

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories based on the problem. They are the definition of anxiety, the force of anxiety, the foreign language classroom anxiety, the foreign language classroom anxiety scale and the strategies for dealing with anxiety in presentation.

A. The Definition of Anxiety

Most students have a problem in doing speaking a foreign language in front of others. Like giving an English presentation can cause of anxiety. For example, when you have panic and stress, it will make your presentation bad and disappointing. Furthermore, Kostic states that speaking in front of the class is difficult for anxious students even though they are pretty good at responding or giving prepared speeches.⁸ The Oxford Advanced Learner's Dictionary defines anxiety as "*the state of feeling nervous or worried that something bad is going to happen*".⁹

Anxiety is defined as a state of uneasiness and apprehension that were caused by the anticipation of something threatening. While according to Horwitz, he explains that "*anxiety is subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system*".¹⁰

⁸ Kostic – Bobanovic. 2004. *Coping with Public Speaking Anxiety*. P 5

⁹ Oxford Advanced Learner's Pocket Dictionary. (Oxford University, 2000).

¹⁰ Horwitz, Michael B. Elaine K. Cope, Joan. *Foreign Language Classroom Anxiety*. P. 125-132

Anxiety comes in many forms. Sometimes anxiety is accompanied by intense panic, racing heart, dizziness, and discomfort. According to Dixon, there are several signs of anxiety that are shown by anxiety symptoms. These symptoms are:

1. Breathing becomes more rapid
2. Heart beat speeds up
3. Dizziness and light-headedness
4. "Butterflies" in stomach
5. Feeling sick
6. Sweating more
7. Feeling "jittery" or "jumpy".
8. Feeling frightened
9. Thinking that people are looking at us
10. Worrying that we may lose control and make a fool of ourselves in front of others
11. Feeling that we must escape and get to a safe place.¹¹

Anxiety can be a positive or negative depends on how greatly it is felt by the learners. The positive anxiety is called *Facilitative*, it means that anxiety can increase performance and motivate the students to learn and succeed. Besides, the negative anxiety is *Debilitative*, it is the condition when the students choose to escape from learning and give up to join an English presentation.¹²

¹¹ Dixon, 2011. *Understanding Anxiety Problem*. Help-for

¹² Ellis Ormrod, Jeanne. 2011. *Educational Psychology: Developing Learners*. New York: Pearson. P. 402.

B. The Sources of Anxiety

According to Shu Feng Tseng, the important causes of anxiety among the language learners are:

1. Pressure by parents and teachers to get the good grades at school in English.
2. Lack of confidence in their ability to learn English.
3. Lack of vocabularies and knowledge.
4. Conditioning in childhood to believe that English is an extremely difficult language to be learnt.
5. Fear of making mistakes and getting punishment.¹³

C. Foreign Language Classroom Anxiety

Foreign language anxiety is the feeling of fear and jittery experienced by those who are spoken English as a second language or foreign language when learning and teaching process. The feeling of anxiety in EFL can be irritating to develop speaking skill. Due to speaking skill can not be separated with presentation, learners have to speak to communicate and convey any knowledge in teaching and learning process.

The primary varieties factors of language anxiety explicated by Horwitz are communication apprehension, fear of negative evaluation and test anxiety.¹⁴

¹³ Tseng, Shu-Feng, 2012, *The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking*. Cheng Shiu University. WHAMPOA-An Interdisciplinary Journal 63(2012)75-90.

¹⁴ Horwitz, Michael B. Elaine K. Cope, Joan. *Foreign Language Classroom Anxiety*. P. 125-132

1. Communication apprehension

Communication apprehension is a type of shyness characterized by fear of anxiety about communicating with people. Generally communication apprehension refers to a type of anxiety experienced in the classroom where the learners have little control of the communicative situation and their performance is constantly monitored by the teacher and peers.

Communication apprehension has a great influence on students' communication competence. Learners who typically have difficulty speaking in front of others are likely to be less able to learn a foreign language and develop their communication skill.

2. Fear of negative evaluation

Fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability. Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their friends. As a result, they keep silent most of the time and refuse to participate in language classroom presentation activities.

3. Test anxiety

Test anxiety refers to a type of anxiety stemming from a fear of failure. Learners who experience text anxiety consider the foreign language process and

especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills.¹⁵

D. The Foreign Language Classroom Anxiety Scale

In order to identify and measure anxiety, Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) which has thirty-three statements. It uses answers-responses ranging in options from Strongly Agree, Agree, Neither Agree or Nor Disagree, Disagree and Strongly Disagree.

The FLCAS is divided into two kinds of statements that are negative and positive statements. The scoring of positive statements ranged from 1 - 5, while the negative statements will be ranging from 5 - 1.

The negative statements are in number 1-24, and
The positive statements in number : 25-33.

