CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Anxiety is a common phenomenon in the learning process of a foreign language, especially in English oral presentations. Anxiety has a negative impact on the student's performance. Amini, Elfrida, and Kasmaini (2019) showed that anxiety can influence students while they are performing an English oral presentation in a foreign language classroom (p. 403). It is supported by some students who have negative opinions about English oral presentations. The students thought that the activity was a nightmare when they did it. The students in the EFL context have several reasons for it, such as: lack of mastery of the material, lack of confidence, fear of making mistakes, etc. Al Harun, Islam, & Rahman (2016) explained that "in an ESL/EFL classroom setting, it would be more difficult for the students of non-native speakers to speak with great confidence during oral presentations" (as cited in Razawi, Zulqornain, & Razlan, 2019, p. 31). It is not easy to do an English oral presentation for the students, especially in the EFL context.

This issue is crucial to investigate because it could help the students who face anxiety problems in English oral presentations to learn more deeply about themselves and about the levels and factors of their anxiety. Further, the lecturers could realize and be aware of the existence of the anxious students, so that they may give several treatments to reduce the students' anxiety.

Research about students' anxiety during English oral presentations has been conducted by several researchers in several countries, such as Indonesia, Korea, and Pakistan. First, Soomro, Siming, Shah, Rajper, Naz, and Channa (2019) have conducted research about an investigation of anxiety factors during English oral presentation skills of engineering undergraduates in Pakistan. This study found that the barriers to oral presentation barriers for undergraduates were stress and nervousness, lack of motivation, poor oral communication skills, fear and anxiety, shyness, and low self-confidence. Second, Amini, Elfrida, and Kasmaini (2019) have conducted research about a correlation between students' anxiety levels and oral presentation performance in EFL speaking classes in Indonesia. This research showed quantitative and qualitative results. Seeing from the quantitative result, most of the students had a "Mildly Anxious" level of anxiety and a "Basic" category on their presentation test score. When the students' anxiety level was high, their presentation scores were low, and if the anxiety level was low, their presentation scores were high. It can be concluded that there was a significant correlation between students' anxiety levels and their oral presentation performance. Then, seeing from qualitative results, there are some factors that can increase students' anxiety, such as: fear of making mistakes, being seen by a lot of people, or being interrupted by the lecturers. Finally, Fadlan (2020) has conducted research about factors causing language anxiety in EFL students in classroom presentations in Indonesia. The result of this research showed three types of anxiety: facilitative anxiety, debilitative anxiety, and non-affecting anxiety. As for some factors causing the students' anxiety, there are two main categories; internal and external factors.

Therefore, this paper investigates the responsiveness of the levels and factors of anxiety in English oral presentations in one of the universities in Tasikmalaya. While the issue of anxiety in speaking in an educational environment by using quantitative and qualitative separately is often to be

studied. To fill this gap, this paper focuses on anxiety in English oral presentations using mixed methods to help the students know the levels and factors of their anxiety.

1.2 Formulation of the Problems

In this research, the problems are formulated into the following questions:

1. What are the students' anxiety levels during English oral presentations in the classroom?
2. What are the factors affecting the students' anxiety during English oral presentations in the classroom?

1.3 Operational Definitions

To avoid misinterpretation of the research, it is important to explain the operational definitions as follows:

1.3.1 Anxiety : feeling fear, pressure, nervous, or worry when the students performing English oral presentation.

1.3.2 English oral presentation : performing English oral presentation in front of the classroom to deliver the materials, it can be done individually or group.

1.4 Aims of the Research

Based on the background above, this research aims to investigate the levels and factors affecting the students' anxiety during English oral presentations in the classroom.

1.5 Significances of the Study

Through this research, some significance is given to the students, teachers, the writer of this research, and other researchers. The researcher divides it into three points:

1.5.1 Theoretical Use

The result of this research is expected to be a reference/ resource for improving an understanding of language problems. There is the anxiety of students in English oral presentations.

1.5.2 Practical Use

Related to this research, the result of this research is expected to give benefits as follows:

a) Lectures

The result of this study can be used to know the levels and factors of students' anxiety, so that the lecturers may give several treatments to reduce the students' anxiety.

b) Students

The result of this research is to make the students know more deeply about themselves and to know the levels and factors of anxiety during English oral presentations in the classroom.

c) The writer

The writer can have the experiences and knowledge related to levels and factors of anxiety during English oral presentations in the classroom. Moreover, the writer can broaden his understanding about the research world itself.

d) Other researchers

The result of this research can be used as a reference for future research.