

CHAPTER I

INTRODUCTION

This chapter mainly focuses on the research background, research questions, research purposes, research significances, research scope, conceptual framework, and previous studies.

A. Background of Study

One of the linguistic skills that is important to develop in English learning is speaking. Learners should enhance their English speaking abilities in addition to other abilities to improve their ability to communicate effectively with native speakers. Speaking, however, is frequently one of the most challenging abilities that language learners must master (Bueno, Madrid, and McLaren, 2006: 321); this can lead to anxiety during the learning process, particularly when performing orally because of a lack of preparation or worry about the audience's reaction. One of the activities in speaking learning, even at the senior high school level, is oral performance. Oral performances are given to convey findings from studies, evaluate candidates, or impart discourse genre expertise (Barrett et al., 2021:2). In order to differentiate English language learners' competency levels, the activity attempts to demonstrate a variety of speech characteristics (Brown, 2006; Brown, Iwashita, McNamara, 2005; Iwashita et al., 2008). For this reason, speaking exercises are crucial for learning English. Additionally, students might be encouraged to speak in English by practicing through oral performances or actual conversations (Leong, Ahmadi, 2017). As a result, practice or direct oral performance will make learning English more successful in speaking learning such as presentation.

A presentation is one of the oral performances that students typically perform. In order for students to acquire English, they must present the subject by speaking it aloud. Giving students oral presenting assignments has shown to be an effective alternative method for assisting them in learning the new language. Bakker (2000 :115) defines an oral presentation as "speaking to a group as a natural activity, like a formal conversation." An oral presentation, according to Levin and Topping (2006), is a

prepared speech that is given in front of an audience by the presenter as opposed to being recited from memory or notes. Furthermore, as mentioned by Hansen and Salemi (1998), oral presentations might be structured as student-led solo presentations or as collaborative projects including fellow students or case studies. To put it another way, the three experts defined an oral presentation as a speech made in front of an audience with the purpose of delivering a report or information which the success can be influenced by some unexpected factors that come from themselves or from outside.

There are several factors that affect the presentation as oral performance of learners including anxiety, motivation, cognitive factors, and others. However, the biggest factor that should be considered is anxiety because it has a negative impact on students' learning process especially on test performance scores, fluency, and vocabulary acquisition. Anxiety in the context of English language learning can be in the form of fear of failure and the responses received. This kind of anxiety is often experienced by students when they feel unprepared or when they are too focused on the possibility of making mistakes. In many cases, even capable learners lose their fluency simply because they overthink how others will judge them, showing that the psychological burden sometimes outweighs their actual language ability. As stated by Horwitz & Cope (1986), anxiety is fear of negative appraisal from mates and teachers, fears of insecurity, and fear failure to adhere to one's personal averages and targets. Therefore, anxiety is the most influential factor on students' fluency and success in oral performance.

Since presentations is continuously accompanied with anxiety, English language learners need to be aware of their fears in order to come up with potential solutions. They can also learn to manage their anxiety by being aware of its sources, which include psychological and cognitive symptoms (Matthew, A., 2018). McCann et al. (2020:3) further emphasize the value of communication by pointing out that oral performance, or public speaking, encompasses a variety of contexts such as education, work and social events. Hence, it is important to manage anxiety to undergo learning well, especially oral performance as speaking leaning practice such as presentation.

The real impact of anxiety on speaking practices such as oral performance of high school students attracted the researchers to undertake research in the context. One study by Irzeqat (2010) showed a significant correlation between anxiety and oral performance among 60 learners from grades 10th to 12th at Taffouh Secondary School both of males and females and 20 teachers. Another study by Djahimo, S., Bili Bora, D., & Huan, E. (2018) "Student anxiety and their speaking performance: teaching EFL to Indonesian students", affirms that there is a correlation between anxiety and oral performance. It is said that Students' anxiety definitely impacts how effectively they talk, which contributes to the difficulty they have while expressing themselves in English.

Findings showed that both male and female learners have the same level of anxiety or FLCA (Foreign Language Classroom Anxiety) and showed a negative impact on learners' speaking performance from the perspective of teachers and students. For this reason, another study as a solution to the anxiety by Matthew Abraham (2018) entitled "Speaking Up Without Freaking Out" explains two symptoms that have different treatments. His research shows that the steps to deal with psychological symptoms such as trembling, sweating and blushing are to take a deep belly breath, big broad gestures, and hold something cold in the palm of your hand. Furthermore, in cognitive symptoms that often comes when we are thinking too much such as create a map/plan with "What - So What - Now-What" structure, redirect your audiences' attention to focus on something else or ask a question, and reframe it as a conversation.

