

Chapter Two

Literature Review

This chapter discusses several literatures about students' anxiety in classroom presentation. The researcher presents the literatures conceptually. Also, several previous related studies also discussed in this chapter. Finally, this chapter presents the conceptual framework of this research.

Presentation

Presentation is a part of communication. Presentation is used by a people in deliver a messages and information. Oral presentation is a “planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience” (Levin & Topping, 2006 cited in Nouh, Kareem & Taqi, 2015, p.136). Joughin (2007, as cited in Nouh, Kareem and Taqi, 2015) mentioned that presentation can be seen from three different perspectives: presentation comprises a transfer of ideas to inactive audience with a low level of anxiety, presentation as a communicating of the subject matter learned from which students make their own idea transmitted to other, and presentation to persuade others. In the second perspective, the audience is actively judging students' performances, and students reply to audience questions. Therefore, students suffer from tension. In the third perspective, students can be consciously mindful that they become the center of attention. This condition can even provide more s pressure than in the first two situations.

The benefits of oral presentation are such as “helping instructors provide to students' learning styles, practicing speaking, providing students with a deep

understanding of the presentation topic, and providing independent, critical learning to facilitate cooperative learning and to introduce students to technology” (Al-Issa & Al-Qubtan, 2010; Munby, 2011, cited in Nouh, *et al*, 2015, p.138).

Besides that, other studies were concerned about the difficulties that students usually face in oral presentation, such as feeling nervous (Chuang, 2009; Abu El Enein, 2011; Alwi & Sidhu, 2013, cited in Nouh *et al*, 2015). One of the main difficulties reported facing students in oral presentation was anxiety or fear of speaking.

Definition of Anxiety and Language Anxiety

In general, anxiety is a psychological construct that is described as a state of apprehension, a vague fear that is only indirectly associated with an object (Lucas 2011). Anxiety has been found to interfere with several types of learning but when it is associated with learning a second language it is created as second/foreign language anxiety. McIntyre and Gardner 1994 in Lucas (2011) defined anxiety as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.

Students’ anxiety in presentation at the class is a problem that is normally found in teaching speaking, so that students cannot improve their speaking ability. Aida (1994), MacIntyre and Gardner (1991), in Tsiplakides, (2009) state that “empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students” (p.39). So, students’ anxiety in speaking English is very importantly to be solved because English speaking must be practiced to be success in

pronunciation and vocabulary mastery to develop students' speaking skill.

Lack of confident is one of factor in second language anxiety and it can make students feel nervous to express their opinion in front of the audience. This is because unfamiliarity of students to public speaking / presentation classes. Vitasari, Wahab, Othman, and Awang (2010) has reported that anxiety is one of the wide varieties of feeling and activities disorders; it is a main analyst for low educational presentation between learners. So, this anxiety should be taken seriously. Learners need several shapes of involvement to reduce anxiety and help in improving educational presentation.

The Problem in Presentation Anxiety

Anxiety is the most important thing that should be solved. It is because anxiety can give negative impact in learning English. According to (Zheng, 2008) Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Anxiety has been differentiated into "trait anxiety, situational anxiety, and state anxiety" (Zheng, 2008, p.2).

Trait anxiety. People with high trait anxiety are generally nervous people and lack of emotional stability. Toth (2010) argues that trait anxiety refers to a stable predisposition to become nervous in a wide range of situation. It means trait anxiety may appear in any situation.

State anxiety. State anxiety can occur in some moment because the feeling of nervousness, tension, and worry are part of problems especially in

public speaking / presentation a second language. Toth (2010) stated that state anxiety is subjective feelings of tension, nervousness, and worry, and by activation or arousal of the autonomic nervous system. Moreover, Young (1999) defines anxiety as the moment experience of anxiety; it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity.

Situation-specific anxiety. Situation-specific anxiety can occurs in particular situation such as giving speech, taking a test, or using other language. According to (Young, 1991) Anxiety in language learning is categorized into situation-specific anxiety. The situation-specific view of anxiety is based on the assumption that certain types of situation are more likely to produce anxiety than others (Toth, 2010).

The Causes of Students' Anxiety in Learning English.

Horwitz and Cope (1986) stated that language anxiety can be related set as following, communication apprehension (Communication apprehension is fear of communicating with other people), test anxiety (Test anxiety is fear of examination, or other test that related with English a second language), and fear of negative evaluation (Fear of negative evaluation is fear of evaluations or worry about the language in a classroom activity). Furthermore, McIntyre (1999) as cited in Lucas (2011) states that “language anxiety as the worry and negative emotional reaction aroused when learning a second language” (p.97).

The causes of students' anxiety divided in three parts. According to young, (1994) cited in Lucas, (2011) the causes divided into three categories, includes Learners, Teachers and Institutions.

The first, sources of anxiety related to the learner includes low self-esteem, competitiveness, self-perceived low level of ability, communication apprehension, lack of group membership, attitudes and beliefs about language learning (Young, 1994, cited in Lucas, 2011). It may sources of students' anxiety in learning a second language.

