

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Review of Anxiety

1. Definition of Anxiety

Anxiety is a negative way to present human feelings. When we are a negative feel nervous, worried, and fearful. We struggle, tremble, perspire and our hearts beat quickly. In general, anxiety can be defined as our hearts beat quick general, anxiety can be a a complex concept dependent upon not only on one's feelings of self- efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations (Tobias, 1986). In simple words, anxiety is usually associated with unpleasant feelings and is similar to fear (Lader 1975)

Anxiety subjective view of feeling nervousness, worry, and apprehension associated with an arousal of the automatic nervous system (Spielberger in Tasee, 2009). Horwitz (1986:125) define anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervousness system. Sdorow in Tasee (2009) states, "anxiety is feeling of apprehension accompanied by sympathetic nervous system arousal which produces increases in sweating, heart rate, and breathing rate.

Anxiety may be described as the subjective feeling of tension, apprehension,

nervousness and worry associated with an arousal of autonomic nervous system (Horwitz, & Cope, 1986:125). Anxiety is accepted as an feeling as it can cause some complications and failure. Anxiety is getting inevitable when it comes to learning a foreign language. According to a study that was conducted in a summer school in a university (Yayli, 2012), students' anxiety has a negative effect on their present learning and most of them think their previous experiences in learning cause their anxiety for the compulsory English courses at university. As we can conclude from all the literature both observable and unobservable examination are the evidence to understand language learners about their learning of language (Wesely 2012). However, a small amount of anxiety can be accepted as natural According to Nicaise (1993), being anxious for a certain amount of time positive effect on students to prepare them for the test and enhance their learning performance, but it does not work for the students who have high test-anxiety.

Based on the explanation above it can be concluded anxiety is a subjective feeling of tension, apprehension, nervousness, and worry accompanied by sympathetic nervous system arousal.

2. Review of Language Learning Anxiety

Language learning anxiety is specific anxiety reaction that occurs only when a language learner is thinking about language learning, participation in a language class, or studying a language (Horwitz, 1986).

Therefore, Language leaning anxiety can be concluded as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system in studying a language. Anxiety, in its debilitating and facilitating form, serves simultaneously to motivate and to warn the learner Liauw (2012) stated there are 2 factors that affect language anxiety which are:

a. Psycholinguistics

Communication in second language or foreign language requires second/foreign language learning. However, the complexities or difficulties involved in the process of learning a second/foreign language may also cause language anxiety for EFL/ESL learner. In their attempt to create and convey this oral message, an insufficient command of linguistic knowledge enhances the possibilities of making mistakes, which leads to negative evaluation and hence anxiety.

Language anxiety has been theorized to occur at all the three stages of language learning they are:

- 1) Input is the first stage of language learning. Anxiety at the input stage (input anxiety) refers to the anxiety experienced by the learners when they encounter a new word, and encounter phrase in the target language which may lead to the loss of successful communication and an increased level of anxiety if the person has high affective filter is ability to pay full attention to what their

instructors say and reduce their ability to represent input internally.

- 2) Processing Anxiety at the processing stage, called processing anxiety, refers to the apprehension students experience when performing cognitive operations on new information. Speaking, particularly in the target, requires more than one mental activity at one time like choosing words, pronouncing, and straining words together with the appropriate grammatical markers.
- 3) Output Anxiety at the output stage refers to learners' nervousness or fear experienced when required to demonstrate their ability to use previously learned material.

b. Socio-Cultural Factors.

Language anxiety stems primarily from social and communicative aspects of language learning and therefore can be considered as one of the socio anxieties.

There are four factors which affect language anxiety in social cultural context which are:

- 1) Social Environment for L2/FL Acquisition, two different kinds of social environment: where the target language is not used as first language and where it is used as first language. The limited exposure to the target language and lack of opportunities to practice speaking in such environments do not let the communicative abilities of L2/FL learner fully develop and result

into; 1) Embarrassment or 2) Stress for them when they are required to speak both in and out of the class. In contrast, the second kind of environment provides learners with greater exposure to the target language.

- 2) Error in social setting, Errors in socio setting are mostly overlooked if they do not interfere with meaning because people consider it impolite to: 1) Interrupt, and 2) Correct somebody who is trying to have a conversation with them. It is only in the classroom environment that feedback on errors is provided frequently; this leads many learner to: 1) Frustration and 2) Embarrassment by making them conscious about their deficiencies.
- 3) Social Status, Power Relation and sense of Identify
- 4) Gender, gender has also been found to anxiety in male and female interaction both within and out of the classroom setting.

