

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Anxiety

2.1.1 Concept of Anxiety

When you are faced with something that very important, you feel as a challenge, like doing an exam or giving a public performance, it is normal to experience some physical arousal such as an increase in blood pressure and heart rate. However, if you are overly aroused, you start to feel 'anxious' and your performance can suffer. Giving a short talk or presentation in the class has been reported to be highly potential source of anxiety which makes the classroom environment more formal and stressful for the students. Most of the students agreed that speaking in front of the whole class or in public caused anxiety for most of the learners.

Anxiety and panic are a series of mind and body reactions that have experienced by each people around the world especially when they speak in front of others. The Oxford Advanced Learner's Dictionary defines anxiety as "*the state of feeling nervous or worried that something bad is going to happen*", while according to Horwitz (1986:125) explain that "*anxiety is subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system*". Another definition gives by American Psychiatric Association cited in Horward, R (1972:109), anxiety is apprehension, tension or uneasiness which stems from the anticipation of danger, the source of which is largely unknown or unrecognized. In addition, Ellis (2011:401) states that anxiety is feeling of uneasiness and apprehension concerning a situation with an uncertain outcome. In other book written by James G. Hollandsworth, Jr "*The Physiology of*

Psychological Disorders: Schizophrenia, Depression, Anxiety, and Substance Abuse”, the meaning of anxiety as followed: Anxiety disorders are characterized by feelings of subjective distress (e.g, apprehension, fear, etc) and avoidance behavior. Some of these disorders have distress as the classic feature, while for other avoidance behavior is the primary characteristic, (Hollandsworth, 1990:146). It means that anxiety is a condition of people who are feeling uncomfortable with their physics and mind, they perceive that something bad will be happen in their life.

Anxiety can come in many forms. Sometimes anxiety is accompanied by intense panic, dread, or fear in which an individual may experience chest pain, shortness of breath, racing heart, dizziness, and discomfort. Anxiety can manifest as unwanted, repetitive thoughts and compulsive behaviors that seem impossible to stop. Sometimes anxiety is specifically tied to a certain situation, like speaking in public. Some people believe that anxiety is an additional inconvenience for students. There are several signs of anxiety that showed by anxiety symptoms involve in our body, mind, and behavior, Dixon, (2011:15).

These symptoms are:

a. Our body

Someone who felt anxious to faced something usually visible by the signs:

- 1). Breathing becomes more rapid
- 2). Heart beat speeds up
- 3). Feel dizzy and light-headed
- 4). Get “butterflies” in stomach
- 5). Feel sick and need a toilet
- 6). The mouth becomes dry and it feels difficult to swallow
- 7). Feel sweat more
- 8). Feel “jittery” or “jumpy”

b. Our mind

- 1). Feel frightened
- 2). May tell ourselves that we are physically ill, having heart attack or a stroke or a going mad
- 3). Think that people are looking at us
- 4). Worry that we may lose control and make a fool of ourselves in front of others
- 5). Feel that we must escape and get to a safe place.

c. Our behavior

- 1). Make excuses to avoid going out or doing things
- 2). Hurry out a places or situations where are feel anxious
- 3). Walk to avoid buses cross the street to avoid people
- 4). May have a drink before doing something we find stressful.

The symptom of anxiety reaction is the most common form of psychoneurosis occurring among individuals possessing above average intelligence. Ross defined as “a series of symptoms, which arise from faulty, adaptations to the stresses and strains of life. It is caused by overreaction in an attempt to meet these difficulties”, cited in Page (1970:122).