Then, the main three types of language anxiety that are;

Communicative apprehension are number 1, 4, 11, 19, 22, 29, 30, 33,
Fear of negative feedback are number 2, 3, 6, 7, 9, 12, 18, 20, 24, and
The last is test anxiety are number 5, 8, 10, 25, 27.

The scale has demonstrated internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations. Test-retest reliability over eight weeks yielded an $r = .83$

¹⁵ Horwitz, Michael B. Elaine K. Cope, Joan. 1986. *Foreign Language Classroom Anxiety*. pp. 125-132.

($p < .001$). A construct validation study is currently underway to establish foreign language anxiety as a phenomenon related to but distinguishable from other specific anxiety.¹⁶

So, based on the validity and reliability of the scale, this questionnaire is affective to be a method of measuring the level of anxiety students. Beside that, anxiety is face by EFL/ESL students and 15 - 20 % of the human population feel anxious. It means that this questionnaire can be used in every place where the students are anxious to speak foreign language in front of people.

Table 2.1.
The FLCAS (Foreign Language Classroom Anxiety Scale)

No	Statement
1.	I never feel quite sure of myself when I am speaking English during presentation.
2.	I tremble when I know that I'm going to be called on presentation.
3.	I keep thinking that other students are better at Speaking English than I am
4.	I start to be panic when I have to speak without preparation in English presentation
5.	I worry about the consequence of failing my English presentation
6.	It is embarrasses me to volunteer answer in my English presentation
7.	I get depressed when I do not understand what the teacher is correcting during my presentation

¹⁶ Horwitz, Michael B. Elaine K. Cope, Joan. 1986. *Foreign Language Classroom Anxiety*. pp. 125-132.

8.	I am afraid that my teacher is ready to correct every mistake I made
9.	I can feel my breath of my heart pounding when I am going to be called on presentation
10.	The more I study for English presentation, the more confused I get
11.	I get nervous and confused when I am speaking English in my English class
12.	I am afraid that the other students will laugh at me when I speak English
13.	It is frightened me when I do not understand when teacher is saying English
14.	During English presentation, I find myself thinking about things that have nothing to do with the course
15.	In English presentation, I can get so nervous when I forget things I know
16.	Even if I am well prepared for English presentation, I feel anxious about it
17.	I often feel like not going to my English presentation class
18.	I always feel that the other students speak English better than I do
19.	I feel very self-conscious about speaking English in front of other students
20.	English presentation moved so quickly and I worry about getting left behind
21.	I feel more tense and nervous in my English presentation class than in my other classes
22.	I get nervous when I do not understand every word the English teacher says.
23.	I feel over whelmed by the number of rules you have to learn to speak English
24.	I get nervous when the English teacher asks questions which I haven't prepared in advance

25.	I do not worry about making mistakes in language class
26.	It wouldn't bother me at all to take more the English presentation classes
27.	I am usually at ease during presentation in my English class
28.	I do not understand why some people get so upset over the English presentation classes
29.	I would not be nervous speaking English with native speaker
30.	I feel confident when I speak in foreign language class
31.	I do not feel pressure to prepare very well for the English presentation class
32.	When I am on my way to the English presentation class, I feel very sure and relaxed
33.	I would probably feel comfortable around native speaking of the foreign language.

E. Strategies for Dealing Anxiety in Presentations

David Shinji Kondo and Yan Ying-Ling write in academic journal about strategies for coping with language anxiety. In their journal, there are five strategies that can use by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation.¹⁷

1. Preparation

Preparation, refers to attempts at controlling the impending threat by improving learning and study strategies (e.g. studying hard, trying to obtain good summaries of lecture notes). Use of these strategies would be expected

¹⁷ Kondo, David Shinji and Yan Ying-Ling. 2004. *Strategies for Coping with Language Anxiety: the Case Students in Japan*. ELT Journal Volume 58/3 July: Oxford University Press.

to increase students' subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class.

2. Relaxation

The second one is Relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath' and try to calm down).

3. Positive Thinking

Positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety (e.g. imagining for giving a great performance, trying to enjoy the tension). These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student.

4. Peer Seeking

The fourth strategy is Peer Seeking, this strategy distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

5. Resignation

The last strategy is Resignation. This is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seems intent on minimizing the impact of anxiety by refusing to face the problem (example: give up, sleeping in class).

Besides the students own strategies to deal their anxiety, a teacher also can contribute to help students to face it. Shu Feng Tseng states that there are several ways for teacher to face students' anxiety, they are:

1. Give more attention for students and their language learning.
2. Create a warm, reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere. Walk around and make occasional contact and use humor in sufficient amounts.
3. Incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause of it, and possibly ways of alleviating or reduce it.¹⁸

¹⁸ Tseng, Shu-Feng, 2012, *The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking*. Cheng Shiu University. WHAMPOA-An Interdisciplinary Journal 63(2012)75-90.