

## Students' Anxieties Toward Research Proposal Seminar

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**Abstract:** This study aims to determine the level and factors of the student anxiety towards seminar proposal. This type of research is qualitative research. The sample in this study is 14 students of 8<sup>th</sup> semester at English Language Education Study Program of Sintuwu Maroso University who were conducted proposal and undergraduate thesis seminars. The data are collected through questionnaires and interviews. The data are scored by using Zung's Anxiety Scale, then they are analysed by using Ernawati and Fatma's (2012) theory of influence factor of anxiety and collaborated with Horwitz' (2010) theory about foreign language anxiety factor. The results showed that all students experienced anxiety which is divided into three levels, namely severe anxiety experienced by 3 students (21%), moderate anxiety experienced by 6 students (43%), and normal anxiety experienced by 5 students (36%). While the factors that influence the anxiety are internal factors (shyness, lack of confidence, and mindset), external factors (embarrassment and lack of preparation), communication anxiety, exam anxiety and fear of negative evaluation.

**Keywords;** *research proposal seminar, students' anxiety*

### 1. INTRODUCTION

In completing the learning process at English Language Education Study Program of Sintuwu Maroso University, the eighth-semester students are required to compile a study titled "undergraduate thesis". Before reaching the stages of the undergraduate thesis exam, students are faced with a proposal seminar. Proposal Seminar aims to assist final students in completing studies in college. By doing this, the final student must undertake a research action whereby the final assignment of the final student. In general, to undertake research there are rules in the manufacturing process whereby a study must be critical and analytical, contain appropriate concepts, and theories, rational, objective, consistent in outlining, explaining, concise and coherence.

Based on the background of the research, the writers wanted to find out students' anxiety toward the research Proposal Seminar in the English Language Study Program at Sintuwu Maroso University then to find out the level and factor of students' anxiety towards the research proposal seminar. The sample is eight Semesters many 14 students. In collecting data, the writers will use interviews and questionnaires that adopted from the *Zung questionnaire*, then it will be analyzed by using the theory of *Ernawati and Fatma* (2012) about factors influence the student's anxiety namely internal and external factors and *Horwitz et al.* in *Cassady* (2010) about factors of foreign language.

### Common Evaluation of Anxiety

Every human being created and borne has feeling. The feeling which arises along with him is becomes one of the life dynamics sources in the world. One the feeling types discussed here is anxiety. The feeling is a normal reaction to stress, anxiously considered normal only if happened in a situation that most of people can handle it without difficulty mean.

According to *Bourne* (2010), Anxiety is a combined behavioral, physiological, and psychological reaction. Anxiety can cause physiological symptoms including a quick heartbeat, tense muscles, nausea, a dry mouth, or perspiration. While *Alloy* (2005) said that Anxiety is a feeling of fear and dread that will happen about threats or difficulties that are actually vague and do not occur.

Some experts interpreted anxiety as a negative emotion. One who feel worry, according to him, oftentimes incapable to making specification about source of its anxiety, they experience the fear in general. Therefore, they try to handle it by finding a peaceful place. For example, someone that feels anxious in a party with unknowing clear source will decide to leave the party. When someone experience of anxiety, his

intellectual function even also become to weaken which cause they find difficulties in learning and the concentration is easy to annoy.

Not everybody have the same anxiety; some people have preferred to show the defense behavior. Even to think of the certain activities, for example, because fear of ill; defense a journey because worry to an accident; until to avoid to be exposed to the others, on the chance of to avoid the opinion conflict.

From Ernawati and Fatma (2012), it can be seen some factors than can emerge that the students' anxiousness is influenced by both internal and external variables. For instance, in Internal factor, there are shyness, lack of confidence, interaction relationship between examiner and supervisor, and the student's mindset. While in external factor, the anxiety can be from embarrassment and lack of preparation.