Horwitz, and Cope (1976:128) also emphasize that the language anxiety is more than the combination of these three aspects and affect language learners' learning.

a) Characteristics of speech

Speaking in a second language involves the development of particular type of communication skill. To understand what is involved in developing oral L2 skill, it is useful to consider the nature and conditions of speech (By gate in Horwitz,

Horwitz, and Cope: 1986). Production involves four major processes, conceptualization, formulation, articulation, and self-monitoring. Conceptualization is concerned with planning the message content. The conceptualize includes a 'monitor' which checks everything occurring in the interaction to ensure that the communication goes according to the plan.

b) Characteristics of Communicative Competence

Communicative competence includes: 1) grammatical competence: knowledge of grammar, vocabulary, phonology and semantics of a language 2) sociolinguistic competence: knowledge of the relationship between language and its nonlinguistic context, knowledge how to use and respond appropriately to different types of speech acts, such as requests, apologies, thanks, and invitation, knowing which address forms should be used with different persons one speaks to, and in different situations, and so forth 3) discourse competence: knowing how to begin and end conversations; and 4) strategic compensate for weakness in other areas.

3. Type of Anxiety

While according to Spielberger there are two types of anxiety.

They are:

a. Trait anxiety

Trait anxiety refers to a rather stable individual tendency. It can be defined as individual's likelihood of becoming anxious in any situation. Trait anxiety is anxiety experienced by individual of his personality alone (Horwitz, 2001).

Someone with a low anxiety than he will calm and relax, but someone with high anxiety he felt nervous. Example: a student suppose is or will conducting oral tests.

b. State anxiety

State anxiety is represented by a transitory condition. It is a sense of uneasiness that may be experienced at particular moment in time, as a response to a definite situation, for example, prior to an examination (Spielberger in Occhipinti, 2009). State anxiety is temporally fears experienced by individuals in specific situations (Horwitz, 2001). State anxiety is somewhat different from trait situation-specific anxieties. State anxiety refers to the moment to moment experience of anxiety, it is the temporary emotional state of feeling nervous that fluctuate over time and vary in terms of intensity. In other words, it is the apprehension which takes place at a particular moment.

B. The Review of Speaking

A. Definition of Speaking

Thornburry (2005: 20) defines speaking is an activity in real life that is carried out by speaker to carry out his/her ideas to interact with listener. The activities are unplanned and their continuity is based on situations. Chaney in Kayi (2006: 1) states that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. Speaking is a crucial part of second language learning and teaching. It shows that the students are able or not in speaking English. Students have to speak up to convey what is on their mind and to communicate to other people. Its form and meaning are dependent on the context in which it occurs.

Cameron (2001: 40) states that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. Communication is the way of individuals can show the feeling, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other. By speaking, people can express their opinions or thoughts and feelings to others or group verbally, whether face or by distance. It can be concluded that speaking is an activity in which the speakers carry out their ideas to make people understand about speaker's feeling by doing an act of communication using language.

B. Kinds of Speaking

Brown (2001: 271-274) mentions that there are kinds of oral productions, those are:

- a. Imitative: It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language forms.
- b. Intensive: It is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activity, where learners are going over certain forms of language.
- c. Responsive: It is short replies to teacher or students-initiated questions or comments which the replies are usually sufficient and do not extend into dialog.
- d. Transactional (dialog): It is carried out for the purpose of conveying or exchanging specific information and it is an extended form of responsive language.
- e. Interpersonal: It is carried out to maintain social relationship than or transmission of facts and information. For learners, it is a little bit difficult to deal with this kind of conversation because they can involve some or all of factors, such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert "agenda". In order to get the whole information of the conversation, learners need to learn how such features as the

relationship between interlocutors, casual style, and sarcasm are coded linguistically in the conversation.

- f. Expensive (monologue): It gives extended monologue in the form of oral report, summaries, or perhaps short speeches.

C. The Review of Speaking Anxiety

1. Definition of Speaking Anxiety

Speech therapist in Basic (2011) describes 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. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block one's capacity to act and speak. Meanwhile, speaking anxiety according to Yong in Tasee (2009:17) explained that, anxiety is fear, worry, and nervous when there are interruptions to the student in the class who did speaking.

Based on explanation above, it can be concluded that speaking anxiety is fear, worry, and nervous impact on one's self-confidence makes one experience failure when not being able to speak out and show what one knows when doing speaking in class.

