of attention and has a chance to star or to fail in the eyes of a number of people. Usually, people spend more time in preparing a public speech than planning the inter-personal and small group communication. The public speech is an established communication occasion with well-understood patterns of how people ought to behave and communicate. "Once people know what kind of speech occasion it is, people will also know a good deal about what is expected of us as a speaker or as an audience member" (Borman and Borman, 1981:158).

Meanwhile, Gamble and Gamble (1983) state that public speaking is creative undertaking and not something that just happens when the speaker stand before a group of people. They divide speechmaking into four main stages:

- 1) The topic selection stage, where the speaker analyze himself, his audience, and the nature of occasion, choose a general subject area, focus is in on the subject, and narrow its scope until they hit upon a particular aspect of the topic they can handle in the time allotted.
- 2) The topic development stage, on this stage the speaker gathers their evidence, organize the evidence according to their purpose, prepare visuals, and rehearse.
- 3) The presentation stage, the speaker main task on this stage is to control their anxiety level so that they will be able to deliver their ideas clearly and effectively.
- 4) Post-presentation analysis stage, during this stage the speaker determine the strength and the weaknesses of their presentation in order to be better prepared to meet the speechmaker's challenge when another public speaking occasion arises.

The stages offered by Gamble and Gamble above have given us a general view of systematic speaking process, particularly in doing on a presentation in front of the public.

In public speaking, we have to determine exactly *why* we are speaking. What is our purpose of doing on the speaking? What do we hope to accomplish? Most speakers have one of two general objectives when they prepare to deliver a speech or presentation: They either aim to inform the listener (to share new information or insight with the audience) or to persuade listeners (to convince audience members to believe in or do something). "However, in actual speaking situation, purposes are not always so clear cut as we have described here. Thus "persuasion speeches" usually contain informative material, while "information speeches" may sometimes contain elements of persuasion" (Gamble and Gamble, 1983:311).

1) Persuasive speech

Persuasive speech is a speech of convincing people, reinforce or change the listener's beliefs. The persuasive speech tends to influence the listener's choices and to narrow audience response to the one the speaker prefers. This kind of speech is sometimes used by teacher or lecturer that might be interested in making the students in their class think or behave in a particular way. The words "convince", "persuade", "motivate", and "act" commonly turn up in persuasive speech purpose statements (Gamble and Gamble, 1983).

2) Informative speech

Informative speech is in which a speaker has important information or know how to give to an audience. If the speaker purpose is to inform, they must be certain the primary data they provide enhance listener understanding, and they must find ways to help the audience remember what they say. In keeping with this primary purpose, the informative speaker may explain something, demonstrate how something functions, or describe how something is structured (Gamble and Gamble, 1983).

There is one type of speech that introduced by Broman and Borman (1981), that is presentation. The presentation is a speech form that has emerged within the last few decades to meet the needs of the highly developed urban culture. Most of people now work in organizations, institutions, or corporations. Representatives from various groups within the company, the church, the governmental agency, or the school need to give and get information in formal agency, or the school needs to give and get information in formal communication settings officially approved by the organization involved. Because these official speeches are so important, the people preparing them have called upon the latest communication in technology to aid in their preparation.

How the speaker give a presentation on the job or proposal can be crucial; when the speaker present their self and their ideas about their particular specialty to their peers and their superiors, they will make judgments about the speaker's skill, understanding, and competence on doing on the job.

Sometimes presentations are given repeatedly, especially for purposes of public relations. A company representative might give a presentation to visitors touring a plant. Another representative might go out to groups and schools in the community and give a presentation about the organization. The most common situation, however, and the more critical or important occasion, is the instance in which a presentation is prepared with a definite persuasive purpose, with a specific audience in mind. The audience for a presentation may be one or two people only. But, more usually, presentation are given to groups of people ranging in size from five to twenty, or even, occasionally, hundreds (Borman and Borman, 1981).