2.1.2 The Theories of Anxiety

K.T. Srongman (1995) writes in his academic journal “*Theories of Anxiety*” define that theories of anxiety divided into five categories, namely:

psychoanalytic, learning/behavioral, physiological, phenomenological/existential, and cognitive.

a. Psychoanalytic

This theory firstly developed by Freud (1917, 1926), he had two theories of anxiety and he saw that anxiety as an everyday phenomenon and as a way of explaining neuroses. The

realistic anxiety that referred by real objects is everyday anxiety; this has often been referred to as fear rather than anxiety. Although, neurotic anxiety as an unconscious conflict within the individuals since the conflict was unconscious, the person was not aware of the reason for his or her anxiety involve in a panic attack.

b. Learning/ behavioral

Hans Eysenck develop the theory of anxiety that rests on more fundamental personality theory, this theory depends on two major dimensions, extroversion/introversion and neuroticism. In this context, the neurotic individual is particularly sensitive to anxiety - provoking stimuli, this sensitivity being based on the automatic nervous system. So, from this perspective, anxiety-proneness is inherited. However, anxiety can also be learned. Traumatic events lead to unconditioned fear, but can then become conditioned resulting in new stimuli producing the original anxiety responses, anxiety is viewed as conditioned fear.

c. Physiological

This category based on an exposition of what parts of the central nervous system might be involved in emotion in general and fear or panic or anxiety in particular. It is rely on a model of human psychology which rests on natural science. One of the most interesting physiological expositions of emotion comes from Gray (1982, 1987), it is one of substantial theory of anxiety which should be dealt with under the physiological heading. Gray regards the behavioral inhibition system as foundation of anxiety. He argues that the behavioral inhibition system suppresses any behavior that threatens as unwelcome outcome.

a. Phenomenological/ existential

Here anxiety is seen as a naturally occurring state of person. The distinction between fear and anxiety is very similar; fear is of specific object although anxiety is independent of any object, instead being a necessary condition of choice. Anxiety only develops after the development of self awareness allows a person also to form a self-hood. A fearful person moves away from a feared object, whereas an anxious person is in conflict and unsure. This is developed by Fischer (1970), there are five components of terms of anxious experiencing, and they are:

- 1) There is an identity, which takes the form of milestones towards a way of living. If any of these milestones are threatened so that they might be lost, then anxiety results.
- 2) There is a world, which consist of a network of relations and involvement for each milestone. If anything in this world seems insurmountable and the world thus becomes threatened, then again anxiety may result.
- 3) There is motivation in which the world and the person's identity are perpetuated.
- 4) There is an action, which is involved in achieving a milestone and which expresses being.
- 5) Finally, there is ability which is a lived evaluation of uncertain competence.

For Fischer, anxiety is both anxious experiencing and the experiencing of the self or the other being anxious. As should be obvious from this brief description, Fischer's conceptualization of anxiety is vague, although it is experiential or phenomenological and he does not really success in fitting all the other types of formulation into the theory, even though the vagueness helps.

e. Cognitive

This theory follows that high and low anxiety of people will also differ in cognitive appraisal of ambiguity. Moreover, a person might be more susceptible to stress and anxiety in some stress situation than others. Eysenck point out that the evidence about the role of the cognitive system in accounting for differences in susceptibility to stress is unclear but there are differences in cognitive functioning. The important thing of the theory of (trait) anxiety is that it draws attention to the importance of taking into account the cognitive system as well as the physiological and the behavioral, cited in Strongman (1995:4-10).

2.1.3 The Types of Anxiety

Anxiety can be categorized as state and trait anxiety. According to Greenberg (2006:121) trait anxiety is “*a general series of anxiety not specific to a particular stimulus*”. Another definition gives by Spielberger (1983) cited in Zsuzsa Toth, (2010:6) trait anxiety refers to “*relatively stable individual differences in anxiety - proneness*”, the differences between people in the tendency to perceive stressful situations as dangerous or threatening and to respond to such situations with elevations in the intensity of their state anxiety reactions.

Ellis said that trait anxiety is pattern of responding with anxiety even in nonthreatening situation. Ellis, (2011:401). The second type of anxiety is state anxiety, it is considered as an obstacle and an interruption of individual's emotional equilibrium. Greenberg, (2010:121) suggest that “*state anxiety is either temporary in nature or specific to a particular stimulus*”. Ellis (2011:401) states that temporary feeling of anxiety elicited by threatening situation is called by state anxiety. State anxiety is an unpleasant feeling which can

seriously disturb the individual's ability to react positively to any situation and in a certain environment. For example, when the person hears bad information about his parents, he becomes so anxious, so that emotional equilibrium will be put into question.

