

CHAPTER 2

LITERATURE REVIEW

2.1 Foreign Language Speaking Anxiety

Speaking in a foreign language is an anxiety-triggering situation. This anxiety inhibits the language learners from acquiring her/his targeted language thus leading learners to get an unsatisfactory grade. Learners with high anxiety tend to have negative views toward learning language and tend to avoid performance-related activities especially those that demand the learners to speak in language learning, such as presentation. Several factors are contributing to causing learners' anxiety, including communication apprehension, test anxiety, fear of negative evaluation, lack of confidence, and lack of language proficiency (Damayanti & Listyani, 2020; Horwitz et al., 1986). Unfortunately, speaking anxiety is not only happening in traditional face-to-face but also in online learning environments, and was more revealed when there is a significant learning environment shift from a traditional face-to-face learning environment and now to a hybrid learning environment.

According to Horwitz et al. (1986), foreign language anxiety is arising from learners' self-perception, beliefs, feelings, and behavior toward language learning which arising exclusively from language learning and is consistently reported to have a negative effect on learning performance (Wang & Zhan, 2020) including speaking activities and overall language proficiency (Bai, 2023; Hasibuan & Irzawati, 2020; Liu & Xiangming, 2019). According to Hidayati et al. (2022) class activities, such as asking-answering with teachers, and oral performing in front of class are reported to be provoking-anxiety activities. Damayanti & Listyani (2020) found that learners' speaking anxiety derives from three main factors, communication apprehension, test anxiety, and fear of negative evaluation. Moreover, the results of questionnaires & data interviews reveal that lack of vocabulary, lack of confidence, lack of preparation fear of making mistakes, and fear of being humiliated by their peers also contributed to speaking anxiety.

Campbell & Larson, (2013) compared the level of anxiety between face-to-face speech to online speech, and they found that there is no significance in anxiety between face-to-face and online speech. Campbell (2015) found that learners felt apprehension in both presentations. However, the learners preferred face-to-face presentation to be more effective in delivering the information to the audience because they felt more connected to the audience and were not faced with more technical problems Campbell (2015). Valizadeh, (2021) also found that large number of learners in Turkey felt more anxious during doing online learning activities, the reasons were varied; their difference in preferences, lack of technical knowledge, and the support of the setting such as their home condition whether it presentable & conducive or not, and also the feeling of fatigue as an effect long exposure to computer, the feeling of being isolated due to lack of live interaction. However, some learners felt more comfortable doing online learning as they do not want to be seen by others. Lin (2023) found that three major factors are causing learner's speaking anxiety, communication comprehension, exam anxiety, and fear of unfavorable evaluation, and then self-confidence is acclaimed as affecting speaking anxiety but Lin (2023) found that the demonstration of online speaking season might help learners relax. Therefore, issues need to be further researched as suggested by (Lin, 2023) to have more diverse data obtained regarding the reasons and solutions to learners' speaking anxiety.

2.2 Online Presentations

Oral presentations are a common form of communication in academic, professional, and social settings. They allow learners to convey information, share insights, and engage with an audience. The function of oral presentations in language learning is multifaceted and plays a crucial role in developing students' language proficiency and communication skills. Oral presentations provide learners with opportunities to practice and demonstrate their speaking

abilities in a structured and interactive setting (Klee et al., 1986). However, for many learners, the prospect of delivering an oral presentation can trigger feelings of anxiety and stress. Oral presentations can contribute to speaking anxiety among individuals, particularly among EFL learners. Research has shown that oral presentations, such as public speaking, debates, role-plays, and individual oral presentations in class, can lead to speaking anxiety (Zulfikar, 2022; Zulkflee et al., 2023). This anxiety can be linked to test anxiety, as students prepare for their oral tests (Naser & Isa, 2021; Zulkflee et al., 2023). Speaking anxiety during oral presentations is a common challenge that many individuals face, and it can have negative effects on their academic and career development (Kimani et al., 2022). Moreover, the digital age has brought about a significant transformation in how presentations are delivered. The traditional format of oral presentations, where individuals stand before a live audience, has evolved into online presentations, facilitated by technology and communication platforms.

The use of computers and internet is broadened not only as entertainment but also in the education field. Moreover, the pandemic that happened forced education to turn to Online learning. This gave a significant use of tools to do online learning. As Ledford et al. (2022) stated, it is not only a one-way or asynchronous interaction but also two-way interaction (synchronous) that can be used in an online course context. Different from the traditional method where we have to travel to the designated place, synchronous can be accessed wherever and whenever through a web-based server or software (Skylar, 2009) that provides two-way communication. According to Skylar (2009) synchronous is an online interactive environment, which can be accessed by anyone through a laptop or desktop computer, and today it also can be accessed through a mobile phone. synchronous includes, “chat rooms, audio/video

conferencing, and two-way live satellite broadcast lectures” (Skaylar, 2009, p. 71).

The significant shift in the learning environment, gave chance to teachers and learners to adapt faster into collaborative learning. Moreover, as technology develops learners and teachers need to adjust to a new paradigm of mediated communication (Campbell & Larson, 2013). As Ledford et al. (2022) stated, teachers and learners have adapted to hybrid and online environments. Learning Shift also means that there are changes in learning activities and assessments mode. And one of them is oral presentation. An online presentation defines as a method to deliver information with a specific purpose using the internet and appropriate technologies which can be done synchronously or asynchronously. The synchronous Online presentation mentioned is an online slides-show-based presentation (Campbell & Larson, 2013) that provides learners and teachers with two-way interaction in a real-time environment (Skylar, 2009). Although using such technology is giving us benefits, such as flexibility and accessibility (Mukhtar et al., 2020) which allow us to get access at our own convenience, there are also research stating its challenges.

The hybrid learning is also implemented in academic listening and speaking class in an English education department of a state university in Tasikmalaya, which the class provide the learners to have not only face to face learning activities but also online learning activities such as oral presentation in online setting. The class provide learners to present their research in a virtual conference, which facilitated learners to do an oral presentation, and deliver their research in an academic forum through web-based app Zoom. This online presentation allows the learners to develop their speaking skill in English, and enhance their public speaking skills. This online presentation function as a final

exam in academic listening and speaking class, which this means the presentation also act as learners' learning assessment. However, the difference setting in presentation (face-to-face to online setting) do not eliminate learners' speaking anxiety which may influenced by challenges in online learning (Valizadeh, 2021).

According to Ledford et al. (2022), teachers and learners might face challenges in online environments. Those challenges might relate to communications, technical issues, technical resources, time management, and organizational skills. According to Supie et al. (2023) and Hizriani et al. (2022) teachers and learners experience difficulties in conveying non-verbal cues, maintaining audience engagement, and managing interactive discussion. Lack of personal connection and rapport is found in online presentations (Supie et al., 2023). Audience distraction and engagement may arise due to multi-tasking and limited focus (Bisht et al., 2020). Technical issues were also found as a challenge in online presentations such as adapting to new online presentation platforms and tools (Hizriani et al., 2022) internet stability, adequate tools, and adequate technical knowledge (Bisht et al., 2020). Therefore, the issues in online presentations could trigger learners' speaking anxiety and lead to ineffectiveness of online presentations, which it could disturb the language learning process.