As a speaker, the speaker needs to consider the effective ways to deliver their presentation. When the speaker speaks in public, they have three basic tools at their

disposal namely verbal (the spoken, oral, and unwritten way of presenting the material), visual (include such things as individual's dress, movement, posture, gesture, facial expression, and eye contact), and vocal (basic vocal dimension as state by Adler and Rodman (2006): volume (loudness of our voice), pitch (the highness or lowness of our voice), rate (speed in speaking), and articulation (saying all the parts of all the necessary words))

Anxiety

The construct of "anxiety" is widely associated with unpleasant emotional state and is intricately intertwined with self-esteem, inhibition, and risk-taking. Casado and Dereshiwsky (2001) maintained that it is difficult to define anxiety. Definitions which are available in literature, generally describe anxiety as a cognitive-affective response characterized by physiological arousal and apprehension regarding the potentially negative outcome that the individual perceives as impending. Sarason (1986) defined anxiety as "distressing preoccupations and concerns about impending events" (p.21).

Sigmund Freud (in Syarifuddin, 2006) viewed anxiety as the symptomatic expression of the inner emotional conflict caused when a person suppresses from conscious awareness experiences, feelings, or impulses that are too threatening or disturbing to live with. He also viewed anxiety as arising from threats to an individual's ego or self-esteem, as in the case of inadequate sexual or job performance.

Investigation conducted by Price (in Koba et al, 2000) revealed that having to speak a foreign language in front of other students resulted in the most anxiety for most of the students. Other responses were making pronunciation errors or being laughed at by others. Price then indicates the role of the instructor. He says that those instructors who always criticize students' pronunciation might make students anxious.

Students experiencing public speaking anxiety say they are concerned they will be embarrassed if they speak. They say they are worried they will make a mistake, look "stupid" to others, or be judged unattractive. Some students say they get upset thinking about others looking at them or being the center of attention. Others express the belief that no one would be interested in anything they would have to say, or that nothing they would say would be worthwhile. The bottom line is fear of unfavorable evaluation by others (Katz, 2000:2). Anxious students may also have difficulties in discriminating sounds and structures or in catching their meaning. Horwitz et al (1991) also states that over studying sometimes make students so anxious as to cause errors in speaking or on tests. Anxiety attributes to an affective filter which prevents students from receiving input and then language acquisition fails to progress.

In conclusion, anxiety, which is typically associated with self-deprecating thoughts, fear of failure, or worry over performance procedures, may compete for cognitive resources that normal cognitive processing will demand. Because the capacity for information processing is limited, when combined with anxiety related self-thoughts, the mental processing is naturally overloaded to the extent that language performance is

impaired (Eysenck, 1979). Moreover, even superior students who are excessively concerned about their performance may become so anxious that they attempt to compensate by studying even harder because their compulsive efforts do not lead to their intended performance. Therefore, we can broadly think that anxiety is one of the most negatively influential variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor speaking performance.

Symptoms and causes of anxiety

Communication apprehension is a big stumbling block for a speaker. It may reduce his self-confidence. Communication apprehension influences very much credibility of a communicator. Although the message he present is good, he will use his listener's attention, if he has no self-confidence and credibility (Rahmat in Syarifuddin, 2006).

Anxiety is a general symptom that can be rooted in previous failure, being afraid to ankle mistakes to be citizen, being afraid to lose face, or lose face, or lacking of self-confidence. This can be blocking the students' speaking performance in classroom or outside classroom (Nur, 1993).

According to Ochs (1991:18) the following symptoms may occur separately or in combination:

- 1) Voice: quivers, too slow, too fast, monotonous
- 2) Verbal fluency: stammers halting, awkward pauses, hunt of words/ speech blocked
- 3) Mouth and throat: to allows repeatedly, breathes heavily,
- 4) Facial expressions: no eye contact, roll eye, tense face muscle/ grimaces/ twitches, deadpan expressions
- 5) Arms and hands: rigid or tense, fidget/ waves and hard about, motionless/ stiff
- 6) Gross body movements: sways, paces, shuffles feet

While Buehler and Linkguel (in Syarifuddin, 2006) listed a number of sources of anxiety as follows:

- 1) Fear of unattractiveness. The speaker feels that she/he is not handsome, pretty, or is improperly dressed;
- 2) Fear of social inadequacy. The speaker fears that her/his behavior will be perceived as in appropriate or crude. This implies social inferiority;
- 3) Fear of criticism. The speaker fears and may be over-sensitive to negative feedback from the audience. It may be that person has lived an entire lifetime or negative criticism;
- 4) Fear of failure. The speaker fears of social blunder (or possibility of blundering) or at least no meeting with success;

