CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes review of related literature to the topic of this study, which is based on relevant theories. It covers the concept of language anxiety, types of speaking anxiety, and speaking anxiety factors.

2.1 Concept of Language Anxiety

Language Anxiety is an uneasy condition when someone feels under pressure of language stuff that they cannot control. In the teaching and learning situation, students lost their confidence and much got nervous when the anxiety comes. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry followed with an arousal of the autonomic nervous system (Horwitz et al, 1986, p. 125). It is a distinct phenomenon in language learning and it has effect which debilitates on speaking English for some learners. Due to the anxiety issues, some students cannot learn foreign language effectively because the reaction of anxiety disrupts language learning and it causes stressful.

Another research, MacIntyre and Gardner (1991) have been tested different types of anxiety such as test anxiety, audience anxiety, math anxiety and others. They found a correlation where anxiety is related to second language performance. Some people admitted even though they are pretty good in other subject, they did still
experienced an anxiety when they learn a second language. In other words, a student who has no problem with their confidence or have a low level of anxiety in another subjects, may only have an anxiety in their second language or linguistics class. If anxiety hampers someone’s cognitive function such as a student who has high level anxiety may learn less and also may not be able to demonstrate a lesson properly which they have learned before in their language class. Thus, they may experience even more failure in linguistics.

According to Young (1991, p. 428), there are six potential causes of language anxiety which include personal and interpersonal, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests. From this list we can see that Young was identified the causes from three aspects: aspects of learners, teachers and instructional practice. However, a study done by Horwitz et al (1986, p.127) have been the most influential. They identified three causes of language anxiety, such as communication apprehension, test anxiety, and fear of negative evaluation.

2.1.1 Language Classroom Anxiety

Horwitz et al. (1986, p. 128) discussed foreign language anxiety as “a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. Anxiety is well known as one of many problems that can hamper someone’s ability to
have a good performance in classroom. Many students also claimed that they have an anxiety problem when learning foreign language.

In a classroom activity, many kind of anxiety manifestation can be pinpointed. Students will feel a cognitive tension while their expectation to get a better score at the class and the affective tension will be happened when there is unsatisfied interaction with another student or with their instructors occurs (Andrade and Williams, 2009, p. 3). For example, students tend to be more vicious when they found they have personal problem in a classroom. They are sensitive towards teacher if they are pointed of being asked in class.

Speech anxiety, it sometimes occurs when someone conducting a presentation or performing in public, she or he might feel nervous in few days before the performance is held, and you will get “stage fright” suddenly. Usually, the anxiety is gone when the performance was done. Speech anxiety is not only happened in presentation, it can also be faced in other situations where we need to express orally, such as on telephone, in interviews, meetings with new people, and in school’s settings as seminars and discussions (von Kogerer, 2016). In short, there are numbers of figure which could be interfere student’s achievement and performance in EFL class.

2.2 Types of Speaking Anxiety
Based on Nasir’s findings (2015) there were many types of anxiety that might be happened in language anxiety. Not all types of anxiety are particular to foreign language learning, but some types of anxiety have been discussed in the foreign language learning literature. These anxieties can be described into different ways and grouped into several categories. Furthermore, there were three types of anxiety based on Aydin (2009) generally stated such as trait anxiety, state anxiety and situation-specific anxiety (p. 128). Those types of anxiety description will explain below.

a. Trait Anxiety

According to Pappamihiel (2002, p, 330), some people are always anxious whatever the situation is and it becomes an identical personality trait for them. These people are referred to as having trait anxiety which is also “an aspect of a more serious disorder”. In addition, Riasati (2011) claims that such type of anxiety is an everlasting trait as well as a barrier for language learning. Trait anxiety, as Scovel’s theory (1978), “a more permanent predisposition to be anxious look likes an internal constraint”. It is supported by Brown (2001), if trait anxiety is the internal constraint, then state anxiety and situation-specific anxiety are the external, because it usually experienced in relation to some particular event or specific situation. Individual who has high trait anxiety will easily feel worry and stress. Thus, that trait anxiety also helps to identify personality trait and it has a great impact on language learning. Trait anxiety also emerges from heredity factors or experienced since childhood (Tavakoli, 2012 as cited in Almas, 2016).
b. State Anxiety

Spielberger (1983 as cited in Aydin, 2009, p. 128) defines state anxiety as an apprehension that happens in one particular situation and it happens only in that moment. He also categorized state anxiety as a social type of anxiety. For example, a person suddenly becomes frightened when requested to give a speech in public speaking or conference. It is match with Macintyre and Gardner finding (1986, as cited in Nasir, 2015) they claimed that the external stimulus could trigger this nervousness or tension. External stimulus could be they are unconfident with the crowd, with new friends, the teacher, etc.

c. Situation-Specific Anxiety

Situation-specific anxiety is almost the same condition with the state anxiety which occurs only in one particular moment, however it is happened continuously. As a result, the sufferer tends to be more fright following with leaving or avoiding the class. For example, student will be absence whenever they had speaking class.

