

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This part will explain the review of relevant theories used in this study. This chapter discusses the following subtopics: speaking nature, definition of anxiety, speaking language anxiety, and the level of anxiety.

#### **A. Anxiety**

##### **1. The Nature of Anxiety**

Anxiety is one of the psychology phenomenon which is commonly identified as a feeling of threatened, apprehension, worry and tension. Anxiety appears from human body as a response to specific situation. It can start at an earlier age or later. The writer found several definitions about anxiety. The first definition comes from Ormrod (2011: 401) said that anxiety is someone's feeling of uneasiness and apprehension about situation since they are not sure what its outcome will be. When someone is not sure about what will happen in the future, they become anxious. In addition, the feeling of uneasiness and the apprehension appear. While according to Passer and Smith (2009: 546), anxiety is the condition of apprehension and tension which is as a natural response to feel threat. It means that the anxiety naturally arises when someone is threatened by any specific situation. In addition, Halgin and Whitbourne (2007: 148-149)

stated anxiety as a cause of people effort to avoid uncomfortable reaction which unease people to enjoy many ordinary situations.

People become anxious when they try to avoid unpleasant situations in their life. Conolly and friends (2006: 1) stated that anxiety is common feeling of worry and fear and is a normal part of someone's development but it may become problem when he/she increase or interfere it in daily life. Every people have this reaction and they should be professional to control such reaction. It may become disadvantages for them if they place this reaction in high level. Furthermore, Hilgard and his colleagues (2011:97) defined anxiety as a psychological construct that is described as a state of apprehension, a indefinite fear that is only indirectly associated with an object. Jeffrey (2009:56) argues that anxiety is an adaptive response, described by feeling fear, in particular situation which may motivate and sometimes become abnormal if it is excessive in given situation or interferes with functional ability. In line with previous definitions, Bennett (2006:170) said that anxiety is beneficial emotion—as long as it is in appropriate level, because without it, people will be careless and engage in dangerous activities that could lead them to injury or even death. Based on some definitions above, the writer concluded that anxiety is a natural psychological reaction towards what we are worry or fear about something in particular situation or something that might

happened in the future. It may affect positively, such as motivate us to study before exam. Nevertheless, it can cause negative effect, such as becoming careless and absent-minded when doing exam. Hence, it depends on how we can handle this reaction and prevent this reaction to give the bad effect for our daily life.

## 2. Types of Anxiety

There are several kinds of anxiety. The two most well-known anxieties are state anxiety and trait anxiety. Brown (2007:161) State anxiety is commonly experienced in relation to some particular occasion or act and it momentary happened. It has been known as normal anxiety by most people. This type of anxiety occurs only in stressful event or particular situation so that it is not permanent. It will disappear when the stressful situation goes away. Meanwhile, trait anxiety is more permanent predisposition to be anxious where people are predictably and generally anxious about many things. People with such anxiety tend to feel worry and inappropriately threatened by several things in environment over time than other people. It usually comes more intense and lasted for long time. In other words, this kind of anxiety makes people become more vulnerable to stress in many things and tend to feel state anxiety reaction more intense and with greater frequency. Besides, it also believed that anxiety can give positive effect such as motivating them. Alpert and Haber in

Brown's distinguish facilitative and debilitating anxiety which also called helpful and harmful anxiety. Facilitative anxiety is seen as a trigger to improve people performance, closely related to competitiveness—the pressure to defeat their classmates hence they are motivated to study harder. However, the competitiveness sometimes hinders people's progress—they prefer to retreat and skip the class, and it is namely debilitating anxiety. Anxiety is likely to interfere with the process of language learning. In such situation, they may be possible doing poorly in what they need to accomplish. Thus, it is important to know how to control our anxiety.

## **B. Anxiety and Foreign Language Learning**

### **1. Foreign Language Anxiety**

Acquiring second language is not only focused on the cognitive factors but also affective factors. The affective factor is emotional side of human behavior which involves variety of personality factors. Emotion or feeling becomes as the sample. One of the affective factors is anxiety. Gardner (1985:33) said anxiety is an influential restraint to second/foreign language achievement that fear feeling would interfere with language achievement. He added people who become anxious achieve lower level of achievement than people who do not become anxious. The term Language Anxiety and Foreign

