CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It covers definition of speaking, the function of speaking, types of speaking, the speaking problems, factors eupporting the effectiveness of speaking, definition of oral presentation, types of oral presentations, definition of anxiety, types of anxiety, components in foreign language classroom, sources of language anxiety, the factors cause language anxiety in speaking English, strategies in overcoming language anxiety in speaking English and previous research.

A. Speaking

1. Definition of Speaking

In learning English, speaking is one of ability that must be mastered by the students. As supported by Ur (1991:120) that of all the four skills (Listening, Speaking, Reading and Writing), Speaking seems intuitively the most important one. Speaking itself is an oral communication that used to transfer information. Through speaking, we can express our ideas to others. It is also useful as a tool of communication in understanding foreign language. In this research, there are many definitions of speaking that have been proposed by some experts in language learning.

The first definition proposed by Nunan (2003:48), he states that speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning. In line with the definition before, Chaney (1988:13) and Gebhard (1996:169) define speaking as a process of building and sharing meaning through the use of verbal or oral form. Furthermore, Tarigan (1990:15) says that "Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and convey thoughts, ideas and feelings." Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

We have to be able to make our speaking can be understood by others clearly. As stated by Thornbury in Zyoud (2012) that speaking is an interactive and requires the ability to cooperate in the management of speaking turn. Clark and Clark (1997:223) state that in speaking, a speaker express his though and feeling in words, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences. The frequency of using the language will determine the success in speaking skill. In other word, without practicing, it will be difficult to speak English fluently. Cameron (2001:41) confirms that it is also important to organize the discourse so that the interlocutor understand what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

In addition, Tarigan (1981:15) said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.

While Brown (2001:267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Furthermore, Richards and Renandya (2002:204) states that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. Moreover, nonlinguistic elements such as gesture, body language and expressions are needed in conveying messages directly without any accompanying speech.

On the the other hand, Brown (2007:225) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gesture, eye contact, physical distance and other nonverbal

messages. The nonverbal messages will help the speaker to enhance listener attention. So, the communication will be more effective.

From some definitions above, the researcher concluded that speaking is a systematic process of constructing meanings, ideas and thoughts to other people based on the context orally and effectively.

2. The Function of Speaking

The mastery of speaking skill in English is a priority for many second and foreign language learners. Several language experts have attempted categorized the function of speaking in human interaction.

Brown and Yule cited in Richard (1983), defined that there are three functions of speaking, those are:

a. Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, because they wish to be friendly and to establish a comfort zone of interaction with others. The focus is more on the speakers and how they wish to resent themselves to each other than on the message. Such exchange may be either casual or more formal, depending on the circumstances. There some main features of talk as interaction: (1) has a primarily social function, (2) reflects role relationships, (3) reflects speakers' identity, (4) may be

formal or casual, (5) uses conversational conventions, (6) reflects degrees of politeness, (7) employs many generic words, (9) jointly constructed.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. The main features of talk as transaction are: (1) it has a primarily information focus, (2) the main focus is on the message and not the participants, (3) participants employ communication strategies to make themselves understood, (4) there may be frequent questions, repetitions and comprehension checks, (5) there may be negotiation and digression, and (6) linguistic accuracy is not always important.

Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services.

c. Talk as performance

Talk as performance refers to public talk, that is talk that transmits information to audiences, such as classroom oral presentations, public announcements and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language.

The main features of talk as performance are: (1) a focus on both message and audience, (2) predictable organization and sequencing, (3) importance of both form and accuracy, (4) language is more like written language, and (5) often monologue.

Based on the explanation above, the function of speaking observed by the researcher at IAIN Tulungagung especially English Education Department is speaking as performance in form of classroom oral presentation.

3. Types of Speaking

Actually, the main goal of speaking is to communicate each other. Speakers must be able to convey their thought to the listeners. The speakers should be able to evaluate the effect of the communication so they can effectively convey what they said. Based on Kenneth G. Hance in Anggiyana (2014), there are three major types of speaking as follows:

a. Speaking to Inform

Hance & Ralph (1965:216) state that "informative speaking is widely varied branch of communication". It replies to request for information or to convey information. Whether it is case person-to-person communicate each other or one person speaking to a group.

b. Speaking to Advocate

Kenneth states that "in persuasive speaking, or also called speaking to advocate, the speaker informs or remains his listeners of certain facts, or he tries to change the desired action".

c. Speaking to Entertain

Kenneth said that "spoken entertainment, or called as speaking entertain is speaking that contains entertainment". The purpose is exactly to entertain or give enjoyment to others.