Moreover, Horwitz et al. in Cassady (2010) declares that three factors of foreign language anxiety, such as Apprehension of verbal communication that has been labeled as the personal degree of dread or tension related with genuinely expected correspondence with someone else, Test Anxiety unpleasant feeling, and fear of negative evaluation.

As an illustration of the mental condition of the Students of English Language Education Study Program at Sintuwu Maroso University who taking online lectures in Odd Semester of 2021/2022 Academic Year, Tungka and Tarinje (2022) conducted a study entitled *Gambaran Mental Mahasiswa Selama Pembelajaran Online di Masa Pandemi Covid-19*. The variables in the research are depression, anxiety, and stress. The data are collected through DASS-21 Questionnaire from Psychology Foundation of Australia. The data retrieved at two points in time, namely in the beginning of the semester and in the mid-semester. The result proved that the students experience moderate depression, very severe anxiety, and very severe stress during online Learning in Pandemic Covid-19 Era.

In the study of anxiety, Previously, Habibullah et al (2018), in a research of *Kecemasan Mahasiswa dalam Menghadapi Seminar Hasil Skripsi di Lingkungan FKIP Universitas Muhammadiyah Palembang*. This research uses exploration technique of qualitative method. The information assortment procedures utilizing surveys and meetings. In this study, the populace was 18 understudies taken with a purposive testing procedure. The variable in this study is nervousness. In view of the consequences of exploration information examination, it tends to be reasoned that understudies who don't have nervousness with a level of 22.22%, understudies who have moderate uneasiness levels with a level of 66.66%, and understudies who have serious tension levels with a level of 11.12%. Factors that influence understudies' uneasiness in confronting the proposition class, that is self-assured, age, orientation, comprehension of the content of the research proposal seminar, interaction relations with examiners and supervisors, social support, ability to communicate, and mindset.

Then Asparanita (2020) in a research entitled Students' Anxiety in Speaking English at The Eleventh Grade of Senior High School 1 Muaro Jambi. This study employs a qualitative methodology, and In order to gather the data for this study, three different methods were used: observation, interviews, and documentation. The purpose of this study was to look into different student types' levels of anxiety when speaking English in senior high school level 1 Muaro Jambi's eleventh grade. Three different types of student anxiousness were identified by the study's findings in the Eleventh Grade of Senior High School 1 Muaro Jambi. They are situational anxiety, where students become anxious when they cannot understand the teacher's explanation, and state anxiety, where pupils must take a speaking test.

Moreover, the other research conducted Pratiwi et al (2018) in ofEFL Students' Anxiety in Research Proposal Seminar. This study uses qualitative research in order to understand and analyze the symptoms and variables of unknown dialect tension looked at by English Departement Students of STKIP PGRI West Sumatra as EFL understudies' during their examination proposition class. Likewise, this exploration was adressed to eight understudies' who were introducing their examination proposition, and they are chosen through a purposive inspecting procedure. Besides, in information assortment processes, a few instruments are utilized, like sound/video recorder, perception agenda, interview guides, and field notes. Those instruments are utilized inside two strategies of information assortment, perception and interview, in which perception was finished to see the side effects of unknown dialect nervousness, and interview was planned to figure out its variables. As the outcomes, it's observed that the discoveries of this study were pertinent with the speculations expressed by a few master, variable or reasons for English Department understudies' nervousness in research proposition class at STKIP PGRI West Sumatra are correspondence misgiving, text uneasiness, feeling of dread toward pessimistic assessment, speakers/supporters trademark, and mental elements.

These researches provide some information that students are feeling anxious when they cannot speak English well or explain about something, when doing communication with the supervisors, when facing a test, and so on. There are some factors that influence the anxiety, for example age, orientation, comprehension of the content of the research proposal seminar, interaction relations with examiners and supervisors, social support, ability to communicate, and mindset. For identification of anxiety, the feeling covers dread, worry, fear, nervousness, and easy to end. Physical reaction covers to heart palpitating quickly,

damp palms, dry mouth, confusion, eyelid vibrating, - eyebrow wrinkle, tense face, cannot be kept quiet, easy to surprise, turn pale-face and hesitating. Then, afraid is covered by negative thinking to his self and other people.