- 5) Fear of the unknown. The inexperienced speaker has not yet met the situation and does not know what to expect. It may be that the speaker is merely inexperienced and has met with the embarrassment in previous speaking experience;
- 6) Fear of speech anxiety. The speaker is afraid of being afraid. The symptoms of speech anxiety may set in and prompt this fear;
- 7) Conflicting emotion. The speaker faces the simultaneous fear of failure and desire to succeed. That cause a turmoil that adds to distress; and
- 8) Excitement from anticipation. The speaker is too intoxicated and excited about the event itself that it prompts the same physical reactions as would fear.

Strategies to cope with anxiety in public speaking

According to the book of lists, the fear of speaking in public is the number 1 fear of all fears while the fear of dying is number 7. Over 41% of people have some fear or anxiety dealing with speaking in front of groups (Laskowski, 1996). People who have this fear can experience all kinds of symptoms: Sweaty palms, accelerated heart rate, memory loss and even difficulty in breathing.

Everyone, even experienced speakers, has some anxiety when speaking in front of a group of people. This is perfectly normal. The best way to deal with this anxiety is to first acknowledge that this fear is perfectly normal and you are not alone. To reduce your fear, you need to make sure you properly and thoroughly prepare yourself before you speak. Lawkowski (1996) then states that proper preparation and rehearsal can help to reduce this fear by about 75%, proper breathing techniques can further reduce this fear by another 15%, mental state accounts for the remaining 10%.

Adler and Rodman (2006) then suggest four simple ways to overcome the anxious feeling about present a public speech:

- 1) Be rational. Listen to your thought processes, your internal voice, and try to figure out if the basis for your stage fright is rational. Then dispute any rational beliefs.
- 2) Be receiver-oriented. Concentrate on the audience rather than on yourself. Worry about whether they are interested, about whether understand and about whether or not you are maintaining human contact with them.
- 3) Be positive. It is important to build and maintain a positive attitude toward the audience, the speech, and yourself as a speaker. Some communication consultants suggest that public speakers should concentrate on three statements immediately before speaking. The three statements are:

“I’m glad I’m here”

“I know my topic”

“I care about you” (“you” of course being the audience)

Keeping these ideas in mind can help you maintain a positive attitude.

- 4) Be prepared. If we are fully prepared, our speech will represent less of a threat. Devote enough time to each step of message preparation so we can feel secure. Be especially sure to leave enough time to practice the presentation.

Moreover, there are also a few ideas to use to overcome the anxiety of speaking in front of the public, recommended by Lawkowski (1996):

- 1) Know the room; become familiar with the place in which you will speak. Arrive early and walk around the room including the speaking area. Stand at the lectern, speak into the microphone. Walk around where the audience will be seated. Walk from where you will be seated to the place where you will be speaking.
- 2) Know the audience: if possible, greet some of the audience as they arrive and chat with them. It is easier to speak to a group of friends than to a group of strangers.
- 3) Know your material: if you are not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech or presentation and revise it until you can present it with ease.
- 4) Learn how to relax: you can ease tension by doing exercises. Sit comfortably with your back straight. Breathe in slowly, hold your breath for 4 to 5 seconds, and then slowly exhale. To relax your facial muscles, open your mouth and eyes wide, and then close them tightly.
- 5) Visualize yourself speaking; imagine yourself walking confidently to the lectern as the audience applauds. Imagine yourself speaking, your voice loud, clear and assured. When you visualize yourself as successful, you will be successful.
- 6) Realize people want you to succeed; all audiences want speakers to be interesting, stimulating, informative and entertaining. They want you to succeed - not fail.
- 7) Don't apologize for being nervous; most of the time your nervousness does not show at all. If you don't say anything about it, nobody will notice. If you mention your nervousness or apologize for any problems you think you have with your speech, you'll only be calling attention to it. Had you remained silent, your listeners may not have noticed at all.
- 8) Concentrate on your message; not the medium, your nervous feelings will dissipate if you focus your attention away from your anxieties and concentrate on your message and your audience, not yourself.
- 9) Turn nervousness into positive energy; the same nervous energy that causes stage fright can be an asset to you. Harness it, and transform it into vitality and enthusiasm.