While form of speaking anxiety according to Horwitz, Horwitz and Cope (1986) there are many of the psycho-psychological symptoms such as: apprehension, worry, even dread, difficulty concentrating, difficulty grasping the content of target language, avoidance behavior,

become forgetful, sweat, tenseness, trembling, perspiring, palpitations and sleep disturbance. Occhipinti (2007) explained that manifestation of anxiety, physiological manifestations and symptoms of anxiety are often easy to describe since they are observable. Learners who cite that they experience worry or even panic feel palpitations and sweat when they have to perform in the foreign language. Without any doubt, instructors are used to seeing students squirting in their seats, fidgeting, playing with their hair, clothes, or manipulating objects, stuttering or stammering as they talk in the L2, feel “intimidated”, “dumb – founded” and nervous when describing their affective reactions to the oral exam. Even distortions of the sound, inability to reproduce the intonation and rhythm of the language may be interpreted as manifestations of anxiety in speaking, Students may tend to laugh nervously, avoiding eye contact or joking.

Adult learners perceive themselves as reasonably intelligent, socially adept individuals, sensitive to different sociocultural mores (Horwitz, Horwitz and cope: 1986). Meanwhile, Hammer (2001: 40) states that adult learners are notable for a number of special characteristics;

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectations about the learning process and may already have their own set patterns of learning.

- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
- f. They often have a clear understanding of why they want to get out of it.

Those opinions are rarely challenged when communicating in a native language as is easy to make oneself understood. However, the situations in learning a foreign language are different because individual communication attempt will be evaluated according to uncertain linguistics and socio-cultural standards; second language communication entails risk taking and problematic.

2. Factors of Speaking Anxiety

Aydin in in Balemir (2009: 23) explains that he found the found main sources of anxiety writing and speaking in class after doing research in the context of EFL Turkey, namely:

a. Personal Reasons

Personal reasons are self-assessment against his skill and in comparison with others. While the negative impact of self-evaluation that elicits a negative evaluation of the learner makes anxiety.

b. Learners belief

Learner confidence in learning the language, recipients' own beliefs about language learning has also been found to be associated with anxiety and anxiety to speak a foreign language. Some students may think that certain skills are more important than others in learning a language. For example, that some learners may give more importance to the grammatical structure of the spoken while some other students might think that reading is the most important skill.

c. Teacher manner

Error correction methods and attitudes of teachers towards students can cause anxiety. The role and characteristics of anxiety also affects teachers, teacher friendly relaxed, and the patient c can reduce anxiety. And this is different to teacher who gives impromptu quiz, bad communicator, suddenly, booted and stiff can cause anxiety.

d. Teaching and Testing Procedure

Some teaching activities usually carried out with the are presentation, teamwork, role play and others. Learner may feel anxious when they have to speak in front of the class, the teacher and other friends for example in the presentation. Speaking in front of the classroom stimulate student anxiety.

According to Occhipinti (2009) explained the sources of students speaking anxieties They are:

a. Gender

For speaking, females' anxiety increased less than whereas males' anxiety rose approximately 13%. The same occurs for reading and writing. Gender itself was not related to anxiety at the beginning of an L2 course, gender differences were found only in correlation to the time of survey administration. That means that the level of anxiety in males and females was considerably different after 60 hours of instruction, when the survey was administered. It indicates men turned out to be more anxious than women.

Gender had an important effect on course grades, where women scored higher than men. There was no significant gender-anxiety interaction effect on course grades. On the whole, among both males and females, those students who were highly anxious received a lower grade than the more relaxed students.

b. Negative self-perception and low self esteem

Anxious learners with regard to speaking continue to think about their learning difficulties and distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self-degradation or poor performance, which considerably restrict their ability to elaborate the information received in the class. Anxious learners

tend to have a more negative self-perception and tend to underestimate their quality of speaking ability.

Young in Occhipinti (2009) confirms that anxiety arousal may be associated to self-related thoughts of failure and negative self-perception about the subject's own L2 capacity. Thus, it is not surprising that learners consider speaking in front of other people one of the most common sources of anxiety, especially if proficiency in the foreign language is perceived as limited. It would seem, then, that students who begin with a self-perceived low ability level in the foreign language class are perfect candidates for language anxiety.

Foreign language may be a stressful activity; worry and anxiety make the student concentrate on negative thoughts and rumination. Hence, the cognitive performance will suffer since the student cannot focus on the task and the performance will not be as good as expected. Again, self-deprecation will arise and it will damage the performance even more. Negative self-perceptions may play in learners' behavior sometimes and considering that changing a person's self-perception of L2 ability is not easy.