Someone who feels a trait anxiety represents by their ability to understand the nature of certain environmental stimuli and stressful situations as more or less difficult or danger, they tend to have an attitude and reaction. People who develop a more anxiety-trait are much more disposed to reacting to a large level of stimuli, and will be more able to worry in less dangerous and hard situations. These individuals are more likely to present state - anxiety in some circumstances, especially in normal daily life activities.

Meanwhile, someone who experienced a state anxiety is more likely has the feeling of stress and nervousness or unable to confront any event. Moreover, high levels of state anxiety are particularly harmless. It can even disable the person's tendency to engage in adaptive behavior aimed to end and overcome this feeling, for example encountering lot of difficulties.

2.1.4 The Sources of Anxiety

Anxiety has debilitative and facilitative effects. The positive anxiety is called a facilitating anxiety, and the negative anxiety is called debilitating. Ellis (2011:402) states that facilitating anxiety is level of anxiety (usually relatively low) that enhances performance and debilitation is anxiety sufficient intensity that interferes with performance, this can motivate the student to learn and succeed. In fact, this type of anxiety helps students or learners to improve their learning and performance. Debilitating - anxiety has a negative impact on students' motivation and their preparation before and during presentation. In other hand, facilitating anxiety keeps the student motivation and pushing

students to do more efforts to reduce the negative impact of anxiety, (Scovel 1978 cited in Ellis 1994: 482).

Anxiety not only inhibits their achievement but also hinders their speaking ability in presentation performance. Feeling of stress is considered as the cognitive part of anxiety and can have a negative effect on performance. For example failing to answer the question will only hinder the future performances of the learner, and makes students less efficient in the classroom.

Therefore, motivation and big effort to do the best in each performance are needed by students to reduce their feeling of fail, anxious, nervous, unconfident and feeling of shy with their ability.

All of negative feeling should be removed from students' mind and cultivating the positive way to their confidence in improving their motivation for doing better than before.

2.1.5 Foreign Language Classroom Anxiety

When a student cuts class, fails to prepare for class or to do homework, or is unable to answer even simple questions about the topic being studied in-class, it is clear that the student is not learning well, and teachers and educators may wonder why. There may be many causes of these types of behaviour. In an attempt to better understand why some language learners have more difficulty acquiring a target language than other learners do, there has been a relatively recent increase in research into potential relationships between foreign language acquisition and affective variables (see Gardner, 1997). Specifically, in her 2005 work, Rebecca Oxford suggested that foreign language anxiety (FLA), or the experience of anxiety when an individual is working towards attaining a foreign language, is one of them. According to a variety of researchers (e.g., Horwitz, Horwitz, & Cope,

1986; MacIntyre & Gardner, 1989, 1991a, 1991b), FLA can be a predictor of success in learning the foreign language.

FLA is “a distinct complex of self- perceptions, beliefs, feelings, and behaviours related classroom language learning arising from the uniqueness of the (foreign) language learning process” (Horwitz et al., 1986, p. 128).

FLA is distinct from state anxiety, which occurs within specific, temporary situations and fades when the threat (or situation) disappears (MacIntyre & Gardner, 1991a; Spielberger & Vagg, 1995). FLA is also distinct from trait anxiety, which is a permanent, individual difference. People with high levels of trait anxiety have a general tendency to become anxious in any situation (Casado & Dereshiwsky, 2001; Ellis, 2008; Scovel, 1978; Spielberger, 1972). According to Horwitz et al. (1986), FLA is distinct from these types of anxiety and is classified as situation - specific anxiety. This type of anxiety is prompted by specific set of conditions for example public speaking or participating in class (Ellis, 2008).

FLA is unique in that it occurs specifically in the unique foreign language learning context. Horwitz et al. (1986) developed the most commonly used tool for assessing FLA, the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS is a 33-item individual selfreport Likert scale that reflects three things: communication apprehension, test anxiety, fear of negative evaluation. Numerous researchers (e.g., Daly, 1991; Horwitz et al., 1986; Price, 1991; Young, 1990) concur that anxiety in foreign language learning manifests itself primarily in listening and speaking in the foreign language. Horwitz et al. (1986) provided a detailed report of the methodology they used to produce the FLCAS using beginning language class students (mainly learning Spanish) at the University of Texas. By

understanding the methodological basis for the construction of the FLCAS, researchers can make an informed determination about whether the FLCAS is an appropriate tool for use with students in different contexts or whether it needs to be adapted.

