

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Anxiety

1. Definition of Anxiety

Many experts in psychology have given various definitions on anxiety. According to Seligman, Walker & Rosenhan (2001: 146) anxiety is a psychological state characterized by somatic, emotional, cognitive and behavioral components; it is an unpleasant feeling of fear and worry. The basic meaning of the word anxiety is 'troublesome'; Is there any or in the absence of psychological distress, anxiety can create feelings of fear, worry and restlessness. Anxiety is considered a normal reaction to stress.

Taylor (1995) said that anxiety is a subjective experience of restless mental tension as a general reaction and the inability to face problems or a sense of security. This unpleasant feeling generally causes physiological symptoms (such as shaking, sweating, increased heart rate, panic, tension, confusion, unable to concentrate, and so on).

According to Chaplin (2006) anxiety is a mixed feeling containing fear and concern about the future without a specific cause. Nevid, et al. (2005) provide an understanding of anxiety as an emotional state characterized by physiological arousal, unpleasant feelings of tension, and concern that something bad will happen.

Atkinson (1996) defines anxiety as an emotion that unpleasant that is characterized by the term worry that sometimes experienced to varying degrees. Meanwhile, according to Hurlock (1997) anxiety is an effective situation that is felt to be unpleasant followed by a physical sensation that warns a person of a threatening danger.

Sullivan (2006) says that anxiety is a reaction normal to unmet needs and stresses such as rejection (first from parents and then from self and then from others). Anxiety can also be seen as a protective mechanism that keeps a person safe from situations that are believed to be threatening. Johnston (in Hawari, 2001) suggests that anxiety is a reaction to threats, obstacles to personal desires, or is a feeling of depression due to feelings of disappointment, dissatisfaction, insecurity, or attitudes. Horwitz et al (1986) state that “anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”.

Based on the explanation above, it can be concluded that anxiety is fear or worry in certain very threatening situations that can cause fear, worry, uncertainty, feeling depressed and threatened in the face of possibilities that will occur in the future.

2. Types of Anxiety

There are two types of anxiety based on the characteristics of the feeling itself and the specific situation. Those types of anxiety are:

- 1) Trait anxiety

Trait anxiety refers to the stable tendency to attend to, experience, and report negative emotions such as fears, worries, and anxiety across many situations. Trait anxiety is considered natural because the anxiety experienced by a person that become his personality. People with high trait anxiety tend to view the world as more dangerous or threatening than those with low trait anxiety. This type of anxiety is produced by a constant lack of confidence in one's abilities (low self-esteem) so that a learner generally lacks confidence in all types of fields and areas of activity.

2) State anxiety

State anxiety can be defined as a transitory emotional state consisting of feelings of apprehension, nervousness, and physiological sequelae such as an increased heart rate or respiration (Spielberger, 1979). State anxiety tends arises in certain situations that are perceived as a threat, such as taking a test, undergoing surgery, or otherwise. Dornyei stated that it is generated with reference to a specific situation that a learner faces.

3. Sources of Foreign Language Anxiety

According to Horwitz et al. in Cassady (2010) who declares that there are three factors of foreign language anxiety, like :

- a. Apprehension of Verbal Communication. Horwitz et al (1986) state that “communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with

people”. It means that communication apprehension as individual level of fear or anxiety associated with real or anticipated communication with another person (McCroskey, 1982b; 1984). It occurs because of several important reasons, such as the psychological pressure of making mistakes, poor vocabulary, and refers to a fear of getting into real communication with others. It usually occurs on the learners who have lack mature of communication skills (Horwitz et al in Al-Haq: 2012).

- b. Test Anxiety. “Test-anxiety refers to a type of performance anxiety stemming from a fear of failure” (Horwitz et al, 1986). It means that test anxiety is an unpleasant experience which concerns apprehension towards academic evaluation based on a fear of failure. This is the condition when the learners do not feel familiar with the test given to them, the task difficulty, lack of preparation before the test and their fear of getting bad grade (Horwitz et al in Al-Haq: 2012).
- c. Fear of Negative Evaluation. "Apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one self negatively” (Horwitz et al, 1986). This means that fear of negative evaluation as an apprehension about others' evaluations, avoidance of evaluative situation, worry, fear of committing in verbal error, and the anticipation that others would evaluate oneself negatively. It is also can be understood that

fear of negative evaluation is a fear of appearing awkward, foolish, and incompetent in front of others (Horwitz et al in Al-Haq: 2012).