## 2. METHOD

The research used qualitative method. It was conducted in English Language Education Study Program of Sintuwu Maroso Poso University. 14 students who were conducted their research proposal and faced the Research Proposal Seminar became the subject of the research. The data are collected through questionnaire and interviews as the research instrument. The researcher adopted a questionnaire from Nursalam (2015) about *Zung's Anxiety Scale*. It can be seen in the Table 1 below

**Table 1. Zung's Questionnaire**

No.	Statement	Never	Some-times	Some time	Every time
1.	I feel more nervous and anxious than usual during the proposal seminar exam	1	2	3	4
2.	I feel scared for no reason at all during the proposal seminar exam	1	2	3	4
3.	I get angry easily and feel panic	1	2	3	4
4.	I feel like I'm falling and about to fall to pieces	1	2	3	4
5.	I feel everything is fine and there is no problem	4	3	2	1
6.	My arms and legs are shaking	1	2	3	4
7.	I'm bothered by headaches, neck and back pain	1	2	3	4
8.	I feel weak and tired easily thinking about the proposal seminar exam	1	2	3	4
9.	I feel calm, and can sit still easily during the proposal seminar exam	4	3	2	1
10.	I feel my heart pounding during the proposal seminar exam	1	2	3	4
11.	I feel dizzy and giddy thinking about the proposal seminar exam	1	2	3	4
12.	I have fainted or feel like it	1	2	3	4
13.	I can breathe easily during the proposal seminar exam	4	3	2	1
14.	I feel numb and tingling in my fingers and toes	1	2	3	4
15.	I'm bothered by stomach pain or indigestion during the proposal exam	1	2	3	4
16.	I often urinate when I want to take the proposal seminar exam	1	2	3	4
17.	Usually, my hands are dry and warm	4	3	2	1
18.	My face feels hot and red during the proposal seminar exam	1	2	3	4
19.	I fall asleep easily and get a good night's rest	4	3	2	1
20.	I have a nightmare thinking about the proposal seminar exam	1	2	3	4

Then in analyzing the data, to be achieved from all question items are added up, then the scores can be categorized into 4 criteria for anxiety levels (Nursalam, 2013), namely:

**Table 2. Zung's Score Anxiety**

No	Category	Score
1.	Normal/Not Anxious	20-44
2.	Moderate Anxiety	45-59
3.	Severe Anxiety	60-74
4.	Panic	75-80

While interview were conducted to 2 sample students who had severe anxiety descriptions, 1 student who had moderate anxiety descriptions, and 1 student who had normal/not anxious descriptions of eight semesters. The questions of interview are can be seen in the Table 3 below.

**Table 3. Question of Interview**

No	Questions
1.	Do you feel shy to speak in front of the Supervisor and Examiner?
2.	Do you feel a lack of confidence? Why?
3.	Do you feel Embarrassment? Why?
4.	You have already prepared yourself, was that maximal?
5.	Why do you worry or anxious?
6.	How do you feel when you were making sense of the exploration proposition? Why?
7.	Do you feel clumsy or seem abnormal before many individuals?
8.	Did you feel blank or uncomfortable in front of plenty of people?
9.	What makes you afraid that you cannot answer?

### 3. RESULTS AND DISCUSSION

The result of the research were obtained from Zung's questionnaire to the 14 students who were conducted their research proposal and faced the Research Proposal Seminar. The questionnaire was distributed by using Google Form. The answer of questionnaire are can be seen in the following figures

**Figure 1. Answer of Item #1**



**Figure 2. Answer of Item #2**



From the Figure 1 with the item "I feel more nervous and anxious than usual during the proposal seminar exam", none answered never, 7.1% (n=1) answered sometimes, 21.4% (n=3) answered some time, and 71.4% (n=10) answered every time. Figure 2, with item "I feel scared for no reason at all during the proposal seminar exam", none answered never, 28.6% (n=4) answered sometimes, 42.9% (n=6) answered some time, and 28.6% (n=4) answered every time.