Woodrow (2006) determined that a questionnaire sensitive to issues in the Asian language learning contexts was needed and developed the Second Language Speaking Anxiety Scale (SLSAS) for use with her subjects from China, Korea, and Japan. According to Woodrow, the majority of previous research on anxiety has been conducted in Western settings. FLA research (e.g., Oxford, 2005) has also suggested that anxiety-related behavior differs from culture to culture. The Saudi Arabian culture creates an interesting social and cultural setting for examining FLA for multiple reasons. In Saudi Arabia, the educational system is free for all levels ranging from primary school to university. Boys and girls, and later men and women, are separated, typically attending entirely segregated schools at all levels as well as colleges or universities.

2.2 Presentation Performance in teaching learning Process

Important causes of anxiety among the language learners in the present study appear to be:

1. Pressure by parents and teachers to get good grades at school in English.
2. Lack of confidence in their ability to learn English
3. Fear of making mistakes and subsequent punishment or ostracism, i.e., fear of losing face for not being perfect.
4. Fear of foreigners and their behavior. Because of the importance of English on tests for advancement in education and in society, parents and teachers press students to not only attain their potential, but to actually produce results beyond their ability.

5. Conditioning in childhood to believe that English is an extremely difficult language to learn, (Shu Feng Tseng, 2012:84) Meanwhile, Kota Ohata(2005) argues that language anxiety can arise from:

2.2.1 Concept of Presentation Performance

Commonly personal and interpersonal are the most sources of anxiety, it was investigated in correlation with other social and psychological constructs. For example, people with low self-esteem may worry what their friends think, in fear of their negative responses or evaluation. Thus, some of the performance anxieties mentioned earlier might be categorized largely into one psychological construct, Those psychological phenomena, accompanied by low self - esteem and competitiveness, can become the place for student language anxiety, as often directly in the form of performance anxieties.

2.2.2 Purpose of Presentation Performance

Learner beliefs about language learning also contribute to the student's tension and frustration in the class (Horwitz, 1986: 127). He presents various kinds of learner beliefs, suggesting that some of them are taken from the learner's unrealistic and sometimes erroneous conceptions about language learning. He found that

- 1). some learners were concerned about the correctness of their speech in comparison to native-like accent or pronunciation,
- 2). some believed that two years of language learning is enough to achieve a native-like fluency,
- 3). some expressed that language learning means learning how to translate,

4). some others believed that success of L2 learning limited to a few individuals who are gifted for language learning. Unrealistic beliefs held by learners can lead to anxiety in students, especially when their beliefs and reality clash. In this sense, learner beliefs can play another major role in forming language anxiety in students.

2.2.3 Type of Presentation Performance

Instructor beliefs about language teaching can also become a source of creating language anxiety among learners. The teacher's assumption on the role of language teachers may not always correspond to the student's needs or expectations toward the teacher. For example, when a teacher believes that his role in class is to constantly correct students' errors, some of the students might become quite anxious about their class performance.

2.3. Students' Strategies for Reducing Anxiety in Presentations Performance

2.3.1 Preparation

The first strategies is Preparation,, in this strategy students attempts to control their own self by improving learning and study strategies (example: study hard, trying to obtain good summaries of lecture notes). By using these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and reduce the anxiety associated with the language class.

2.3.2 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). The more one relaxes, the more anxiety loses. Sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or

five seconds and release it slowly. Exercise turns nervous energy into positive energy through a calming release of breath, Shu Feng Tseng(2012:84)

2.3.3 Positive Thinking

Positive thinking is a mental attitude in which you expect good and favorable results. In other words, positive thinking is the process of creating thoughts that create and transform energy into reality. A positive mind waits for happiness, health and a happy ending in any situation. More people become attracted to this notion, a good evidence is the increasingly courses and books about it. Positive thinking is gaining popularity among us. More and more successful people will tell you that they got where they are now because they made a lifestyle around positive thinking. A person that faces life with a positive attitude will always be more successful in life both professionally and personally, than a person that can not take control of his thoughts.

