CHAPTER 2

LITERATURE REVIEW

In this section, the writer provides theories related to the research problem. This section is divided into two parts, which are theoretical framework and study of the relevant research. The first part talks about theories that relate to this study, while in the second part, the writer provides some studies that are done in the previous research and the same topic.

2.1 Theoretical Framework

In this particular section, the writer focuses on the elaboration of literature related to the topic. It covers Anxiety, Anxiety in English Oral Presentations, Factors Causing Oral Presentation Anxiety, and Foreign Language Classroom Anxiety Scale (FLCAS).

2.1.1 Anxiety

2.1.1.1 Definition

Before starting the definition of anxiety, we should know about abnormal psychology because anxiety is part of it. According to Hartono (2016) in his book, *Psikologi Umum* explained that abnormal psychology is an infraction of social norms or different from the ideal situation (p. 76). From the statement, it means anxiety is a situation that is abnormal than it should be.

Besides, abnormal behavior can be divided into several types. Sunaryo (2004) states the types of abnormal behavior there are: psychopath, defect moral, sexual abnormality, psychoneurosis/ neurosis, and psychoses (as cited in Hartono, 2016, pp. 77-81). Based on the explanation of points above, anxiety is part of psychoneurosis.

Hartono (2016) explained about psychoneurosis:

> Psychoneurosis is not a disease, but it is a personal tension that is felt continuously. Psychoneurosis can be called a mild mental disorder because people who experience it are completely normal and the symptoms tend to be mild. Besides, the factors of it can appear from internal and external. Moreover, the following symptoms are classified into three points, such as; anxiety neurosis, hysteria, and obsessive-compulsive disorder. (p. 79)

Here psychoneurosis has several patterns and anxiety is part of it or another resource called psychoneurosis disorder, in which the patient always feels anxious, continuous, and unreasonable, and the patient becomes restless and wakeful.

There are various definitions of anxiety, and in general, anxiety has been described as the phenomenon when we face a particular situation and we feel fear, pressure, nervousness, or worry. According to an expert, Horwitz, Horwits, and Cope (1986) explained, "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125). Furthermore, anxiety also has characteristics. Grupe and Nitschke (2013) also mentioned, "Anxiety is characterized by excessive worry about negative possibilities" (as cited in Hein, Fockert, & Ruiz, 2020, p. 3). So, anxiety is a depressing condition that has a negative impact on people who feel it.

Most of the students have anxiety and they show some symptoms, especially when they have to speak in public or in front of the class (individually or in a group).

Anxious students' movement, mimic, and gestures can be seen (observable symptom). Suleimenova (2013) stated, "Anxious students show observable symptoms such as; squirming, playing with hair or clothing, nervously touching objects, stuttering or stammering" (as cited in Wardani, 2018, p. 64). Besides, Ansari, Boyce, Morgan, and Riley (2007) explained that the anxious students would be sweaty, vomiting, and trembling (as cited in Wardani, 2018, p. 64). Therefore, anxiety has a variety of symptoms; there are symptoms that can be seen by others or symptoms that are only felt by the sufferer.

2.1.1.2 Types of Anxiety

There are two well-known kinds of anxiety, namely: state anxiety and trait anxiety. State anxiety is the feeling that most people experience. It is also known as normal anxiety. According to Ormrod (2011), "state anxiety is a temporary feeling of anxiety elicited by a threatening situation" (as cited in Sinaga, Syahrial, & Hati, 2020, p. 45). State anxiety arises in particular situations, and it is not permanent. In other words, the situation that causes anxiety feelings will disappear when the threatening situation goes away. Meanwhile, trait anxiety is more extreme and persists. According to Ormrod (2011), "trait anxiety is a pattern of responding with anxiety even in non-threatening situations" (as cited in Sinaga, Syahrial, & Hati, 2020, p. 46). The people who are feeling trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment.

In conclusion, state anxiety is a short-term condition or a temporary feeling that people feel when they face a particular situation. In addition, trait anxiety can be defined as long-lasting arousal when people face a potential threat.