**Figure 3. Answer of Item #3****Figure 4. Answer of Item #4**

From the Figure 3, with item “I get angry easily and feel panic”, 28.6% (n=4) answered never, 21.4% (n=3) answered sometimes, 14.3% (n=2) answered some time, and 35.7% (n=5) answered every time. Figure 4, with item “I feel like I’m falling and about to fall to pieces”, 57.1% (n=8) answered never, 14.3% (n=2) answered sometimes, 7.1% (n=1) answered some time, and 21.4% (n=3) answered every time

**Figure 5. Answer of Item #5****Figure 6. Answer of Item #6**

From the Figure 5, with item “I feel everything is fine and there is no problem”, 42.9% (n=6) answered never, 28.6% (n=4) answered sometimes, 28.6% (n=4) answered some time, and none answered every time. the Figure 6, with item “My arms and legs are shaking”, 21.4% (n=3) answered never, 21.4% (n=3) answered sometimes, 28.6% (n=4) answered some time, and 28.6% (n=4) answered every time.

**Figure 7. Answer of Item #7****Figure 8. Answer of Item #8**

From the Figure 7, with item “I’m bothered by headaches, neck and back pain”, 50% (n=7) answered never, 28.6% (n=4) answered sometimes, 7.1% (n=1) answered some time, and 14.3% (n=2) answered every time. Figure 8, with item “I feel weak and tired easily thinking about the proposal seminar

exam”, 14.3% (n=2) answered never, 21.4% (n=3) answered sometimes, 35.7% (n=5) answered some time, and 28.6% (n=4) answered every time.

**Figure 9. Answer of Item #9**



**Figure 10. Answer of Item #10**



From the Figure 9, with item “I feel calm, and can sit still easily during the proposal seminar exam”, 35.7% (n=5) answered never, 35.7% (n=5) answered sometimes, 28.6% (n=4) answered some time, and none answered every time. Figure 10, with item “I feel my heart pounding during the proposal seminar exam”, none answered never, 7.1% (n=1) answered sometimes, 28.6% (n=4) answered some time, and 64.3% (n=9) answered every time.

**Figure 11. Answer of Item #11**



**Figure 12. Answer of Item #12**



From the Figure 11, with item “I feel dizzy and giddy thinking about the proposal seminar exam”, 28.6% (n=4) answered never, 21.4% (n=3) answered sometimes, 35.7% (n=5) answered some time, and 14.3% (n=2) answered every time. Figure 12, with item “I have fainted or feel like it”, 71.4% (n=10) answered never, 14.3% (n=2) answered sometimes, 14.3% (n=2) answered some time, and 7.1% (n=1) answered every time.

**Figure 13. Answer of Item #13**



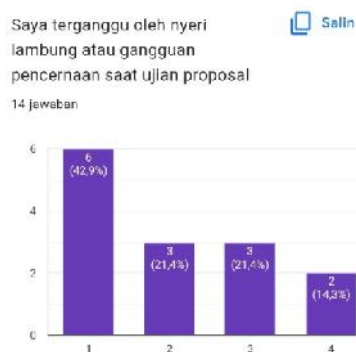
**Figure 14. Answer of Item #14**





Based on the Figure 13, with item “I can breathe easily during the proposal seminar exam”, 21.4% (n=3) answered never, 21.4% (n=3) answered sometime, 28.6% (n=4) answered some time, and 28.6% (n=4) answered every time. Figure 14, with item “I feel numb and tingling in my fingers and toes”, 71.4% (n=10) answered never, 14.3% (n=2) answered sometimes, 14.3% (n=2) answered some time, and none answered every time.