It is increasingly common to hear people say: "Think positive!" to a person which is sad and worried. Unfortunately, many people do not take seriously this urge. How many people do you know who sit and reflect on positive thinking and meaning of it?

2.3.4 Peer Seeking

is a personality trait defined by the search for experiences and feelings, that are "varied, novel, complex and intense", and by the readiness to "take physical, social, legal, and financial risks for the sake of such experiences." Risk is not an essential part of the trait, as many activities associated with it are not risky. However, risk may be ignored, tolerated, or minimized and may even be considered to add to the excitement of the activity. The concept was developed by Marvin Zuckerman of the University of Delaware.

In order to assess this trait he created a personality test called the Sensation Seeking Scale. This test assesses individual differences in terms of sensory stimulation preferences. So there are people who prefer a strong stimulation and display a behavior that manifests a greater desire for sensations and there are those who prefer a low sensory stimulation. The scale is a questionnaire designed to measure how much stimulation a person requires and the extent to which they enjoy the excitement.

Zuckerman hypothesized that people who are high sensation seekers require a lot of stimulation to reach their Optimal Level of Arousal. When the stimulation or sensory input is not met, the person finds the experience unpleasant.

2.3.5 Resignation

The last strategy is Resignation. This is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seem intent on minimizing the impact of anxiety by refusing to face the problem (example: give up, sleeping in class), (Kondo, 1997:262) Insight and understanding are essential to overcoming anxiety problems. However, from shyness to depression, there is something else that is equally important namely changing behavior. To change the behavior we have to do the behavior, but it will not help students if they still feel bad about them self and they still unanswered their own problem by found the solution.

Therefore, successfully overcoming anxiety disorder requires both insight and behavior change, (Dixon, 2011:23) Besides the students own strategies to reduce their anxiety, a teacher also can contribute to help students to reduce it. Shu Feng Tseng (2012:85) states that there are several ways for teacher to reduce students' anxiety

2.4. Preparation

2.4.1 Concept Of Preparation

The concept of preparation is where one prepares (makes ready) for something. An example of a preparatory process is when a high school student prepares for a higher education by taking the appropriate college prep courses. High school students can also take certain courses that will enable them to be prepared for the work force upon graduation. Certain school courses teach preparation for choosing a career. The discipline of old-school step-by-step meticulous preparing as getting ready for something leads to ultimate accomplishment.

2.4.2 Purpose Of Preparation

One purpose for preparation is strengthening. At times God will allow us to become uncomfortable in transition because when we endure and press through difficulty, we get stronger. Another purpose is refinement. God allows pressures to bring flaws to the surface in order to expose them and deal with them. Another purpose for preparation is restoration. Sometimes we don't even realize that we were wounded from a previous experience, a wound that needs to be healed if we are to be effective in the phase we are being prepared for. Another purpose is edification. God wants to build us up spiritually through greater time given to prayer and study. Another purpose is as simple as rest – sometimes we need physical rest, or maybe we need emotional or mental rest from stress that we've experienced. It could be that God wants us to spend time with our spouse or our kids or a parent. It could be that God wants us to have some time to do something that we love or to go some place that we want to go. Another purpose for preparation is education or developing a skill. Sometimes getting to another level requires that you pull back and devote time to learning something new, something that you need to know in order to operate in a new position.

Just knowing that there is a purpose in our season can help us to embrace our preparation so we can adapt ourselves to what is necessary for the road ahead. We must be determined that we are going to get everything we need in times of preparation. The Lord knows what we need for the next phase of our life. Application : It takes courage to press through preparation time and to rise up to a new level. Have courage! Gather strength! Know that the God that loves you is faithful to carry you from one level to another level in Him.

2.4.3 Characteristics of Preparation

Everyone experiences anxiety during times of stress, and our bodies are able to cope with this. Some people, however, experience anxiety during times that are not stressful and have no control over how their bodies are reacting to events that should not produce such responses.