The second, sources of anxiety related to teachers factor. According to (Palacios, 1998, cited in Lucas, 2013) stated that factors such as lack of teacher's support, unsympathetic personality of teacher can be lack of sensitivity in the learning process and the difficulties of the non-native learners. It means that lack of teachers' instructors can be problem for the learners in a second language.

Third, sources of anxiety related to institutional. According to Young (1990) instructional anxiety can be drawn as classroom activities that the language learners perceive as anxiety-producing. These causes includes, spontaneous role playing, speaking in front of the class, oral presentation or report and writing task on the board. From the statement above that related with sources of learners, teachers and institutional. The students' should know their anxious in learning English. Besides students' should have strategies to reduce their anxiety in any situation especially in classroom as a second language.

The Strategies to Cope with Anxiety in a Second Language

In learning English we need motivation and suggestion to make the classrooms more friendly and enjoyable. Many investigators in language anxiety have suggested a variety of strategies to cope with this multifaceted dilemma. Most frequently suggests learners to make the language classroom environment, less formal and more friendly, one where students can make mistakes without looking or sounding inept (Hashemi & Abbasi, 2013).

The way forward to create less stressful classroom environment, as suggested by a male ESL/EFL teacher, is that the instructors should create situations where students can feel successful in using English and avoid setting up the activities that increase the chances for the students to fail. In the other hand more suggest a truly communicative approach where students are given chances to succeed even with imperfect language competence. Several emphases on the use of drama-like and role-play activities, so that learners may feel safe in a pretended situation with a pretended identity. According to Tanveer (2007), several teachers stated that instructions should be made clear and it should be ensured that the students have enough ideas and lexis to fulfill the task. In order hand to make the classroom a safe and less anxiety-provoking place, the friendly and encouraging role of the teachers was stated as crucial. Tanveer (2007) also argued that a general feeling among the learners was that the students' confidence should be developed to make mistakes while using the language.

There are some other ways that teachers can help to reduce language anxiety in the classroom. First, teacher can employ activity types that cause lower

levels of anxiety (such as pair work) and gradually introduce activity types that cause higher levels of anxiety (such as speech giving) Cutrone (2009).

Furthermore, teachers can help students to better cope with anxiety-provoking situations themselves. Horwitz *et al* (1986) in Cutrone (2009) suggest that techniques such as giving advice on effective language learning strategies, journal keeping, and behavioural contracting (a simple positive reinforcement tool that is widely used by teachers to change student behavior).

Teachers should talk about the role of mistakes to the language learners in the class. Teachers' positive way of providing corrective and constructive feedback on errors rather than interrupting and correcting students when they have recommended. Some teachers suggest making private notes of the errors that learners make and then later address the whole class without saying the name of a specific learner. It is also suggested that students' self-related cognitions and beliefs should be taken into account in order to successfully cope with language anxiety.

Further, it generally maintains that teachers should take time to discuss or initiate discussion in the class by pointing out that it is very common for students to feel uncomfortable, uneasy and anxious while speaking English, thus inviting their thinks about its possible reasons as well as solutions. (Price, 1991, as cited in Tranveer, 2007).

Marwan (2007) argued that, there are four strategies that learners can use in reducing the anxiety, such as preparation, relaxation, positive thinking and peer seeking. Many students used peer seeking and relaxation as strategy to reduce

students' anxiety. In this condition Marwan (2007) also suggested that students should know their causes of FLA and used the strategies to handle anxiety. In addition, students should be encouraged to think about their positive personality traits and thus gather their own strengths and build upon them. This way, instructors can "build students' confidence and self-esteem in their second/foreign language ability via encouragement, reassurance, positive reinforcement, and empathy" (Onwuegbuzie in Tranveer, 2007, p.58). Verbal communication teachers should identify the signs of perfectionism in the learners and should work to explore their earlier belief systems in order to help them to step down from the set standards at the early stages and then work patiently to achieve the desired standards gradually (Tranveer, 2007).

In spite of the variety of techniques found in this study, as well as those reported in previous studies, language anxiety seems to continue to grow in the language classrooms. It suggests that these strategies are just a guideline for the teachers, as well as for the ESL/EFL learners, rather than a treatment of language anxiety this also confirms the view that language anxiety is a complex psychological phenomenon, one which requires special attention by the language instructors if it is to be adequately dealt with. However, it can be postulated that apt implication of these strategies can reduce language anxiety to a considerable extent, even if they cannot completely alleviate it.

Conceptual Framework

The anxiety in foreign language is an important aspect to be solved. This research will study about English learning anxiety among students of English Education Department of UMY. Three components of students' anxiety in the conceptual framework are level of anxiety, causes of anxiety, and strategies to reduce anxiety. Based on some literature reviews, this section presents the theoretical framework which is to answers the three research questions, namely what is the level of anxiety of students in the classroom presentation? What are the causes of the anxiety in classroom presentation at English education department of UMY? What are strategies to encounter students' anxiety in classroom presentation?

The Figure 1 below is the conceptual framework of the study.