In this case, classroom oral presentation which would be observed by the researcher includes as a speaking to inform. Where a student would present the information in term of materials to other students in a class.

4. The Speaking Problems

In learning English, getting the students to speak in class perhaps sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. However, at other times it is not so easy to get students going. In a classroom that full of different individuals, it is not easy to make sure that everyone attains successful learning. Hence, Penny Ur (1995:121) explains there are four speaking problems faced by the students, those are:

a. Inhibition.

Unlike reading, writing and listening activities, speaking requires some degree of confidence to the other students. They are often

inhibited about trying to say a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face in front of their classmate, or simply shy of the attention that their speech attratcts.

b. Nothing to say.

Even if the students are not inhibited, sometimes they cannot think what they want to say in a particular topic. In this case, it is caused by the less of prior knowledge and less of confidence. So that, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation.

In the classroom, there will be always dominant students who always speak too much that can make difficult for more reserved students to express themselves. Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some students to dominate, while others speak very little or not at all.

d. Mother-tongue use.

In class where all, or a number of, the students who insist on using their mother tongue are the students who fear of being criticized and need to be encouraged to speak English. They feel easier using mother tongue rather than a foreign language. The students feels

unnatural to speak to one another in foreign language, and because they feel less exposed if they speak in their mother tongue.

5. Factors Supporting the Effectiveness of Speaking

Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course. Teacher should make each student get the same chance to speak and communicate each other. Penny Ur (1995:120) states about characteristics of a successful speaking activity, those are:

a. Learners talk a lot.

As much as possible of the period of time alloted to the activity is in fact occupied by learner talk. The teacher should provide opportunity for each student to talk a lot. This may seem obvious, but often most time is taken up with teacher talk or pause.

b. Participation is even.

Classroom discussion is not dominated by a minority of talkative students, all get a chance to speak and contributions are fairly evenly distributed.

c. Motivation is high.

Students are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level.

Students express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

So, if one of the characteristics above is not appear, the speaking activities will not run smoothly.

B. Oral Presentation

1. Definition of Oral Presentation

One of the classroom learning activities that can encourage students speaking skill is through oral presentation. Based on Al-Issa and Al Qubtan (2010:227), they state that oral presentation is one of activity which can encourage students to take initiative, think beyond the mandated textbook, and the use language creatively, purposefully, and interactively and an important feature of the EFL classroom in different parts of the world. Thus, the students are taught to improve their creativity through the language. While King (2002:401) proposed that oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency.

Classroom activities have also caused anxiety. As it was reported in Price's (1991) interview study, many anxious students fear making mistakes in pronunciation in front of their peers. Furthermore, oral presentation is the most anxiety-provoking classroom activity (Koch and Terrell, 1991), which makes the classroom environment more formal and stressful for the learners.

Based on the definitions above, the researcher concludes that oral presentation is an activity in which the students display their knowledge related to a particular subject in front of the lecturer and students. It occurs in an organized setting and time allotment.

2. **Types of Oral Presentation**

Oral presentation also has some types. Based on Al Issa and Al-Qubtan (2010:232), oral presentation can be devided into three types, those are:

a. Controlled

Oral presentation can be done by determining the students' proficiency levels and presentation method. The students' language proficiency is usually from beginner to elementary. Hence, the teacher has to confine the topic to either what is in the textbook or something he or she feels the students can present easily.

For the presentation method, because of the students at this language level are young (6-12 years old), they have limited

knowledge about computer and software (e.g., Power Point) and other technological equipment (e.g., OHPs). In other contexts, such technology is not available. Hence, the teacher can ask students to prepare their short oral presentation on paper and read them to their classmate. The aim of controlled oral presentation is to provide opportunities for young students to gain confidence in taking the floor, to maximize their classroom participation in a meaningful way, and to practice the target language.

b. Guided

In this type, the teacher determines the students' proficiency levels, aids and materials, and memorization. The students' proficiency level for guided type can be classified as at the lower-intermediate or intermediate level of English proficiency. Therefore, they can be guided in terms of the topics that would suit their language level. They should be guided to the appropriate level of grammar and lexical items.

For the second consideration aids and materials, students with this level of English proficiency can be guided to prepare their work using Power Point or OHP slides if the associated equipment is available. Such slides can include the important points about the topic.