These people may be suffering from anxiety disorders, and a visit to a physician is in order. There are several characteristics of anxiety disorders that can be evaluated to determine if someone is suffering from an anxiety disorder, and a physician can use this information to prescribe a course of treatment to eliminate symptoms.

Excessive Worry

The most common characteristic of anxiety disorders is excessive worry. If you suffer from anxiety, you may know that when you are constantly worrying that there is no reason for it, but you still can't stop doing so. You may be afraid to go out in public for fear of having an anxiety attack and may constantly worry about your health.

Trouble Sleeping

If you suffer from an anxiety disorder, it is common to have trouble sleeping. You may have a hard time falling asleep or may wake up often throughout the night. You may also wake up very early and be unable to return to sleep. On the opposite side of the spectrum, you may sleep too much. You may sleep more than you used to or find it necessary to take multiple naps throughout the day, feeling as though you just can't stay awake due to fatigue and sleepiness.

2.5 Relaxation

2.5.1 Physical relaxation technique

Breathing techniques is one of the easiest ways to reduce stress. It requires little effort and can be done anywhere at any time. Proper breathing techniques that incorporate deep abdominal breathing have been shown to reduce the physical symptoms of depression, anxiety and hypertension as well as everyday emotional symptoms of anger and nervousness. Progressive muscle relaxation is a relaxation technique that requires an individual to focus on flexing and holding a certain set of muscles and then slowly relaxing those same muscles. As the individual flexes and releases those muscles from top to bottom they will feel a deep sense of relaxation.

Progressive muscle relaxation is a somewhat adapted version of the Jacobsonian Relaxation Technique developed in the 1920s. Progressive muscle relaxation is currently used in clinical and non-clinical settings to reduce the effects of anxiety and sleeplessness brought upon by stress. The long-term goal of this relaxation technique is to be able to identify when your body's muscles are suffering the effects of stress and to be able to relax the individual and the individuals muscles when directed.

2.5.2 Mental technique

Meditation has long been practiced in other regions around the world. However, it is a Practice that is fairly new to North America and it is gaining attention quickly for the physical and psychological benefits it provides to your body. Studies have shown that in addition to reducing physiological and psychological stresses placed on your body, individuals who practice meditation have much fewer doctor visits for both physical and psychological illnesses. Hypnosis relaxation therapy has recently become another technique used among healthcare professionals to promote relaxation.

When performed correctly, hypnosis has the ability to put an individual in a deep state of relaxation. During this state the individual is vulnerable to suggestions stated by the person performing the hypnosis. Not only will the hypnotized individual be stress free and in a deep state of relaxation but it is thought that when the individual is out of hypnosis they will be less susceptible to the effects of stress as suggested by the person who performed the hypnosis on them. In addition to relaxation, hypnosis therapy is being used to treat a variety of conditions. Treatments for conditions using hypnosis that are currently being promoted by The Mayo Clinic are; smoking addiction therapy, pain control therapy, weight loss, coping with chemotherapy, asthma, and allergy relief.

2.5.3 Therapeutic relaxation

Relaxation techniques used in therapy by a certified counselor or therapist could include any of the previous techniques discussed. Professionals in the fields of psychology or counseling will have the ability to administer a variety of these techniques. If they feel it is appropriate they may prescribe medication to assist the patient with relaxation. Although a number of these techniques are simple and can be performed on one's own time, patients

may receive better results if they are guided by a professional who is very familiar with the techniques.

2.6 Positive Thinking

2.6.1 Use positive words when talking

If you constantly say “I can not” you could convince yourself that it’s true. Replace negative Words with positive ones. Tell yourself that you do everything possible to have a happy relationship, tell yourself that you do everything possible to have a brilliant career, tell yourself that you do everything possible to keep you in shape.

2.6.2 Practice positive affirmations

One of the most common exercises for a positive thinking is positive affirmation. What does that mean? Start repeating a positive phrase like “I deserve to be happy ” or “ I deserve to be loved.” Believing that these statements are true and repeating them always will impose a more positive opinion about your life.

2.6.3 Redirect your thoughts

This method used by psychotherapists helps you control your thoughts when you start to feel negative emotions like depression or anxiety. How can you do that? When you feel a such emotion taking hold on you start generating a happy mind, a positive image, something that makes you feel better to keep your negative feelings under control.