These studies above support to examine other awareness of the anxiety in presentations as their oral performance. In addition, it also encouraged to find various symptoms that appear in senior high school learners in their oral performance and further on how they solve these problems. Furthermore, the researcher had previously performed an initial investigation by conducting a short interview with 10 senior high school students about their responses to presentations in English language classes. It was found that all of the students experienced anxiety based on various factors. That is

the motivating factor behind research on related subjects. Then, since the previous research only focused on quantitative research by measuring learners' anxiety level, it will conduct a qualitative research to get a broader scope. Thus, it is hoped that this research can provide an overview of anxiety of oral performance to get a further approach regarding the various stages needed to deal with this study entitled “Exploring Students' Anxiety in Presentations as their Oral Performance: An Exploratory Case Study at Senior High School in Tasikmalaya West Java

B. Research Questions

From the above research background, the following research questions are formulated:

1. What anxiety are experienced by EFL students during their English oral performance?
2. How do the students cope with anxiety in their oral performance?

C. Research Purpose

The purpose of this study is to explore in more detail the perceptions of students regarding their experiences in oral performance. In addition, this study aims to find out the various symptoms that arise from students during oral performance and how they deal with them.

D. Research Significances

In conducting this study related to student anxiety in doing a presentation on English language teaching, the researcher indeed considers various aspects theoretically, practically and empirically. Theoretically this study provides factors that affect anxiety as well as how to handle it so this is expected to help them recognize their anxiety in oral performance so that they can find the best solution for it. Practically, this research is an effective learning to improve the quality especially in oral performance. Then, empirically, it is hoped that this research can help us in the research and become a reference in the same context, namely anxiety in oral performance.

E. Research Scope

This study discusses the experience of 10th grade students in their oral performance as one of the speaking practices in English lessons. Further, this study also explores how strategies are implemented by students to deal with emerging anxiety.

F. Conceptual Framework

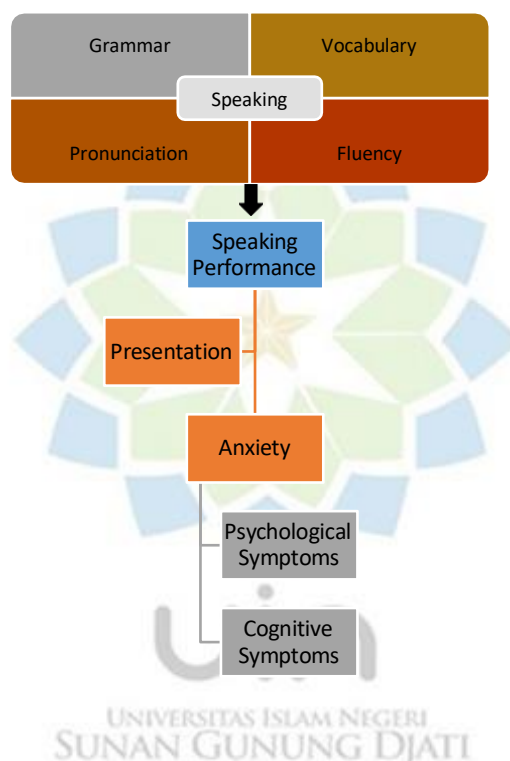


Figure 1.1 Conceptual Framework

The picture above is a short illustration of the relationship between speaking, the various aspects that need to be mastered as well as the relationship with speaking performance that causes anxiety.

A number of definitions of speaking have been put forth by language theorists. Speaking is the systematic verbal utterance produced with the intention of conveying meaning, according to Nunan (2004). It is necessary to be able to perceive other people when speaking. In addition, speaking needs to be understood by others in order to ensure that the meaning of what is being discussed is communicated accurately.

To develop effective speaking talents, there are a few things that need to be developed. Mora (2010) breaks down speaking abilities into four components: vocabulary, grammar, pronunciation, and fluency. Unquestionably, in order to become fluent in a foreign language, one must master the four components that arise during the process by speaking performance which in practice is done with various approaches, one of which is to make a presentation in front of class in learning English.