Language Anxiety are frequently used interchangeably by many linguists. Foreign Language anxiety is a specific anxiety which is related to language acquisition. As said by Horwitz (1986:112), Foreign Language Anxiety is a multifaceted concept from uniqueness of the language learning process comprised of difficulty in authentic self-perception and various language teaching practices. In contrast with the other experts, Scovel argued that it is still premature to relate anxiety to the global and comprehensive task in language acquisition because he thought that there are many incomplete correlation researches between anxiety and language proficiency. However, many researchers agreed that anxiety has influenced language learning and language performance, in this case reading, like Mohammadi stated from Onwuegbuzie, Bailey, & Daley's. In addition, affective factors, such as attitudes, motivation and anxiety have been accounted a lot for successful language learner learning outcomes in different contexts. Since 1970's, anxiety as an influential factor has been explored and examined among a wide community of language learners, especially foreign language learners in many contexts. Based on various explanations above, the writer can conclude that although there are pro and contra ideas, anxiety is one of the psychological factors influencing students in learning English as a foreign language that is characterized with feeling uneasiness, apprehension, self-doubt, and worry. Moreover, Horwitz and Cope proposed conceptual foundation of anxiety.

According to them, there are three components of language anxiety that have been identified in order to break down the construct into researchable issues: communication apprehension, test anxiety, and fear of negative evaluation. First, Communication apprehension is students' shyness characterized by fear of communicating with other people which may lead to difficulty in public speaking, or understanding others and making themselves understood by the other. Since interpersonal interactions become the major emphasis in foreign language learning, communication apprehension plays a large role in foreign language anxiety. In this component, students are required to communicate using the target language in their foreign language classroom through speaking and listening. Their limited competences in target language may lead them to frustration and apprehension. In this component, students think that they will have difficulty understanding what people say to them and making the other understood with what students say. The other component that is also relevant in foreign language learning anxiety is test anxiety. Test anxiety is about the feeling fear or failure of exams, quizzes, and other language assignments used to evaluate students' performance. Students with test anxiety probably experience substantial difficulty if the tests and quizzes are frequently given even the cleverest and well-prepared students often make errors. Generally, oral tests become potential factors to stimulus students' test anxiety. In Indonesian education, the teacher mostly use many tests such as,

daily test, mid-term test, and final test orally or written, to evaluate whether the students have master the material or not. The last component of anxiety is fear of negative evaluation. Howirtz defines fear of negative evaluation as the apprehension about people's evaluation, avoidance of evaluative situations and the expectation that others would evaluate someone negatively. It sounds similar with test anxiety yet it is in broader scope. This anxiety is not only in test taking situation but also may occur in any social situation, such as interviewing for a job. In line with Howirtz and the other, Brown (2006:171) stated that fear of negative evaluation appears from students' need to make the other give positive social impression. In foreign language learning context, students may have a fear of negative evaluation from both their classmates and teacher as the one who fluently master the target language.

## 2. Foreign Language Classroom Anxiety Scale (FLCAS)

Since anxiety affects many aspects of foreign language learning, it is important to be able to identify students who are anxious in foreign language class. Howirtz developed Foreign Language Classroom anxiety Scale (FLCAS) to measure students' anxiety. This scale has been widely used by researchers to measure foreign language learners' anxiety and examine the effect of anxiety on learning in different contexts. The items presented at FLCAS reflect the three components mentioned in the previous explanation: communication apprehension, test anxiety, and fear of negative evaluation in

the foreign language classroom. The FLCAS consists of 30 statements divided into communication anxiety, fear of negative evaluation, test anxiety, and anxiety of English classes. The respondents are asked to rate each item on five-point Likert scale ranging from 1 'strongly disagree' to 5 'strongly agree'. The FLCAS was administered by Horwitz, in a number of separate studies, to approximately 300 students in introductory undergraduate foreign language classes at the University of Texas at Austin. The result of the study suggested that foreign language anxiety can be reliably and validly measured and that it plays an important role in language learning. Hence, FLCAS can be an alternative to measure students' anxiety because, firstly, it was reliable and valid measure, and secondly, many researchers have used this kind of anxiety measurement.

### **C. Level of anxiety**

As the writer said above, anxiety can give a negative effect for student in foreign language class. Whereas to speak a foreign language student has to have high self-confidence, so teacher can measure her/his performance. To know how far student's anxiety influences student performance, we need to give a test anxiety. This test anxiety is a type of performance anxiety. In situations where the pressure is on and a good performance counts, people can become so anxious that they are actually unable to do their best. There are three levels of anxiety: low, moderate, and high anxiety. Horwitz et al. (1986) developed test anxiety for



student, that is the Foreign Language Classroom Anxiety Scale (FLCAS). The test anxiety contains of 33 items with five point scale. It starts from Strongly Agree to Strongly Disagree.