**Figure 15. Answer of Item #15**



**Figure 16. Answer of Item #16**



Based on the Figure 15, with item “I’m bothered by stomach pain or indigestion during the proposal exam”, 42.9% (n=6) answered never, 21.4% (n=3) answered sometimes, 21.4% (n=3) answered some time, and 14.3% (n=2) answered every time. Figure 16, with item “I often urinate when I want to take the proposal seminar exam”, 50% (n=7) answered never, 7.1% (n=1) answered sometimes, 21.4% (n=3) answered some time, a 21.4% (n=3) answered every time.

**Figure 17. Answer of Item #17**



**Figure 18. Answer of Item #18**



Based on the Figure 17, with item “Usually, my hands are dry and warm”, 57.1% (n=8) answered never, 28.6% (n=4) answered sometimes, 14.3% (n=2) answered some time, and none answered every time. the Figure 18, with item “My face feels hot and red during the proposal seminar exam”, 42.9% (n=6) answered never, 14.3% (n=2) answered sometimes, 28.6% (n=4) answered some time, and 14.3% (n=2) answered every time.

**Figure 19. Answer of Item #19**



**Figure 20. Answer of Item #20**



Based on the Figure 19, with item “I fall asleep easily and get a good night's rest”, 42.9% (n=6) answered never, 42.9% (n=6) answered sometimes, 14.3% (n=2) answered some time, and none answered every time. Figure 20, with item “I have a nightmare thinking about the proposal seminar exam”, 71.4% (n=10) answered never, 14.3% (n=2) answered sometimes, 14.3% (n=2) answered some time, and none answered every time.

Based on the explanation above, it can be obtain the score of the questionnaire as in the Table 4 below.

**Table 4. The Score of Questionnaire**

No	Description	Score	Students	%
1.	Normal/Not Anxious	20-44	6	43%
2.	Moderate Anxiety	45-59	5	36%
3.	Severe Anxiety	60-74	3	21%
4.	Panic	75-80	-	-

Consequently, it can be said that the Students' Anxiety toward Research Proposal Seminar in the English Language Study Program at SintuwuMaroso University. There were 6 students who had got Normal/Not Anxious description with a percentage of 43%, there were 5 students who had Moderate Anxiety description with the percentage 36%, and there were 3 students who had Severe Anxiety description the initial with the percentage 21%. While there is none students feel Panic.

After get the score of questionnaire, the writers conducted the semi-structured interview with 2 sample students who had severe anxiety descriptions, 1 student who had moderate anxiety descriptions, and 1 student who had normal/not anxious descriptions of eight semesters. As the summary, that the understudies feel terrified of committing any shortcomings during the research proposition when they planned to reply to or answer the inquiry given, which it can make is by all accounts wrong by analyst or crowd.

Furthermore, by doing all procedure of data analysis that had been finished, the writers tracked down the factors of students' anxiety towards research proposal seminars due to some reasons or factors, like Internal factors: shyness, lack of confidence, and mindset. External factors: Embarrassment and lack of preparation and the writers found to that the EFL students' factors, similar to correspondence misgiving, test tension, apprehension about bad assessment, and mental factors. Besides, internal factors, the Interaction relationship between examiner and supervisor, were not found in all participants.

#### 4. CONCLUSIONS

There are two conclusion obtained from this study. The Level of Students' anxiety towards research proposal seminar was divided into 3 descriptions, for instance: 6 students who had got Normal/Not Anxious description with the percentage 43%, there were 5 students who had Moderate Anxiety description with the percentage 36% and there were 3 students who had Severe Anxiety description with the percentage 21%. And the researcher not found students feel panic.

The writer finally can concluded from the result of the research about Students' anxiety toward the Research Proposal Seminar for Eight-Semesters of English Language Education Study Program at Sintuwu Maroso University. Then the influence factors of students' anxiety, from Internal factors there were shyness, lack of confidence, and mindset, from External factor there were Embarrassment and lack of preparation), also communication apprehension, test anxiety, and fear of negative evaluation.

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