The aim of teachers should be to encourage more self-confident language students focusing their attention on positive experiences in the second language, rather than on negative ones. The low self-esteem of a student toward L2 could be identified as

another source of speaking anxiety. The foreign language learning process might be a constant threat to the personality of the learner.

The learner's possibility to express himself in the L2 is fairly limited compared to his mother tongue. It might be possible that among highly anxious students, those with generally high self-esteem might be handling anxiety better than those with low self-esteem.

People with the will to maintain a positive self-image is protected by self-esteem, against any type of anxiety-threat. Self-perception plays an important role in how students approach the acquisition and use of a second language. The students may experience "cultural shocks" by incurring misunderstanding with his interlocutors, with the need to re-learn the conventions which surround simple daily events.

c. Competitiveness

The anxious student undervalues his own preparedness or language skills, over-thinking about the eventual negative results which may derive from his poor performance. The competitive self-image may derive from other personality variables like the desire to perform other language learners, or the desire to gain the teacher's approval, even overcoming his expectations in the language. For a number of learners, the worry about derision and peers laughter turned out to be causes of absence in the foreign

language class and reticence at the moment of answering. Low levels of anxiety are associated with a lack of competition among the students in the classroom.

Moreover, the cultural milieu influences the types of skills acquired. That is, acquiring a foreign language in informal contexts (as talking with native speakers, or watching television in the L2) will differ from the acquisition of various structural features of the language, such as grammar, vocabulary, etc acquired in the classroom.

d. Negative experiences

Highly anxious students got gradually more interested in students reluctance to speak. As the students explain their feelings, it is clear that many of them "hated" the class or they write how "awful" they felt. Due to the fear of a negative evaluation by the language teacher and to the classmates' derision, students may experience problems when performing orally, especially in novel, ambiguous, evaluative situations.

The learner's experience in acquiring each of the four language skills (i.e. listening, speaking, writing and reading), the learner's history of success and failure in performing each skill might lead to differentiated attitudes, emotion and expectations about each of the language skills.

Apart from the difficulties originated sometimes from the language skill itself which may discourage the learner, negative experiences may stem from the teacher, the methods, he adopts and the relation he establishes with his students.

Being friendly, having a good sense of humors, being relaxed and patient, and telling students that everyone makes mistakes are all qualities of a good teacher. These may make learners comfortable in the foreign language class and that may encourage students to see the L2 class as positive experience and environment in which to learn.

It important for the teacher giving his students constant reinforcements and help develop more realistic expectations about the L2 Language instructors exhort to share with their students the experiences they had as language learners. Perceiving the teacher as a successful language learner, students may get aware of the fact that negative experiences of failing exams or oral tests, or making errors or feeling anxious when speaking an L2 are normal experiences, indispensable and unavoidable in order to learn a foreign language. Problems occur when the instructor's belief about his role in the class is far removed from that of a person who about create a relaxed atmosphere in the class.

Many instructors believe they have to correct every single error making the student constantly anxious as if living in a

minefield. Teacher should be thinking of is correcting that student's pronunciation or intonation when a student is trying to formulate a sentence in the L2. In that case, the learner may forget of go blank about what he is intending to say, with drawing into self-doubt which leads him to consider the foreign language as a negative experience to be avoided as soon as possible.

These are modes of behavior which no language instructor would like to see in his students. Students believe that they must acquire a perfect accent and pronunciation, similar to native speakers, they start worrying when they realize that it is almost impossible to acquire these in a short time. Due to the lack of correspondence between sounds and spelling the students surveyed were highly concerned about the difficulties which English pronunciation generates with its vowels, consonants and intonation. Students making errors of intonation in the foreign language may easily run into misunderstandings with their interlocutors.

e. Fear of taking risks

Students need to be encouraged to participate more in class activities, even facing the risks which language learning entails. Termed the "can- do" attitude, the risk taking attitude toward the foreign language tasks is defined as the individual's tendency to assume risks in using the L2 in the second language class. There are, four dimensions of Language Class Risk taking: a willingness

to use linguistic structures perceived as difficult; a self-confidence about using a new linguistic element; an acceptance of potential mistakes in the language; and the tendency to repeat a new element silently before using it aloud in front of the others.

The use of the native language does not threaten individual's self-perception of one's own intelligence; communication in the foreign language does, since it demands non-spontaneous mental operations. In this case, the learner is aware of the difficulty of making himself understood by the others in the ways he intends. His degree of anxiety or embarrassment experienced when speaking an L2 in the classroom is a negative predictor of language Class Risk Taking.