#### **D. Nature of Speaking**

##### 1. Definition of Speaking

English as international language has four common skill to learn, they are listening, speaking, reading, and writing. For students in language class speaking is the important skill for English language learning. From the oral speaking teacher can measure the level of their understanding. Oral speaking skill is a big part due to in language class. (Hammer, 2001) Gower at al. (1995:99-100) note down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities ;and fluency, considered to be the ability to keep going when speaking spontaneously. If someone peaks, he/she should understand what he/she is about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says. According to Burton and Humphries (1987:13) state that the man features of speaking is the way in which the talkers allow one another to have their say by the series of signals, given by a

tone of voice, a hand gesture or a facial expression. The speaker who has taken the active position to take the role makes a corresponding series of verbal responses.

Speaking ability is an important aspect in learning a certain language, as Theodore Huebner states, “language is essentially speech, and speech is basically communication by sounds”(1960:4). In addition, Penny Ur argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language (Basic, Lejla. 2011:7). Penny Ur writes about four characteristics for a successful speaking activity such as learners have to talk a lot, have a high motivation, more participation in a class, and believe that language is an acceptable level. A learner who speak a lot and practice her/his speaking will make fluency in speaking. However, they have not used correct structure in speaking English, but when the students have high self-confidence to practice the foreign language it will help them to increase their ability. Because, the speaking class, we do not concern on writing or grammar subject. The important think that have to remember is speak and speak, start from the little or easy word to easy sentence. By practicing the word, it will help students memorizing and self-confidence.

## 2. Speaking goal

Speaking is the way to communication from the speaker to the listener. Someone who speaks they should be able to express their feeling to get the target language/communication. By this communication means the people can interact to other by the language. As the writer said before speaking is the main point in the success of learning language. Harmer remarks, "Whatever activity the students is involved if it is genuinely communicative and if it is really promoting language use, the student should have a desire to communicate." When using a communicate activity, it is important to strive from the classroom in which students feel comfortable and confident, feel free to take a risk and have an opportunity to speak. Donn Byne in his book wrote that the main goal in teaching the productive skill of speaking will be oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation. Bygate's (1987) routines facilitate communication for first language speakers because they make the interactions more predictable. If language were totally predictable. Then communication would be unnecessary. If it were totally unpredictable, effective communication would probably be impossible. When people have conversation, they work interactively to reduce unpredictability. For second language speakers, routines can be crucial in facilitating comprehension.

### 3. Kinds of speaking activities

To build students' motivation in the process language learning, it is important for the teacher to plan some speaking activities. There are six broad types of oral communication activities that might be incorporated into curricula in many fields of study. Most are conducive to either formal or informal assignments. Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well. On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). Incorporated more systematically into a broader curriculum or major, they can together help move students to become more proficient speakers by the time they graduate (learning to speak).

#### a. One-on-One Speaking (Student-Student or Student-Teacher)

This type can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

#### b. Small-Group or Team-Based Oral Work

In this type the students in Smaller-scale settings for discussion, deliberation, and problem solving. Appropriate for both large

lectures and smaller classes and allows levels of participation not possible in larger groups.

c. Full-Class Discussions (Teacher- or Student-Led)

This group, typically less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

d. In-Class Debates and Deliberations

This group type, a structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument. It can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production.

e. Speeches and Presentations

Speech and presentations classically: the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

f. Oral Examinations

It can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficult with very large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.

**E. Speaking ability**

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the

listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Harmer writes that when teaching speaking or producing skill, we can apply three major stages, those are: 1) Introducing new language 2) Practice 3) Communicative activity. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well. According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers. For the reason, to measure how far students' ability in foreign language the teacher should have the criteria or scoring rubric about

students' speaking performance. Each student may have different level criteria in speaking English, such as fluency, performance, grammar, vocabulary, etc. When the students show their ability in speaking the foreign language, the teacher cannot do scoring in one aspects, so this rubric will help the teacher to measure them.

## **F. Components of Speaking**

According to Harmer (2007,p.343) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are:

### **1. Grammar**

Leech (1982:4) states that grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written form. Therefore, grammar is needed for students to arrange a correct sentence in conversation.

### **2. Vocabulary**

Rezikin (2007:5) states that aside grammar, the other component which is important is vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient



vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.

### 3. Pronunciation.

Pronunciation is the way for students“ to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

### 4. Fluency.

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997:4).

### 5. Comprehension.

Comprehension also is the one components of speaking. Hornby (2000:194) states that comprehension is the mind, act power of

understanding exercise aimed in improving is testing ones. There are four components of speaking that must to attention by the students if they want to speak well.

