English Literature Study Program Student's Anxiety in Discussion Activity of Learning Modern Cultural Studies at Universitas Bumigora

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ABSTRACT

This research was carried out to investigate students' anxiety in group discussion of learning modern cultural studies at Universitas Bumigora. It's used to identify whether factors that may contribute to anxiety in learning of modern cultural studies based on students' perspectives. The method used in this research is qualitative with case study approach seventeen anxious students were chosen as participants. The data gained by using observation and mediated interview. The result of this research showed that speaking or expressed opinion by using English via audio or camera of video on, incomprehensible input, lack of reading, students' beliefs of learning modern cultural studies, and lack of preparation were the five factors that can contribute to the students' anxiety in discussion activity of learning modern cultural studies.

Key words: Anxiety; Learning Modern Cultural Studies

INTRODUCTION

Modern cultural study is one of the courses that must be taken by 4th semester English literature study program students the faculty of social sciences and humanities at Universitas Bumigora. The lesson is carried out through online learning. Teaching and learning is not a complex task. This is in line with Sabzian, F., Ismail, Z., & Ismail (Hastuti & Suhendra, 2021) "teaching is a complex job; involving classroom management, lesson's preparation and organization of teaching and learning process creating and keeping a certain climate, evaluation and feedback. The task of the lecturer here is to prepare the right learning design in accordance with the learning achievement. This is supported by (Fang et al., 2022) who states that teaching activity design refers to the activities or tasks arranged and

designed for the whole course or several topics around the achievement of the core objectives of the course. Furthermore, it can be said that learning is a unit that cannot be separated from several elements involved in it, such as elements of facilities, humanities, and procedures that cannot be separated in order to achieve the goals of learning itself. This is in line with Hamalik's opinion (Roinah, 2019) which states that learning is a combination composed of human elements, materials, facilities, equipment and procedures that influence each other in achieving learning goals.

Now days, learning is not limited by space and time. Learning can be done by utilizing technology or online learning. By adopting e-learning, lecturers are indirectly trying to change their teaching methods by integrating technology. This is appropriate with (Omari et al., 2022) The field of learning is also beginning to change its approach and method with the integration of these new technologies, first, by complementing the classical models, by integrating these technologies into classroom practices.

In the era of the 21st century, lecturers are faced with the challenge of being able to teach and use technology creatively and innovatively. It is also expected that lecturers are able to lead students to be active in the learning process carried out. Lecturers are also faced with the fact that learners are divided into two categories, namely, society digital natives dan digital imigrants.. Bagarukayo & Prensky (Stephan Lynch et al., 2022) explains that digital natives are identified as those born after 1988 whereas digital immigrants were born before 1988.

In current learning, lecturers are required to be able to use of technology well. online learning is used by researchers in modern cultural studies learning by making discussion groups. Online learning is also known as distance learning where both the learners and the lecturers are in a different learning environment or the lecturers and students interact or learn through text, video, chat and others. (Phanphech et al., 2022). E-learning is divided into three learning categories, synchronous, asynchronous, and hybrid learning environments.

Discussions on modern learning cultural studies of undergraduate students in English literature are carried out through synchronous type online learning where students and lecturer interact using the zoom application. The lesson is done once a week. In the learning process or discussion forum with topics that have been provided by the lecturer. This discussion was formed so that students are more active in the learning process because according to (Hefel, 2012) passive learning is problematic because in the learning process students are only as listeners.

In the learning process there are some students who have difficulty in expressing opinions or conveying the essence of the topic given or get anxiety. when lecturer

asked to express his/her opinions or explanations related to a topic given. Anxiety appears in all sides of our lives. In essence, anxiety is a form of worry, tension, and fear. Spielberger (Horwitz, 2001) states that Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

LITERATURE REVIEW

Previous Related Study

Abdullah, Altun, & Hama (2022) their research was to know the effect of language learning anxiety on English oral performance. The result of the study shown that It is actually the feeling of tension, nervousness and fear while speaking English language which ultimately affects their oral performances. English oral performance is directly linked to the ability and skills of a person speaking that language. Three types of language learning anxiety which include trait anxiety, state anxiety and situation-specific anxiety is discussed in the paper. Effective oral performance is very important for the successful delivery of English language which could be impacted by any of the types of anxiety. In classrooms also, students who suffer from anxiety in many cases are reluctant to perform oral communication activities because of the perception they have in their mind about the poor delivery of performance. Anxiety in language learning is not just about having feared of speaking in public but it is supposed to be the one most significant element which affects learner's English language learning in other aspects too.