2.1.1.3 Levels of Anxiety

Levels of students' anxiety consist of several types. Horwitz, Horwitz, and Cope (1986) stated that to measure the students' anxiety in the learning process, there are five levels, namely: very relaxed, relaxed, mildly anxious, anxious, and very anxious. Besides, according to The Recovery Village (2021) in psychological aspects, there are three types of anxiety:

1) Mildly anxious

Mildly anxious level is a normal condition when many people also feel tense or nervous when they have to perform something in front of other people. Mildly anxious is very common in everyday life. The characteristics of people with mild anxious levels include being unable to sit still, being a little impatient, tend to be alone, having wrinkled faces, lips trembling, pulse and blood pressure increasing, etc.

2) Anxious

An anxious level is a disturbing feeling caused by something different that makes people with anxiety becomes nervous or jittery. The characteristics of people with anxious levels are feelings of being uncomfortable, sensitive, unconscious, sound changes, sweating, headaches, back pain, etc.

3) Very anxious

Very anxious level that the feeling caused by believing that something is different makes them feel that they are being threatened by their surroundings. This usually comes from the response of fear and distress. The characteristics of people with very anxious levels can be seen from the sufferers' behavior or their feelings: always wants to be free, very anxious, jittery, confused, poor eye contact, withdrawal, denial, shaking, etc.

2.1.2 Anxiety in English Oral Presentations

English oral presentations are the activity that is often done in the classroom, especially for students in English major. English oral presentation is mostly used to share the materials, deliver the students' ideas or opinions, and encourage the students' English competence, such as speaking, grammar, vocabulary, pronunciation, etc. On the other hand, not all the students' performances are going well. There are many factors that influence their performance. Amini, Elfrida, and Kasmaini (2019) explained that many students are not confident and feel anxious about their performance in front of the class when delivering the presentation. The fear of making mistakes and being the center of attention in the class can influence the students' performance (p. 404). It means anxiety always appears in students' English oral presentations with its factors.

2.1.3 Foreign Language Classroom Anxiety Scale (FLCAS)

In this paper, the writer adopted the theory to measure the level of students' anxiety in English oral presentations. The concept is the Foreign Language Classroom Anxiety Scale (FLCAS) from

Horwitz, Horwitz, and Cope (1986), and adopted from the article by Tian (2019). It consists of 22 items.

Table 2.1 Statement of FLCAS from Horwitz et al. (1986)

No.	Statement
1	I feel very self-confident about speaking English in front of other students
2	I feel more tense and nervous about the presentation than other class activities
3	I feel overwhelmed because I have to learn the rules about how to give a good presentation
4	It worries me when I know I need to give multiple presentations in the class
5	I worry that I can't make a good presentation
6	I made full preparation for my presentation
7	I start to panic before the presentation even if I have good preparation for it
8	I start to panic when I give the presentation without enough preparation
9	I tremble when I know that I will be the next one to give the presentation
10	It frightens me when I know in the class presentation will be graded by the teacher
11	I am afraid that my teachers tend to give negative feedbacks after my presentation
12	I don't worry about making mistakes when I give the presentation
13	Sometimes I can't express my true feelings and thoughts in English after I make mistakes in my presentation, and this situation makes me uncomfortable
14	When I give presentations, I feel like a different person
15	In the presentation, I may get so nervous that I forget what I know
16	I can feel my heart pounding when I give the presentation
17	When giving the presentation, I often stutter or repeat words when the teacher and other classmates gaze at me
18	I keep thinking that the other students are better at giving presentations in English than I am
19	I am afraid that the other students will laugh at me when I give the presentation
20	I am usually at ease after finishing my presentation in the class

| 21 | After the presentation, I feel relaxed and happy when the teacher praises my performance |
| 22 | I get upset when I don't understand the teacher's specific feedback on my presentation |

2.1.4 Components of Foreign Language Anxiety

Foreign Language Classroom Anxiety Scale (FLCAS) has several components. Horwitz, Horwitz, and Cope (1986) identified three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom.

1. Communication Apprehension

Communication apprehensions are known as performance anxiety. Horwitz, Horwitz, and Cope (1986) explained that communication apprehension is a kind of apprehension characterized by anxiety about communicating with others (p. 127). In a language classroom, learners not only learn a foreign language but also perform the language, especially in oral performance there are two components of skills that are prioritized, namely speaking and listening. Brown (1994) mentioned, "Listening and speaking are learners' language tools" (as cited in Leong & Ahmadi, 2017, p. 35). The statement means that both speakers and audiences have to master speaking and listening for effective interaction.