- 10) Gain experience; experience builds confidence, which is the key to effective speaking. Most beginning speakers find their anxieties decrease after each speech they give.

Another suggestion to overcome the anxiety in public speaking is proposed by Swift (2009):

- 1) Prepare your material well. Use flash cards with one side having a key word or image and the other side containing the major points of each section of your speech to check yourself on content. Make sure you have outlined the content so that it has a logical flow that you can follow and are comfortable with intellectually.
- 2) Be sure that any visual aids, e.g., PowerPoint, are designed to provide you with the cue words on the flashcards.
- 3) Do not make the presentation an opportunity to tell all you know. Most people appreciate brevity. It is not only the Generation Y folks who have no attention span. Busy people want you to get to the major point as soon as possible and help them to stay involved. If they want to know more, give them a question and answer (Q&A) section which helps you in two ways: 1) you can see the light at the end of your anxiety tunnel if your presentation is brief; and 2) during Q&A you have the opportunity to engage in conversation which is a structure that relaxes people and gives you time to breath — literally.
- 4) Never be afraid to say that you are nervous. You can couch it in statements such as: "I am really honored to have the chance to present my ideas to all of you. I'm sure my dry throat and shaking hands are just part of the charm of the moment." Everyone has experienced presentation anxiety at some level. They will find your honesty disarming. They may even laugh. Good. Now they are comrades-in-anxiety, not the enemy. In addition, their moment of laughter has bought you time to breathe.
- 5) If you have very high anxiety, build pauses or breathers into the presentation. Handouts are not a good idea as a rule because they distract from you but they can be invaluable if that slight break in scrutiny allows you to refocus and breathe. Lack of oxygen and thorough expelling of carbon dioxide is a big problem in anxiety. Deep cleansing breaths are key. A handout buys the time to do this. Also, walk around the room and hand it out. This moves your muscles, helps with that lactic acid and makes breathing more regular. There are many ploys for moving around a room and refocusing attention. Think of ones that will work for your presentation. The moment the eyes leave you, you have a private moment to regroup.
- 6) Rehearse. Ask a spouse, significant other, tolerant friend or sibling to listen to your presentation. Realize that they are often the toughest audience because

their esteem is critical to you. They'll tell you all sorts of things such as, "don't fidget," "smile more," etc. These comments are not what you need them for—don't tell them that. You need them there so that you will experience the nervousness and survive. Every time you survive a one-on-one rehearsal of your presentation, you are less likely to get anxious in public.

Especially for the students or speakers who have to conduct a presentation using a foreign language, the strategies below might help them to reduce their anxiety. These strategies are suggested by Halverson (2002):

- 1) Remember that all students experience anxiety.
- 2) Try not to focus on your "accent" but instead on the message.
- 3) Remember you do not need to talk about your culture, country, etc. unless you *want* to! Some students almost feel pressured to do so.
- 4) Be aware of your time limit and practice so your speech is "just right" concerning time.
- 5) Use visual aids. ESL students find this especially useful!
- 6) PowerPoint or a Poster can help the audience "see the words" you might be afraid of pronouncing. Also, you might find that the audience's attention is off of you!
- 7) Write out words phonetically (as they sound).
- 8) Try to write rite in your language of origin or English. Discover what works best for you.
- 9) Talk your speech through in both languages. Then, eventually, talk it through more and more in English. The idea is to memorize "concepts" and the "order" of your speech.

All of the above suggestion about reducing the anxiety of public speaking can be very valuable for anyone who wants to deliver a presentation, include the students.