In this type, memorization is always the possibility of some students done in their presentation. Memorization is a distinct feature of many educational system round the world. It can be helpful,

because any language includes certain phrases, expressions, and lexical and structural items that have to be memorized and drawn upon when necessary. Hence, students can be allowed to memorize, because good memorization helps them gain more confidence, integrate the four skills, use English correctly and effectively, speak more fluently and accurately, and remember what to say.

c. Free

In this type, some consideration should be determined, those are students' proficiency level, and asking and answering questions. In the free type of oral presentation, students' proficiency level is expected to have upper-intermediate to advanced level of proficiency. Students at this level are usually 16-22 years old and should be given the freedom to choose the topic they would like to take, plan the topic the way they consider most appropriate, and use any kind of language level.

In addition, students giving the free type of oral presentation can handle questions from their classmates after they have completed their presentation. It also can be used to measure how deep the presenter comprehension toward the topic.

In this case, type of classroom oral presentation that would be observed by the researcher in English class can be categorized as free presentation.

C. **Anxiety**

1. **Definition of Anxiety**

Talking about anxiety, it has been identified as a common emotional reaction in foreign language classroom. There is various definition of anxiety in the literature. To begin with, Oxford Advanced Learner's Dictionary in Oda (2011) exhibits two contradicting definitions of the term anxiety, one negative as "the state of feeling nervous or worried that something bad is going to happen", while the other is positive as "a strong feeling of wanting to do something to happen." Psychologically, the concept of anxiety is seen, according to Scovel (1978:34), as an emotional state of "apprehension, a vague fear that is only indirectly associated with an object," and in Horwitz, et al. (1986:125), states that "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".

Such psychological definitions most commonly refer to a "transitory emotional state or conditions characterized by feeling of tension and apprehension and heightened autonomic nervous system activity" (Spielberger, 1972:24). Consequently, anxiety is a state which can have both negative and positive effects, and which motivates and facilitates as well as disrupting and inhibiting cognitive actions such as learning.

Meanwhile, Herman in Yasin (2014) defined anxiety as being comprised of a combination of interacting fundamental effects:

neurophysiologic (such as tremors, sweating hands, flushing, increased heart rate, high blood pressure) behavioral-expressive, and phenomenological or subjective. He proposed, therefore, that anxiety includes fear reactions plus two or more basic emotions: distress, anger, (including shyness and guilt), on the negative side, and interest and excitement representing the positive side. Hence, according to Brown (1994) anxiety plays an important role in second language acquisition. Anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

2. **Types of Anxiety**

Tercan and Kenan (2015) stated that recent research in the field of linguistics EFL has showed that there are three types of anxiety:

a. Trait Anxiety

Scovel (1978:137) defined trait anxiety as "a more permanent predisposition to be anxious". While Spielberg (1983) described trait anxiety as a general tendency to be nervous in any situation. People with high trait anxiety are generally nervous people and lack of emotionaal stability.

b. State Anxiety

Spielberg (1983) described state anxiety can take place in a particular time and situation by accompanying physical signs such as dry mouth, sweaty palms, and faster heart rate. Shortly, state anxiety

happens in some moment because the feeling of nervousness, tension, and worry.

c. Situation-Specific Anxiety

Luo (2014) stated that a situation-specific anxiety is stable over time, similar to trait anxiety, but it might not be consistent across circumstances. Anxiety in language learning is categorized into situation specific anxiety (MacIntyre in Young, 1991 and Horwitz, Horwitz and Cope, 1986). They argue that situation-specific anxiety only occurs in particular situation such as giving speech, taking a test, or using other language. Thus, situation-specific anxiety represent anxiety in language learning.

D. Components in Foreign Language Classroom Anxiety

Because of foreign language classroom anxiety concerns performance evaluation within an academic and social context, it is useful to draw parallels between it and three related performance anxieties.

Horwitz et al. (1986), classified foreign language anxiety into three components as follows:

1. Communication Apprehension

Communication apprehension is characterized by fear and anxiety in communicating with people. Difficulty in speaking in public, listening or learning a spoken utterance are all manifestations of communication apprehension. This type of anxiety in learning a second language is derived

from the learners' personal knowledge that they will have difficulty understanding others and making themselves understood. Learning suffering from communication apprehension choose to keep silent in their English classes.

2. Test Anxiety

Test anxiety refers to a type of performance anxiety which is caused by fear of failing a test. Test anxious students often put unrealistic demands on themselves. Test anxiety is considered to be one of the most important aspects of negative motivation which will affect learning. This type of fear is experienced by the anxious learner when taking formal test or other evaluative situations.