Speaking is one of the challenging tasks for learners, so most of them feel uncomfortable when they have to perform in front of the class or a public place. One researcher emphasized that speaking can be a challenging task for students because it needs interactions, they cannot speak alone, and they have to find a partner to speak with (Indrianty, 2016, p. 28). In speaking

skills, we must have a partner to make our communication responsive and it can run smoothly, and in oral presentation, the speaker and the audience can be partners with each other.

Concerning listening, it is a challenging task for learners too. Most learners find it difficult to understand others. According to Richard and Platt (2000) and Gilakjani and Ahmadi (2011), in listening there are several components that should be considered: phonemes, words, grammatical structures, the role of the listener's anticipations, the situation, context, previous knowledge, and the subject (as cited in Gilakjani & Sabouri, 2016, p. 123). In listening, we must understand what our partners are saying so that there is connected communication.

2. Test Anxiety

The test is an educational assessment to measure the learners' ability and it is conducted in most foreign language classes. Horwitz, Horwitz, and Cope (1986) explained that test anxiety refers to a kind of performance anxiety that comes up from a fear of failure (p. 128). Test anxiety is anxiety in academic tests or evaluations. Some of the learners have bad experiences in the previous test, so they have negative stereotypes when they have to perform in the next test. Horwitz, Horwitz, and Cope (1986) explained that the reason students have a bad experience in the test is because foreign language classes frequently conduct the tests or assessments for the students, test anxiety of students will experience a lot of performance difficulties (as cited in Toyama & Yamazaki, 2018, p. 4). Moreover, the students who experience anxiety in tests or assessments always exist, especially if students have limitations or lack of ability in the tests.

3. **Fear of Negative Evaluation**

Fear of negative evaluation is a situation when the students are afraid of making mistakes, especially when pronouncing the words and communicating in an English oral presentation. Horwitz, Horwitz, and Cope (1986) stated, "Fear of negative evaluation as an apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively" (p. 128). Fear of negative evaluation has a correlation with test anxiety, but fear of negative evaluation is broader in scope than test anxiety. Fear of negative evaluation is related to communication apprehension in general, but test anxiety takes place in one test situation, like the speaking test in the foreign language classroom.

2.1.5 The Factors Affecting English Oral Presentation Anxiety

There are some factors affecting English oral presentation. The writer classified those factors into three categories, such as cognitive factors, psychological factors, and social factors.

1. **Cognitive Factors**

In English oral presentations, most of the activities are speaking. Then, the students' speaking anxiety in giving the English oral presentation can be influenced by cognitive factors that affect the students' limited competence in English. Hanifa (2018) explained, "Cognitive factors can possibly trigger students' anxiety when speaking a foreign language" (p. 231). According to Hanifa (2018) and Humaera (2015), the cognitive factors is lack of knowledge in English competence such as grammar or sentence pattern and formula of oral or written English, vocabulary, and pronunciation (as cited in Suryani,

Suarnajaya, & Pratiwi, 2020, p. 52). So, cognitive factor in students' anxiety is the situation when they do English oral presentations and they do not master the knowledge in English competence. When this happens, they are afraid of making mistakes in their performances. This factor plays the biggest role in stimulating the students' anxiety.

2. **Psychological Factors**

    Psychological factors often influence the anxiety of the students in English performances in the classroom. Nimat (2013) described anxious students appear when they feel fear of failure, and it becomes an unpleasant feeling or emotional state that comes from psychological and behavioral (cited in Jabar, Hidayati & Supriyono, 2018, p. 98). Besides, psychological factors include fear of failure in performance, fear of negative evaluation by the lecturer and the audiences, and students' unpleasant past experiences. Arifin (2017) stated that lack of confidence, shyness, and fear are often the psychological problems that the students often encounter in classroom English oral performance and students' anxiety is the result (p. 30). In addition, the psychological factors are commonly caused by the students' oral presentation in English in the classroom, especially in the EFL context.