Presentation Clinic Program

Presentation Clinic program is a program that is held to assist students in making good and right presentations; help them in overcoming difficulties faced when speaking in public; provide knowledge to the students about making a good and correct presentation / power point tool. This program was conducted in six meetings, each meeting was held for 60 minutes. The activities in each meetings are explained in the following table:

Table 1. The Meeting Program of Presentation Clinic

Meeting	Activities	Explanation of activities
1	Pre-presentation (initial observation)	- Students are asked to conduct a presentation of their material - The trainer make a notes on students' performance
2	The Public Speaking Techniques	- Trainer give techniques of public speaking

3	Building Confidence and reducing anxiety	<ul style="list-style-type: none">- Students conduct rehearsal using the techniques- Trainer make a notes on students' performance- Trainer provide reinforcement to increase their confidence (theory and practice)- Trainer give techniques to reduce anxiety before and while delivering presentation
4	Delivering presentation	<ul style="list-style-type: none">- Trainer taught on how to deliver a good presentation (how to arrange sentences, word choices, and pronunciation)- Students rehearse in delivering presentation
5	Presentation Material	<ul style="list-style-type: none">- The use of power point- Showing the presentation material on each slide- Designing power point slides
6	Post-presentation	<ul style="list-style-type: none">- Students are asked to conduct a 10 minutes presentation of their material- The trainer make a notes on students' performance

2. METHODS

This research was a qualitative research which was conducted at English language and Literature Department of Universitas Islam Negeri Alauddin Makassar (UINAM). The research involved ten of researcher's supervising students of academic year 2018-2019, including six females and four males. Observation and interview to the participant were conducted to identify their perception toward the program of presentation clinic.

3. RESULTS AND DISCUSSION

The ten students were selected after analyzing their level of anxiety, most of them are in moderate anxiety level; which means the anxiety enables someone to focuses on important problem and turns aside the other problems, therefore someone has main attention, but he/she can do something directed. Manifestation happened on this level are the increase of exhaustion, heart beat faster, breath heavily, muscle suspense increase, speak faster with high volume, narrow perception, able to learn but not optimally, concentration decrease, selective attention and focuses on stimulation that do not increase anxiety, offended easily, impatient, easy to forget something, easy to angry and cry (Towsend, 1996). Based on the observation, beside those characteristics of the increase of exhaustion, heart beat faster, breath heavily, speak slowly with low volume, concentration decrease; this anxiety also causes them hard to remember their material well and do not know what to speak in the presentation. After the presentation clinic have

been accomplished, the students were given a close-ended questionnaire as well as an open-ended questions.

Closed-Ended Statements

The result of questionnaire shows that the students give positive response to the program. Students' response in Likert scale (1-5), namely; 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree). The result of each students' response are arranged from the highest to the lowest through this mean score:

Tabel 1. Response of Presentation Clinic Program

No	Statements	Mean Score
1	Presentation Clinic program is valuable for the students who wants to do presentation	4,24
2	Presentation Clinic program is interesting	3,56
3	Presentation Clinic program is given me knowledge on things to do in presentation	3,56
4	I can easily understand the material delivers in Presentation Clinic program	3,62
5	I can directly practice the material given in the program	4,58
6	Presentation Clinic program is enjoying	4,24
7	Presentation Clinic program can build my self-assurance in conducting presentation	4,58
8	I learn to reduce my anxiety in presentation	4,58
9	I know how to cope with my anxiety during presentation	4,24
10	I can control myself while delivering presentation	3,62
11	After following the presentation clinic program, I have self-awareness on my English competence to build my confidence in presentation	3,56
12	I have no doubt delivering presentation after following the Presentation Clinic program	4,24
	Mean score of the statements	4,05

Result of each statement was sorted from the highest to the lowest can be seen in the following diagram:

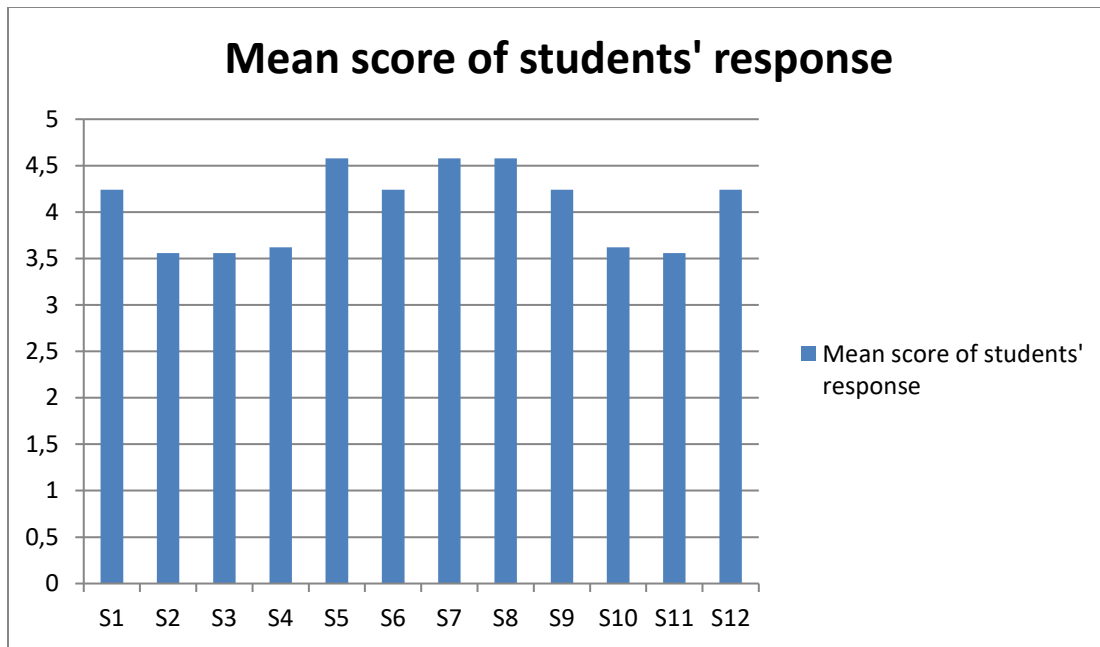


Figure 1. Analysis result of students' response on Presentation Clinic Program

Based on the accumulation of twelve questions, the mean score is 4,05 which means that students have positive or good response on this program. Score 4 means that the students agree for mostly of the statements given.

Open-Ended Questions

Based on the result of open-ended questions about the most valuable thing got from the program, the researcher found five categories of answer, namely: (1) self-confidence, (2) strategies and tips, (3) benefits, (4) practice, (5) cope with the anxiety. 6 of 10 students given their response on their self-confidence, 4 of 10 students comments on strategies and tips, 5 of 10 students response on the benefits, 6 of ten students response on practice, and 8 of 10 students response on coping with anxiety.

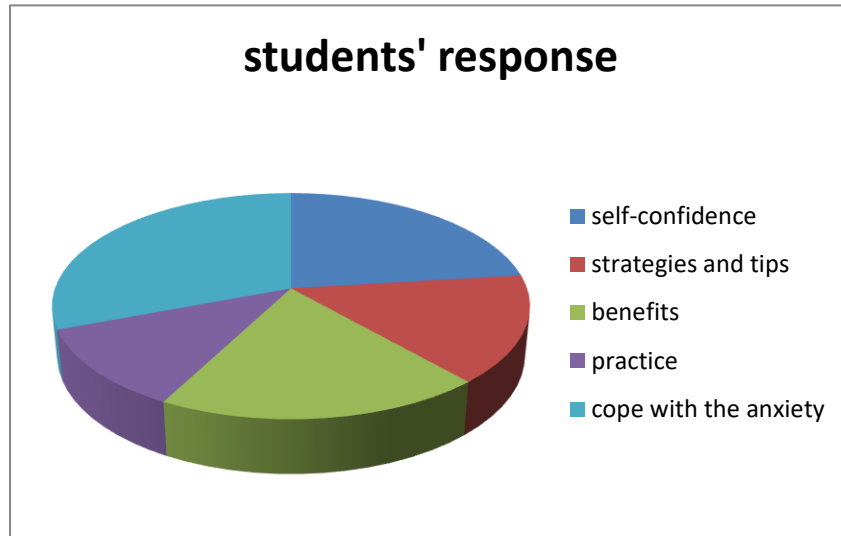


Figure 2. Analysis result of Open-ended questionnaire

Most of the students stated that by joining this program, they can cope with their anxiety on presentation. They feel they speak more stable, also they can focus on what they want to speak or present. Their heart beating becomes normal after a few second, since they can control themselves easily.

More than half of the participants responded that the presentation clinic program they attended had given them better self-confidence, in this case relating to: confidence in public, confidence in public speaking, confidence in voice control, and confident in attracting the attention of the audience.