### **G. Speaking Language Anxiety**

Language is the way to communication between people to other. By language people can express their feeling. In foreign language, students asked to show it with oral language. They are not only focus on understanding the language but also answer or show their apprehension about the language. Speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. For students in speaking class, most of them feel anxious or nervous when they perform in front of class, because to perform with, or in front

of other people is obviously not the same as when no one else is present. It can make them cannot perform maximal.

Learners who feel anxious in their foreign language learning may find their study less enjoyable. Horwitz, and Cope (1986) pointed out that, since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student. Speaking anxiety is a worry feeling to speak and perform the language that the learner got in foreign language class. Speaking anxiety as something that has a great impact on one's self confidence since it often makes one experience failure when not being able to speak out and show what one knows. This speaking anxiety makes learners have low-confidence to perform in front or to other people, and because of that the learner cannot understanding teacher explanation well.

Research related to language anxiety stated that anxiety posed potential problems for language learners "because it can interfere with the acquisition, retention and production of the new language" (MacIntyre & Gardner, 1991b, p.86). In another explanation, Gardener and MacIntyre (1993) viewed foreign language anxiety as "the apprehension experienced when a situation requires the use of a foreign language with which the individual is not fully proficient" (p.5). According to Horwitz, and Cope (1986) foreign language anxiety is caused by

the apprehension of communicating with others in the second language context. In a research, many learners are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in large classes in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged. Psychological and affective factors include culture shock, previous negative social or political experiences, lack of motivation, anxiety or shyness in class, especially if their previous learning were negative. In Chinese school, Tsui and the teacher she worked with identified five principal factors accounting for the reluctance of students to speak up in class such as students' perceived low proficiency in English, students' fear of mistakes and revision, teachers' intolerance of silence, uneven allocation of turns, incomprehensible input. (Tsui, 1996:154). Brown (1994) adds that "it is associated with feelings of uneasiness, self-doubt, apprehension, or worry". There are reasons for anxiety. Here are some of the factors that could raise the level of anxiety in language students they are inability to pronounce strange sounds and words, not knowing the meaning of words or sentences, inability to understand and answer questions, reputation of the language class as a place for failure, peer criticism, not knowing or understanding course goals or requirements, oral testing, previous unsuccessful language-learning attempts, encountering different cultural values and behaviours.

In some EFL classroom settings, anxiety can create so much apprehension that the student cannot function normally. Most of us have experienced this type of anxiety. The teacher asks a question in the new language, and with heart slightly racing, all we can do is sit, mouths slightly open, staring at the book or at the teacher, nothing coming to mind. Facilitative anxiety, in contrast, can be motivating, creating just the right amount of tension to bring out the best in us. This is what happens to some actors and public speakers before they appear on stage. It can also happen to students before taking a test, and it can happen to our students in situations where they are given chances to use English. If students in our classes have high degrees of anxiety that are debilitating them, there are things we can do to possibly reduce their anxious feelings. Students who have high levels of anxiety about being in an EFL classroom do not need criticism on their language performance. Rather than being critical, we can show understanding. To do this, when a student expresses an idea we can use an “understanding response” by really listening to the student and paraphrasing back to the student what he or she said. Such paraphrasing not only can provide a way for the student to reflect on his or her own language in a noncritical way but can also improve understanding. When we consistently and sincerely work at trying to understand the students’ meaning without expressing verbal or nonverbal judgment of the language used by the student, a positive, trusting relationship between the student and teacher can develop, one that also

reduces anxiety about being in a language classroom. It is suggested that students analyze their own propensity for anxiety through the use of personal diaries. If the student sees value in writing about his or her feelings in a journal addressed to the teacher, the topic of student's anxiety could be pursued by the teacher or even initiated by the student.

When language learners become highly anxious, acquisition of a foreign language is unlikely to be successful. Oxford (1999:66) indicated that anxiety damages language learners' achievement "indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language". Likewise, Arnold and Brown (1999) contended that anxiety has down-spiraling effects when it occurs in the classroom. What they implied is a vicious circle occurring continuously between learners' negative feelings and undesirable performance. Similarly, Kondo and Yong (2004) argued that foreign language anxiety could have a negative impact on learners' performance. Further, Gregersen (2005) maintained that anxious learners often find it difficult to respond effectively to their own mistakes. A few researchers (Casado & Dereshiswsky, 2004; Chen & Chang, 2004; Horwitz, 1991) reported anxious learners have difficulty understanding oral instructions and have problems such as reduced word production when they feel anxious.