However, the foreign language used during the presentation makes it a challenge and can impact one's capacity to communicate, anxiousness among them. Students' anxiety is hardly related to the students' learning speaking. Presentations as oral performance is one of the speaking learning activities conducted in senior high school such as presentation. It is done to measure the students' proficiency level in learning acquisition. Presentations are given to convey findings from studies, evaluate candidates, or impart discourse genre expertise (Barrett et al., 2021:2). However, there are several factors that affect its success as to the findings of Doris and Jessica (2007), one of the primary causes of poor academic achievement is language barriers also motivation, anxiety and other cognitive factors.

The most significant element affecting students' speaking performance is anxiety. Anxiety is in the form of fear of the response received and insecurity about their performance in English learning such as presentation. In addition, the study also discussed two emerging symptoms of anxiety, namely psychological symptoms and cognitive symptoms that will be different in the student's experience and the way in which it is resolved.

It can also conclude from the background that anxiety can be treated differently based on the symptoms that appear both of psychology and cognitive through several stages based on Matthew's research (2018). Thus, the two main areas of emphasis of this study are how symptoms arise, and strategies for addressing them based on practical experiences of English language learners in a senior high school context.

G. Previous Studies

The previous research that became the reference for the author to take this research topic was Zhao na (2007) with “A study of high school students’ English learning anxiety” conducted a survey and analysis of 115 students from a high school in Shandong Province, China, as part of his research on the anxiety that high school students have when learning English in Chinese EFL (English as a Foreign Language) classrooms. The findings showed that students did, in fact, experience relatively significant levels of anxiety when learning English.

In addition, Irzeqat (2010) with the title "The Effect of Anxiety on the Oral Performance of Palestinian Students of English from the Perspectives of Teachers and Students". Her research used quantitative design and showed a significant correlation between anxiety and oral performance among 60 learners from grades ten to twelve at Taffouh Secondary School for males and females and 20 teachers. According to research, speaking performance among EFL students is negatively impacted by classroom anxiety related to foreign languages. Anxiety levels among male and female students are comparable, with older students scoring higher. Teachers who have spent more time teaching English to speakers of other languages report feeling more anxious. The study identifies anxiety-inducing causes and offers strategies for reducing them.

Another study related to anxiety of oral performance is from Grieve et al (2021: 2) who conducted research on two universities in the UK entitled "Student fears of oral presentations and public speaking in higher education: a qualitative survey". The study reported that oral performance is a source of anxiety that affects student learning. Thus, it can be concluded that anxiety has an influence on oral performance.

Beside that, Mushtachim (2014) in “Students’ anxiety in learning english: a case study at the 8th grade of SMPN 9 South Tangerang” said that the six factors that may contribute to students' anxiety when learning English are speaking in front of the class, being laughed at by others, unclear input, students' beliefs about language learning, teacher personality, and lack of preparation.

Further research from Rayani (2016) in “Students’ anxiety in English learning (a study at the eight grade of SMPN 1 Tambusai)” discovered that thirty children from a junior high school in Dalu-Dalu were the study's participants. Data were gathered through interviews and questionnaires. The results demonstrated how students used preparation, relaxation, resignation, peer seeking, positive thinking, and preparation to lessen their speaking anxiety when speaking in English. Additionally, fear of speaking incorrectly, worry of receiving a poor grade, and insufficient speech proficiency were variables influencing students' anxiety when speaking in English.

Therefore, the researcher also focused on research that becomes the reference related to strategies for dealing with anxiety in oral performance from Matthew Abraham in 2018 who is famous for his research topic entitled "Speaking Up Without Freaking Out" which discusses how to deal with anxiety through various symptoms that arise both psychologically and cognitively and have different treatments. Research. The study also said that the steps to deal with psychological symptoms are to take a deep belly breath, big broad gestures, and hold something cold in the palm of your hand. Furthermore, in cognitive symptoms such as create a map/plan with "What - So What - Now-What" structure, redirect your audiences' attention to focus on something else or ask a question, and reframe it as a conversation. Of course, this research is the basis for the development of interview questions that will be conducted with participants.

The difference between this research and those previous studies is in the method used. Previous studies used quantitative design and took participants at the college level. However, the writer will use a qualitative design with an exploratory case study at the senior high school level to get a broader scope of data and was not limited to the level of anxiety possessed but how the anxiety was felt and the strategies taken.