Students also responded that the presentation clinic program they participated in gave them knowledge of public speaking tips, in this case relating to: tips on dealing with the audience, building communication with the audience, and delivering material formally / informally.

In terms of benefits, some students gave answers that the presentation clinic program they were attending had provided benefits for them, in this case relating to: verbal communication skills and reducing anxiety in speaking English.

Some students also gave comments on the presentation clinic program practice. According to the students, the presentation clinic program facilitated them to practice directly by implementing methods and tips that could be used for presentation. Through this activity too, students are able to practice expressions when speaking in public. Some students also responded that presentation clinic program can help them overcome weaknesses when speaking English in presentation. Through presentation clinic activities, they know things that must be improved when speaking in presentation.

The recapitulation of open questions shows that: overcoming anxiety is the most response given by students in presentation clinic program, followed by self- confidence, practice, benefits, and tips and strategies.

The result of closed-ended questions dan open-ended questions shows that the students given positive response toward the presentation clinic program that can be seen from the mean score of the close-ended question is 4 and most of the students believe that this program help them to reduce their anxiety and build their confidence in presenting an English presentation.

CONCLUSION

Based on the results and discussion it can be concluded that the Clinic Presentation Program has been able to achieve the objectives of the activity and is expected to be useful to students who want to make presentations in a foreign language. Both public speaking material, as well as ways to overcome anxiety in making presentations are felt by students to be useful and can improve their presentation skills. The enthusiasm of the participants was very good in joining this program. Responsive and enthusiastic are the characteristics of the participants in following this training from beginning to end. All participants were able to explore tips on carrying out presentations both in managing time, energy, emotions, and stress. In terms of practice, participants of the Clinic Program presentation also showed high enthusiasm, this was seen from their readiness in pre- and post-presentation.

REFERENCES

- Adler, Ronald B & George Rodman. 2006. *Understanding Human Communication*. New York: Oxford University Press.
- Aida, Y. 1994. "Examination of Horwitz, Horwitz, and Cope's construct of language anxiety: The case of students of Japanese." *The Modern Language Journal*, 78, 155-168.
- Asnur, Sardian Maharani. 2010. *The Anxiety of Students in Business English Internship Report Presentation at Business English Study Program of Language and Literature Faculty of State University of Makassar*. Unpublished Thesis. Makassar: PPs UNM
- Aydin, Selami. 2008. "An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners". *Asian EFL Journal*, volume 31, Article 2, October 2008.
- Bormann, Ernest G & Nancy C Bormann. 1981. *Speech Communication: A basic Approach*. Third edition. New York: Harper & Row Publishers.
- Burden, Peter. 2004. *The Teacher as Facilitator: Reducing Anxiety in The EFL University Classroom*. JALT Hokkaido Journal, volume 8. Available:

- (http://www.jalthokkaido.net/jh_journal/journal2004.html). Retrieved on February 20th, 2010.
- Casado, M. A., & Dereshiwsky, M. I. 2001. Foreign language anxiety of university students. *College Student Journal*, 35 (4), pp. 539-549.
- Cheng, Jian-Chang. 2005. *The Relationship to Foreign Language Anxiety of Oral Performance Achievement, Teacher Characteristics and In-Class Activities*. Unpublished thesis for Master of Arts degrees. Department of Applied English: College Applied Languages of Ming Chuan University.
- Clark, H. H. and E. V. Clark. 1997. *Psychology and Language. Introduction to Psycholinguistics*. Harcourt Brace Jovanovich, Publishers. USA.
- Eysenck, M. W. 1979. "Anxiety, Learning and Memory: A Reconceptualization." *Journal of Research in Personality*, 13, 363-385.
- Gamble, Teri Kwal & Michael Gamble. 1984. *Communication Works*. New York: Random House.
- Halverson, Lori. 2002. *Dealing with communication and public speaking anxiety*. Minnesota Colleges and Universities Center for Teaching and Learning Faculty Small Grant Program. Available Online. (http://www.roch.edu/dept/spchcom/anxiety_handout.htm). Retrieved on: March 1st, 2010.
- Hofmann, Stefan G. Heering, Sanna. Sawyer, Alice T. Asnaani, Anu. 2009. *How to Handle Anxiety: The Effects of Reappraisal, Acceptance, and Suppression Strategies on Anxious Arousal*. Boston University: USA
- Hsieh, C. L. 1999. *The Relationship Between Anxiety And The Use Of Communication Strategies in L2 Context*. Unpublished master's thesis. Taipei, Taiwan: National Taiwan Normal University.
- Horwitz, E. K. & Young, D. (Eds.) 1991. *Language anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, New York: Prentice Hall.
- Karim. 1995. *Stimulating Students to Speak English Through Problem Solving Activities*. Unpublished Thesis. Makassar: PPs Universitas Negeri Makassar.
- Katz, Louise. 2000. *Public Speaking Anxiety* (a brochure). University of Tennessee at Martin Counseling Center.
- Kim, J-H. 2000. *Foreign Language Listening Anxiety: A Study of Korean Students Learning English*. Unpublished Doctoral Dissertation, Austin: University of Texas.
- Kondo, David Shinji. 1994. "Strategies for Reducing Public Speaking Anxiety in Japan." *Communication reports*. volume 7, issue 1, page 20-26. Gifu Keizai University, Oogaki, Japan
- MacIntyre, P.D. & Gardner, R.C. 1991. "Methods and results in the study of anxiety in language learning: A review of the literature." *Language Learning*, 41, 85-117.