Major stressors for n-class situations are performing English in front of classmates and giving oral presentation compared to rearing silently in class, or doing exercises in the book, speaking in front of classmates spotlights the learner and his potential weaknesses.

e. Students' beliefs

Personal factors held by students contributing to the development of language anxiety concerning with the foreign language learning process and the speaking task. Language learners bring a variety of preconceived beliefs to the foreign

language class, sometimes based on unrealistic expectations which produce and increase feelings of tension and worry.

Learners' attitudes and beliefs difficulties in language learning or communication strategies, motivations and expectation influence their anxiety. Students come to the class with the preconceptions that some language is more difficult to learn than others. Speaking a foreign language helps to learn a new one, that everyone (with no gender distinctions) can learn a foreign language. Anxious students tend to perceive the L2 course as more difficult than the more relaxed students. Students do believe that their ability to perform is affected by anxiety.

Referring to the speaking task itself, it has been found that speaking is perceived as more difficult than reading, writing, or listening. Students in a conversation class are more embarrassed and anxious than students in a reading class. Moreover students believe that in order or to speak English well it is a prerequisite to know something about English speaking cultures

f. Exposure variables and "time abroad"

Children who lived for more than three years in a L2 environment performed better in the foreign language. Living in the L2 environment and being constantly exposed to the foreign language meant listening to and speaking the L2, with the possibility of improving it by daily practice. In this context learners

have many opportunities of getting involved with native speakers and of getting used to authentic sounds and L2 pronunciation. All facets which in turn make the learner more familiar with any future foreign language situation even in formal contexts such as the classroom will be good for them. Essential role is played by certain classroom practices, methodologies adopted, and relations established by instructors with their students in the classroom.

Speaking in front of their classmates or the teacher is likely to be an activity which deeply worries students. They are afraid of losing their own self-esteem, or showing their language weaknesses. Students were anxious about "presenting a prepared dialogue in front of the class and about making an oral presentation or skit in front of the class, for the entire class waits silently to hear their classmate, for the student called up to the top of the class time seems infinite. Students report that they start trembling and feeling panic struck in such situations. All performance activities should be properly tailored in relation to the affective needs of the students, and should not be completely avoided.

As a matter of fact, most anxiety producing activities are those which "spotlight" the language learner in front of others. There is no risk and threat to one's own personality in writing composition at home, reading silently in class or repeating as a class after the instructor. Therefore, language teachers should make

sure that students are actively involved in the activities. The L2 practices should be proposed by teachers as “useful” or not recommended" for some students at particular levels of acquisition, rather than “intrinsically bad or good”.

D. Students Strategies for Reducing Anxiety in Presentations Performance

David Shinji Kondo and Yan Ying-Ling (2004) write in academic journal about strategies for coping with language anxiety. In their journal, there are five strategies that can use by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation.

1. Preparation

The first strategy 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. 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.

3. Positive Thinking

The third strategy is Positive Thinking, it is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student, (Example: imagining oneself giving a great performance, trying to enjoy the tension). It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. It is also important to realize that perfection is an impossible goal and that is not a requisite for success.

4. Peer Seeking

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

E. Review of the Previous Study

Based on review of the previous study, researcher lined some review researches. There are three researches as follows:

The research 1s from Panida Tasee has analyzed about "Factors Affecting English Major Students Anxiety About Speaking English". This thesis identifying degrees of speaking anxiety experienced by third year students majoring in English at Rajabhat Universities. Furthermore, it aims to clarify how the investigated variables relate to speaking anxiety, how the students cope with the anxiety, and how language teachers can help reduce the students speaking anxiety. The results show the significant variations in students speaking anxiety and pattern in relation to "perceived" speaking ability. The results reveal a significantly higher percentage of students with the lower speaking ability than those with the higher ability reported being anxious about speaking English in a language classroom in four aspects. These include prior preparation; poor listening or speaking skill; response to anxiety; and task difficulty.

The research is from Elvira Maryolen she has analyzed about "Factors Causing Anxiety Problems for English Department Students in Interpersonal Speaking Class". This study tries to find out what factors that cause anxiety problem in Interpersonal speaking class of the English Department's students. The result of the study clearly indicated that nervousness was the most

problematic for the participants followed by speech anxiety and fear of negative evaluation, while self-awareness settled the third supporting factor. Fear of failing the class ranked the third distributing factor pursued by negative attitudes toward speaking class, while comfortableness in speaking class with native speaker was found as the least problem for the participants.