Munah (2015) her research conducted about Causes of the Students' Anxiety to Speaking English in One Senior High School in Jambi City. In this research, found that There were five themes that were related to the causes of students" anxieties to speak English inside and outside of the classroom; they are low speaking skills, fear of negative responses from others, low self-esteem to speak English, fear of failure to speak English with teachers, cultural influences to speak English due to more teacher-centered.

Mustachim (2014) her research about Student's Anxiety in Learning English (A Case Study at 8TH Grade of SMPN 9 South Tangerang). The result of the study showed that speaking in front of the class, being laughed at by others, incomprehensible input, students' beliefs about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English.

Anxiety

Frued (Shi, 2022) explains that anxiety was a kind of unpleasant feeling associated with experience, physiology, and behaviors. Furthermore, Shin stated that in the

20th century psychologists explained that: anxiety as "a state of apprehension, a vague fear that is only indirectly associated with an object. Anxiety in this case can be classified into three categories, namely: state anxiety, trait anxiety and situation-specific anxiety. Spielberger, Scovel dan Ellis (Shi, 2022) each of them describes each type of anxiety, state anxiety as an experience of apprehension at a particular time in a particular situation; trait anxiety is a long-lasting tendency to feel anxious, Situation-specific anxiety only occurs in a certain situation.

Discussion Activity

The discussion activity designed to make students more active in learning process of modern cultural studies. Hefel (2022) mentioned the two most common types of discussions are student-led and teacher-led. Student-led discussions focus on the students and their learning Hulan (Hefel, 2022). Student led discussion give students opportunity to convey their own thoughts and ideas. Otherwise, teacher-led discussion focuses on the teacher. Here students are more dependent on the teacher because their only small part of the discussion.

METHOD

Design and Samples

This research used qualitative method with case study approach. Qualitative method was chosen in this research because this research aims at giving perceptions into the case of student's anxiety in group discussion of learning modern cultural studies of fourth semester students of English Literature Study Program at Universitas Bumigora. According to (Merriam, 2009) can be defined "in terms of the process of analysis selected for study (that is, the case), or the product, the end report of a case investigation."

Instrument and Procedure

Technique of collecting data in this research used mediated interview and observation. Technologically mediated approaches to interviewing, it carried out by technology or technology channels. Tracy explained that mediated interviews do not occur face to face, but rather via technological media such as a telephone, a computer, or other hand-held device. Furthermore, Ayling & Mewse ((Tracy, 2013)) distinguish the types of mediated interviews, synchronous and asynchronous. In synchronous methods, all the parties meet and talk together at the same time (as in face to-face methods). Synchronous methods include telephone or webcam conversations and Internet text-based chat. Asynchronous methods are those in which the two parties can participate in the interview at different times. Examples include emails, Internet forums and bulletin boards, or social networking sites. There are certain things that we cannot observe or see and it can only be done through the interview process, such as feelings, thoughts and intentions. This is in

line with what Patton (Merriam, 2009) We interview people to find out from them those things we cannot directly observe. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things.

Another technique used in this research is observation. Observation is one of the most frequently used techniques in qualitative research. Meriam stated that Observation is a major means of collecting data in qualitative research. It offers a first-hand account of the situation under study and, when combined with interviewing and document analysis, allows for a holistic interpretation of the phenomenon being investigated.

Data Analysis

To check the validation of the data researchers used triangulation technique. Data triangulation is data collection technique for combining data from multiple sources and methods. The researchers examined multiple sources, such as interview responses from respondent and observational data as many times as necessary to obtain the valid findings of this research.