- MacIntyre, P.D. & Gardner, R.C. 1994. "The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language." *Language Learning*, 44, 283-305.
- Na, Zhao. 2007. "A Study of High School Students' English Learning Anxiety." *The Asian EFL Journal Quarterly*, Volume 9, Issue 3. Asian EFL Journal Press. Online: (<http://www.asian-efl-journal.com>), retrieved on February 9th, 2010.
- Padmadewi, N. N. 1998. "Students anxiety in speaking class and ways of minimizing it." *Jurnal Ilmu Pendidikan*, volume 5 (Supplementary Edition), 60-67.
- Phillips, E. M. 1992. "The effects of language anxiety on students' oral test performance and attitudes." *The Modern Language Journal*, 76, 14-26.
- Rasyid, Muhammad Amin. 1988. *The Teaching of Speaking to the First Semester Students of English at IKIP Ujung Pandang*. Unpublished Thesis. Ujung Pandang: Universitas Hasanuddin.
- Rogers, Natalie. 2008. *Berani Bicara di Depan Publik: Cara cepat berpidato dengan efektif dan efisien*. Bandung: Nuansa.
- Scovel, T. 1978. "The effect of affect on foreign language learning: A review of the anxiety research." *Language Learning*, 28, 129-42
- Shumin, K. 2002. Factors to consider: Developing adult EFL students speaking abilities. J. C. Richards, & W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 204-211). Cambridge: Cambridge University Press.
- Swift, Judith. 2009. "Speaking Anxiety". *A Journal of URI*. USA: The University of Rhode Island. Online: (<http://www.uri.edu/artsci/com/swift/SpeakAnx.htm>.) Retrieved on: March 1st, 2010.
- Syarifuddin. 2006. *The Effect of Self-Esteem, Anxiety, and Gender on Oral Communication of EFL Students of Universitas Negeri Makassar*. Unpublished Dissertation. Makassar: Universitas Hasanuddin.
- Tanveer, Muhammad. 2007. *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. A published dissertation for the Degree of Master of Education in English Language Teaching Pathway: University of Glasgow.
- UMC Web Team. 2008. "Six Types of Oral Communication Activities." *An article of University of Pittsburgh*. Online: (<http://www.speaking.pitt.edu/oral-comm.html>.) Retrieved on March 19, 2010.
- Williams, E. Keth & Melvin R. Andrade. 2008. "Foreign Language Learning Anxiety in Japanese EFL University Classes: Causes, Coping, and Locus of Control." *Electronic Journal of Foreign Language Teaching*, Vol. 2, No. 2, pp.181-191. Centre for Language Studies. National University of Singapore. Online: (<http://e-fltnus.edu.sg/>). Retrieved on March 1, 2010.
- Young, D. J. 1990 "An Investigation of Students' Perspective on Anxiety and Speaking."

Foreign Language Annual Journal, 23, 539-53.