2.7 Peer Seeking

is a personality trait defined by the search for experiences and feelings, that are " varied, novel, complex and intense", and by the readiness to "take physical, social, legal, and financial risks for the sake of such experiences."Risk is not an essential part of the trait, as

many activities associated with it are not risky. However, risk may be ignored, tolerated, or minimized and may even be considered to add to the excitement of the activity.

The concept was developed by Marvin Zuckerman of the University of Delaware. In order to assess this trait he created a personality test called the Sensation Seeking Scale. This test assesses individual differences in terms of sensory stimulation preferences. So there are people who prefer a strong stimulation and display a behavior that manifests a greater desire for sensations and there are those who prefer a low sensory stimulation. The scale is a questionnaire designed to measure how much stimulation a person requires and the extent to which they enjoy the excitement. Zuckerman hypothesized that people who are high sensation seekers require a lot of stimulation to reach their Optimal Level of Arousal. When the stimulation or sensory input is not met, the person finds the experience unpleasant.

2.7.1 Behaviour

Sensation seeking is related to driving speed, with both males and females high in sensation seeking more likely to engage in speeding. High sensation seekers are more likely to ignore traffic rules and engage in high risk behaviours associated with accidents and / or crashes resulting in driver injuries. Alcohol use has been linked to sensation seeking, especially the disinhibition and experience seeking subscales. Peer influences and sensation seeking appear to mutually reinforce each other in their influence on substance use. Research has found that peer sensation seeking levels are predictive of drug use. Furthermore, individuals are likely to associate with peers whose sensation seeking levels are similar to their own, further influencing drug and alcohol use. High sensation seekers tend to engage in high risk sexual behavior such as having

multiple sexual partners, and failing to use condoms to protect themselves against disease. They also tend to have permissive sexual attitudes. Risky sexual behavior is particularly related to the disinhibition facet of sensation seeking. High sensation seekers are also more likely to be unfaithful to partners whilst in a committed romantic relationship. High sensation seekers prefer listening to arousing music such as hard rock rather than classical instrumental. High sensation seekers are also more likely to enjoy surreal paintings over representational ones or unpleasant art forms (defined as presence of violent or aggressive content or themes of death and despair).

2.7.2 Occupational choices

Sensation seekers tend to prefer occupations involving novel, stimulating, and unconventional activities and unstructured tasks requiring flexibility. Low sensation seekers tend to prefer more structured, well-defined tasks involving order and routine. Males high in sensation seeking tend to choose scientific and social service professions. Among females, traditional vocations

2.8. Resignation

2.8.1. Give more attention for students and their language learning. If students detect that their teacher has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning.

2.8.2. Create a warm, reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere, Walk around the room and make occasional contact and use humor in sufficient amounts.

2.8.3. 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.

2.9. Past study

In this graduating paper, the writer takes review from other thesis that related with this Graduating paper as principle or comparative of the case in this research . Abderezzag, Somia. 2010. *The Effects of Anxiety on Students 'Achievement The Case of third Year LMD Students: Department of English University of Constantine*. In this research, the researcher found that the results in learners' questionnaire which can possibly be confirmed through designing an experimentation or a test to analyze the correlation which existed between anxiety and achievement. By reading the learners' uestionnaire, it could be seen that anxiety can really inhibit the capacity of students. It is true that a high level of anxiety interferes with concentration and memory, which is critical for academic success and a moderate amount of anxiety, helps academic performance by creating motivation.

Tanveer, Muhammad. 2007. *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*". In his research, he found that language anxiety can originate from learners ' own sense of 'self', their self - related cognitions , language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self - identity. The pedagogical implications of these findings for understanding second /

foreign language anxiety for enhancing learners' communication abilities in the target language were discussed.

In the previous studies deal with anxiety that correlated by their achievement in facing test. Whereas, the writer conduct students' anxiety in presentation performance, in this research will be described students' anxiety when they faced of presentation performance, students have responsibility for addressing the material appropriately to the other friends but in other hand they must keep control their psychological condition in presentation performance to be successful.

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