3. Fear of Negative Evaluation

Fear of negative evaluation is the apprehension about other people's evaluations. This may also include avoidance of evaluative situations and the expectations that others might evaluate them negatively. It may also include the student's fear inside the English classroom where factors such a learning activities, teacher's methodology and even peer pressure may contribute to novice language learners' anxieties.

E. Sources of Language Anxiety

Young cited in Riffat et al. (2010), reviewed literature and summarized six possible sources of second language anxiety:

1. Personal and interpersonal issues

Langauge anxiety can arouse when someone has low self-esteem. People with low self-esteem often worry about what others think about them. In this case, anxiety will appear.

2. Instructor-learner interactions

Some expert belief that harsh manner of correcting learners' errors is often cited as provoking anxiety. Learners who are corrected directly on their terrible performance in front of peers will cause anxiety.

3. Classroom procedures

Having to speak in front of class is the primary center of classroom procedure which arouses learner's' anxiety. Oral quizzes and having to respond orally in the target language are other strong sources of anxiety.

4. Language testing

Language testing is another source of learners' language anxiety. Some particular language test items may lead learners to anxiety. Spending hours of time studying only to find test or utilize question type which they have no experience will also cause anxiety.

5. Instructor beliefes about language learning

Young (1991) quotes about instructor's belief of their role in class. Most instructors play their role as the center of the class. Instructor who think their role as the main in the class is to teach and talk most of time, it will bother the class and may be contributing to learner anxiety.

6. Learner beliefs about language learning

Belief is very important in language learning. Once the learners do not have the belief, it will lead language learners to feel anxious.

F. The Factors Cause Language Anxiety in Speaking English

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, Gardner and MacIntyre (1993:5) 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".

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 reluctant 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 experience. Lack of motivation, anxiety or shyness in class, especially if their previous learning were negative.

In Chinese school, Tsui (1996:154) identified five principal factors accounting for the reluctance of students to speak up in class: (1) students

perceived low proficiency in English, (2) students' fear of mistakes, (3) teachers' intolerance of silence, (4) uneven allocation of turns, and (5) incomprehensible input.

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: (1) inability to pronounce strange sounds and words, (2) not knowing the meaning of words or sentences, (3) inability to understand and answer questions, (4) reputation of the language class as a place for failure, (5) peer criticism, (6) not knowing or understanding course goals or requirements, (7) testing, especially oral testing, (8) previous unsuccessful language-learning attempts, and (9) encountering different cultural values and behaviors.

G. Strategies in Overcoming Language Anxiety in Speaking English

Anxiety is a negative feeling that can make students to be less confident in their performance in class. In this case, every student has a strategy to minimize their anxiety in speaking English. Brown (2000:113) states that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. As stated in Yasin (2014), through a combination of qualitative and quantitative methods, many basic tactics were identified for reducing language anxiety that cohered into five strategy types (preparation, relaxation, positive thinking, peer seeking, and resignation).

Positive thinking and peer seeking are attempts to suppress or alter problematic thought processes related to language learning, and thus can be subsumed into cognitive strategies. Relaxation is characterized by its affective quality in that it aims at alleviating bodily tension associated with emotional arousal, and preparation can be considered a behavioral strategy because it focuses on behavioral components of language learning that are related to effective performance in class. It would appear that anxiety coping behaviors generalize across different evolutional situations.

Kondo & Ying – Ling (2004:262) suggest five strategies to follow which might aid them in lessening their tension in the language classroom. These strategies involve:

First, *Preparation,* which refers to the learners' endeavors to avoid threat in the classroom by improving learning and study strategies. In such a way, the learners' mastery of the subject matter will be increased, and hence it will reduce the anxiety associated with the language class.it is interesting to note here that preparation was the most frequently used strategy. This indicates the correlation between language incapability and language anxiety. Many second language learners find themselves nervous when they had not prepared before class. There are many ways to prepare including reading the materials before class, taking second language courses provided in or out of school, asking help from friends and teachers, focusing on specific areas which cause anxiety.

Second, *Relaxation,* which indicates means that aim at reducing anxiety symptoms the learners experience such as taking a deep breath and trying to calm down. Many anxious learners may feel "audience fear" when they have to speak in front of their other friends or public or when they are being appointed by the teacher to answer the question. One of many strategies to relieve this fear is relaxation.

Third, *Positive Thinking,* which means that the learners should think positively about their performance in the classroom and they are not less than the others. These strategies are intended to divert the learners' attention from any stressful situation in the classroom o positive and pleasant cues, and bring relief to the anxious learners. Some anxious learners try to develop a positive self-image. They use various ways, such as trying to be confident, imagining themselves giving a great performance, thinking of something pleasant, or not thinking of the consequences.