3. **Social Factors**

    Social factors relate to how the students face the audience when delivering an English oral performance. Social factors in other words are external factors. One researcher emphasized that "external factors such as different social setting, social status, the relationship between speakers and interlocutors are important factors that cause language anxiety for EFL

students" (Fadlan, 2020, p. 227). Some students immediately get nervous and anxious when they have to deliver an English oral presentation in front of many people. Daud, Ras, Novitri, and Audia (2019) explained that in social-related factors, students feel uncomfortable performing in front of many people; they feel under pressure and blank, and they call it crowd factor (p. 417). This factor often happens in the classroom because the students who perform in front of the classroom and the audience interact and influence each other.

2.1.6 Effects Caused by Foreign Language Classroom Anxiety

There are three points of symptoms that are caused by foreign language classroom anxiety such physical, psychological, or social.

Andrade and Williams (2009) stated about symptoms of anxiety:

> Physical symptoms can include; rapid heartbreak, muscle tension, dries mouth, and excessive perspiration. Then, psychological symptoms can include; embarrassment, feelings of helplessness, fear, going blank, and poor memory recall, and retention among others. The last, negative social behavior may be manifested in such ways as inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. (as cited in Jabar, Hidayati, Supriyono, 2018, p. 99)

These symptoms can lead a lack of achievement and poor performance of English oral presentation in the classroom.

2.2 Study of the Relevant Research

The research about anxiety in oral presentations has been conducted in several countries, such as Indonesia, Brunei Darussalam, Taiwan, Korea, and Pakistan. First, Tian and Mahmud (2018) have conducted research about a study of academic oral presentation anxiety and strategy employment of EFL graduate students in Taiwan. The instrument that has been used in the research was the PRPSA (Personal Report of Public Speaking Anxiety) questionnaire by McCroskey (1970). In PRPSA, there are 34 items on a 5-point Likert-type scale that range from Strongly Disagree to Strongly Agree. This study showed that the three major sources of anxiety were related to the content of the presentation, oral proficiency, and delivery skills.

Second, Tian (2019) has conducted research about anxiety in classroom English presentations in Korea. The instruments that have been used are; the fieldwork notes, the questionnaire, and the semi-structured interview. 1) In the fieldwork notes, the first part was the detailed information about the note-taking, the second part was the classroom observation notes, and the third part was observational comments. 2) In the questionnaire is adopted from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986). There are twenty-two questions. 3) The semi-structured interview was carried out based on the findings in the fieldwork notes, including the observational comments. The research found that the causes of such anxiety in classroom presentations could be classified into five aspects: attention from the public, time of the presentations, preparation time, peer feedback, and language proficiency.

Third, Soomro, Siming, Shah, Rajper, Naz, and Channa (2019) have conducted research about the investigation of anxiety factors during English oral presentation skills of engineering undergraduates in Pakistan.

The instrument that has been used in the research was the Questionnaire adopted from the Personal Report of Communication Apprehension (PRCA-24) constructed by McCroskey (1982). This study found that the barriers to oral presentation for undergraduates were stress and nervousness, lack of motivation, poor oral communication skills, fear and anxiety, shyness, and low self-confidence. These barriers hindered undergraduates' oral presentation performances.

Forth, 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. The instruments that have been used are questionnaires and presentation tests. 1) The questionnaire of this research was FLCAS (Foreign Language Classroom Anxiety Scales) by Horwitz, Horwitz, and Cope (1986), consisting of thirty-three questions; 2) Presentation was a presentation test rubric evaluated by two raters to find the reliability of the test. 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 score was low, and if the anxiety level was low, their presentation score was high. It can be concluded there was a significant correlation between students' anxiety levels and their oral presentation performance. Then, seeing from the qualitative result, 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 instruments that were used in the research were observation and interview. 1) Observation was used in this study through

the video recording devices and field notes to see the effect of anxiety on the students' performance; 2) Interview is used as well to reveal the types and the factors causing language anxiety in EFL students in a classroom presentation. The result of this research showed three types of anxiety: facilitative anxiety, debilitative anxiety, and non-effecting anxiety. As for some factors causing the students' anxiety, there are two main categories: internal and external factors.

Based on the previous researchers above, the topic of this paper is closely related to the levels and factors of students' anxiety in English oral presentations in the EFL context.