4. The Level of Anxiety

According to Stuart & Laraia (2005), there are four levels of anxiety that experienced by individual:

1) Mild Anxiety

This anxiety related with tension in daily life and causing someone to be wary. This level of anxiety is normal in life because it can increase the motivation to make the individual is ready to act.

2) Moderate Anxiety

Moderate anxiety is allowing someone to focus on important thing and exclusion for others, so that someone experience selective attention and doing something more focused.

3) Severe Anxiety

Severe anxiety greatly reduces the area the area of people perception that has tended focus on something that is detailed and specific and cannot think about anything else.

4) Panic

Panic related to fear because experience loss of control. Individuals who experience panic are not able to do anything even with direction. This condition of panic if it continues for a long time will made a death.

B. Presentation

1. Definition of Presentation

A presentation is a formal talk to one or more persons that “presents” ideas or information in a clear, structured way. All presentations have a common objective: they are given in order to inform, train, persuade or sell. A presentation also defined as a talk giving information about something. A presentation also defined as a speech or talk in which a new product, idea, or piece of work is shown, and explained to an audience. According to Olii in Maya Feby’s thesis, “Presentation is a public speaking group, which means it also presents. Presentation should be viewed more than just a functional communication tool or decision maker”.

From definitions about presentation before, we can conclude that presentation is formal talk from someone to someone else or group which gives information about something, idea, product, works explained to audience.

2. Elements of Presentation

Presentation is a form of communication. Communication has some constituent components, as well as presentation. According to Noer (2012) there are three components that are interconnected with each other, are:

- 1) Presenter → The person who deliver some presentations.
- 2) Media → The supporting of presenter in delivering presentation

3) Audience → The receiver of the message (presentation)

C. Previous Study

Related to this study, the researcher took some references about previous researches which is relevant to this research:

1. The first previous study that is used by the researcher is by Pratiwi and Analido (2018) with the title *EFL Students' Anxiety in Research Proposal Seminar*. This study aimed at knowing and analysing the symptoms and factors of foreign language anxiety faced by English Department Students of STKIP PGRI West Sumatera as EFL students during their research proposal seminar.

The researcher on this study found that communication apprehension, test anxiety, fear of negative evaluation, lecturers/contributors characteristics, and psychological factors are the factors or causes of English Department students anxiety in research proposal seminar at STKIP PGRI West Sumatra.

2. The second previous study that used by the researcher is *Anxiety in classroom English Presentations: A Case Study in Korean Tertiary Educational Context* by Tian (2019). The purpose of this study is to examine Korean students' anxiety in classroom presentations in tertiary educational context.

The research findings indicated that Korean students suffered different degree of anxiety in the course of classroom presentations. Concerning the causes arousing anxiety in classroom presentations,

there were four major sources, consisting of negative attitude towards classroom presentations, preparation time, language proficiency, negative feedback from peers, while other factors like making mistakes, attention from audience, and teachers' feedback were not the major source for students' anxiety.

3. The third previous study is from Agustin, Mulyadi and Elfrida (2019) with the title *The Analysis of Factors that Affect Students Anxiety in Speaking for Presentation Class (A Study of the Fourth Semester Students at the English Education Study Program of University of Bengkulu in Academic Year 2018/2019)*. This research attempted to find out the factors that affect students speaking anxiety in speaking for presentation class.

The results of this study showed that the students mostly had the mildly anxiety. There were three factors that causing the anxiety of the students in speaking; Fear of Negative Evaluation (Mildly Affected; Mean Score: 3.12), Communication Apprehension (Mildly Affected; Mean Score: 3.09), and Test Anxiety (Mildly Affected; Mean Score: 2.89).

4. Thesis under the title "Students' Anxiety in Classroom Presentation at English Education Department of UIN Sulthan Thaha Saifuddin Jambi" by Suci Nurul Fajri (2019). This study aims to find out the factors that contribute to students' anxiety and how students deal it in their presentation.

The result show that anxiety exist in the 6th semester of English Department. It can be seen from the results of the factor that contribute to students' anxiety in class presentation are lack of confidence, lack vocabulary, lack grammar, poor pronunciation, fear being laughed, fear of making mistake, fear of negative evaluation and lack preparation. The study also found ways students deal with their anxiety in presentation are preparation before presentation, relaxation, positive thinking, peer seeking and focus.