Fourth, *Peer Seeking,* which is characterized by the learners' willingness to look for others who seem to suffer from anxiety in the language classroom just like him or her. For anxious learners, to realize that there are others who have the same problem may serve as a source of emotional regulation by social comparison. This strategy is a good solution, especially if the students can share their experiences and strategies with their learning partner.

Finally, *Resignation,* which is distinguished by the learners' attempts to do anything so as to alleviate their language anxiety such as thinking seriously of the answer to any question raised in the classroom instead of running away and refusing to face the problem. The anxious learners may resign themselves by giving up, stopping paying attention, accepting the situation, stopping making any effort, even going to sleep in class.

H. Previous Study

Previous study is useful as a reference for the researchers in their research. It used to show the difference between the previous research with the current research in order to avoid being a claim. The researcher found some previous study about speaking anxiety in second language learning, some are:

First, a thesis made by Arlinda (2014), entitled "Students' Strategies in Overcoming Language Anxiety in Speaking English", the result from the research showed that it conducted to investigate the factors that cause language anxiety in speaking English and the students' strategies in overcoming language anxiety in speaking English. The research employed descriptive qualitative case study. The participants were 34 students of language program class in one of senior high school in Bandung. The data were obtained from questionnaire and interview. The findings showed that the factors caused language anxiety in speaking English were: fear of speaking class, students' low proficiency in speaking English, fear of making mistakes, fear of negative evaluations and self-related cognition. Moreover, the strategies which were

used by the students in overcoming their anxiety were: preparation, resignation, relaxation, peer seeking and positive thinking. Furthermore, those strategies could reduce the students' anxiety in speaking English.

Second, a thesis made by Ernawati (2013), entitled "The Anxiety of English Public Speaking of The Fourth Semester Students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University in The Academic Year 2013/2014", the result from the research showed that it conducted to find out the anxiety of English public speaking of the fourth semester students and also to explain the way how to overcome the anxiety. The research employed descriptive qualitative case study. There were 32 students who participated in this research. The data were obtained from questionnaire. The finding showed that almost all the students felt more anxious at pre-performance stage than at performance stage of English public speaking, and almost all the students did not feel anxious at pre-preparation and preparation stage of English public speaking. Moreover, almost all the students overcome their anxiety at pre-preparation stage by choose to feel relax and say "everything will be okay" when the lecturer announce the date of speech assignment. Meanwhile, at preparation stage almost all of the students choose the topic that they have mastered to overcome their anxiety. At pre-preparation stage, almost of them choose to try to feel relax and rehearse again the speech to overcome it. While at preparation stage, almost of them choose to imagine that they are in a good atmosphere when they deliver their speech to overcome their anxiety.

Third, a thesis made by Mayangta (2013), entitled "Students' Speaking Anxiety in An EFL Classroom", the result from the research showed that it was designed to investigate the level of students' speaking anxiety, the sources of speaking anxiety and the coping strategies. There were 32 students of a junior high school in Bandung who participated in this research. The research used qualitative approach. The data were collected using Foreign Language Classroom Anxiety Scale (designed by Horwitz et al., 1986) and an open-ended questionnaire. The research found most of the students were mildly anxious (43.8%). In addition, there were three very anxious students (9.4%), seven anxious students (21.9) and eight students (25%). The findings show that the sources of students' anxiety in speaking English were personal and interpersonal anxiety, learner's beliefs about language learning, instructor-learner interactions, classroom procedures and perceived levels of English proficiency. Most of students applied positive thinking strategy followed by preparation, relaxation and resignation strategy. The findings show that anxiety affects students' performance in learning English, especially in speaking.

The focus of the previous studies was on the students' anxiety in speaking class, meanwhile the focus of the present study was on non-speaking class that required the students to present the topic orally in the form of presentation. In addition, the subject that was observed in this present study was the sixth semester students of English Education Department at IAIN Tulungagung in B class, meanwhile the subject of the previous studies was students of language program class of Senior High School, the fourth semester

students of English Education Department of Muria Kudus University and the students of Junior High School in Bandung. The method to collect data in this study, the researcher employed observation and interview, meanwhile the previous studies employed interview and distributing questionnaire. Moreover, the instruments used to collect the data in this study were field notes and interview guide, whereas the instruments used in the previous studies were questionnaire, interview guide and Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al.