RESULT AND DISUSSION

The data gained through mediated interviews with the students who considered in modern cultural studies class discussion and classroom observation.

1. The Result of Interview

Table 1
Factors Contribute to Anxiety

Interview	Correspondent Respond/ Factors Contribute to Anxiety
1st Interview	Incomprehensible input, asked to explain in front of the camera or video on, lack of study, lack of preparation, lack of reading
2nd interview	Afraid of using English, asked by the lecturer, getting left behind, ignored by the lecturer, lack of preparation
3rd interview	Modern cultural studies is difficult, asked to explain, speak in front the camera or video on,
4th interview	Commanded by the lecturer, didn't understand the theory given, lack of reading
5th interview	Suddenly asked by the lecturer, being embarrassed to explain in English, afraid of being wrong, feel other students are better, lecturer explained too fast

Based on the table 1, it shows that unclear explanation expressed their thoughts in front the camera or video on based on the topic given in modern cultural studies discussion activities were the most aspects that made the students anxiety. They also said of their fear of being lack of preparation and reading. Further, the anxiety also is caused by the students' belief that modern cultural studies is hard or difficult.

Furthermore, students' anxiety is caused by students still afraid of being wrong or embraced to explain in English especially in discussion activities. Some students also said that it is caused by lecturer explanation and they still think other students are better than them.

2. The result of observation

Table 2
Factors Contribute to Anxiety

Factors contribute to Anxiety	Indicators
Incomprehensible input, asked to explain in front of the camera or video on, lack of study, lack of preparation, lack of reading	Avoidance: less focus, lack of eye contact, doing other things, being busy to do other things. Physical: worried, confused
Afraid of using English, asked by the lecturer, getting left behind, ignored by the lecturer, lack of preparation	Avoidance: lack of eye contact, being busy by writing or reading, refuse lecturer's instruction. Physical: Worried, confused,

Based on the table 2, it shows that students are able to have anxious in some situations. Students mostly got anxious when the lecturer demonstrated the lesson, asked to reexplain the subject matters that have already discussed. They also got anxious because they were lack of preparation or they didn't study or read the subject matters that the lecturer has already given and it must be discussed through group discussion activities. It also proved that students still afraid of being wrong when using English to explain the topic of the discussion.

The finding suggested some factor that has already contribute students' anxiety in modern cultural studies group discussion. The factors can be classified as follows:

1. Incomprehensible input
   According to the correspondents, unclear explanation may also contribute to their anxiety in modern cultural studies group discussion activities. The interview shown that the most of the correspondents get so confused and bothered when they didn't understand a lesson.

   Many complained that the lecturer explained too fast. Some of the respondence class moved so quickly. But the others said they got so annoyed

when they didn't understand a lesson. Worde (Mustachim, 2014) stated that incomprehension provoked considerable amount of anxiety.

2. Factors Contribute to Anxiety derives from Students

    a. Students' beliefs about the modern cultural studies group discussion activities Certain beliefs were also as factor that contribute the students' anxiety. It was shown by the result of the interview. The interview revealed that modern cultural studies has gained as difficult subject matter. feeling confident in elaborating or explaining the essence of a material or topic being discussed in a modern cultural studies discussion activities. This is in line with what was stated by Marwa (Mustachim, 2014) the lack of confidence is one of the primary causes of students' anxiety.

    b. Lack of preparation
the lack of preparation is one of the factors that contribute to the anxiety in students in modern cultural studies discussions activities because they did not read the subject matters or discussion topics that have been uploaded or shared online by their lecturers, so that during discussion activities they are unable to express, give responses, explain the questions asked. These in line that Marwan stated (Mustachim, 2014) the lack of preparation was the major contributor of students' anxiety.

CONCLUSION

This study focus on fourth semester students' anxiety group discussion of learning modern cultural studies and prove evidence of the causes of students' anxiety in modern cultural studies group discussion activities. According to the students, there are various factors that contribute to their anxiety There are five factors that found in this study, namely: speaking or expressed opinion by using English via audio or camera of video on, incomprehensible input, lack of reading, students' beliefs of learning modern cultural studies, and lack of preparation.

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