2.3 Speaking Anxiety Factors

Speaking anxiety could be triggered by several reasons. Horwitz et al (1986) found three primary factors. Those factors are defined below.

a. Communication apprehension

Brown (2000, p. 31) stated that communication apprehension can be defined as learners’ failure to convey their notion about anything in target language.
Moreover, Horwitz et al. (1986, p. 127) simplify communication apprehension as a type of shyness and it can be considered a characteristic of a learner while talking with other people in target language. Such type of situation can be speaking in groups as well as listening to and learning a spoken message in foreign language. These all are evidences of communication apprehension. As a result, the writers also mentioned a particular situation for pupil while communication apprehension occurs. For instance, they said learners have difficulties to speak in foreign language if they do not get enough facilities in EFL class to ease the atmosphere. Learners sometimes do not make comprehensible utterances as well as do not get others point. Furthermore, in this situation, communication apprehension occurs frequently if learners’ performance is “constantly monitored”. Students who suffer from communication comprehension usually do not feel easy communicating in the L2 towards other people, especially if they are needed to use their listening and speaking abilities. Anyone who experienced a high level of communication apprehension will seek to avoid communication when possible. Introverted and reserved people tend to be more kept silent and less willing to communicate. Therefore, we can perceive that communication apprehension is an important indicator to understand foreign language anxiety in EFL class.

b. Fear of negative evaluation

Salehi and Marefat (2014, p. 931) acknowledged that learners always are anxious about negative evaluation in language test because they have to prove
themselves a good performer to others. Otherwise, it does not bring self-assured social notion in a language class. Learners cannot be satisfied while they are speaking in target language during relentless evaluation. They thought they are not able to make the accurate social impression in front of others. As a result, language anxiety arises from these perceptions. On the other hand, Chan and Wu (2004, p. 294) showed a similarity between test anxiety and fear of negative evaluation. They said that unlike test anxiety, fear of negative evaluation does not appear only in test taking circumstances. It may take a place in any social environment and evaluative situation such as interviewing for a job or speaking in foreign language class. Students who suffer from test anxiety consider foreign language learning, especially oral production, a testing situation rather than a chance to improve their linguistic and communication abilities.

c. Examination anxiety

The second factor associated with language anxiety is the examination anxiety which stalk from a fright of failure. Student who suffers fear of negative evaluation does not accept their language errors as a natural part of the learning, but consider them as a threat to face. So, they decide to keep silent and do not get involved in the class activities. Test anxious learners combating difficulty during class tests and quizzes. Even good learners also make mistake due to test anxiety. The test such as oral test has the most potential of infuriating language anxiety in EFL class (Horwitz et al. 1986, p. 128). Another important thing Chan and Wu (2004, p. 293) express in
their research that sometimes learners have bad experience with their previous tests. As a result, negative sort of stereotype has been developed and learners apply those experiences involuntarily in their current language learning class. Therefore, recurrently they go through a long term language trauma and language anxiety in EFL class. According to Young (1991 as cited in Chan and Wu, 2004, p. 293) text anxiety plays a negative role in learners’ learning foreign language especially with low levels of oral ability more than those with high levels of expertise. Finally, it can be said that in terms of language, test anxiety has a correlation with foreign language learning in vastly evaluative circumstances.

Meanwhile, Price (1991) states the causes as the difficulty of foreign language classes, personal perception off language aptitude, personality variables (e.g. perfectionist), and stressful classroom experiences. Furthermore, Young (1991) claims that anxiety are stems from the learner, the teacher, and the instructional practice. The anxiety is caused by personal and interpersonal anxiety, learner beliefs about language learning, instructor beliefs about language learning, instructor-learner interactions, classroom procedures, and language testing in which they are all interrelated.

### 2.4 The Effect of Speaking Anxiety

Foreign language anxiety (FLA) could be related to the most negative results that classified as physical, psychological, or social symptom (Andrade and Williams,
Physical symptom is a fast heart beating, a muscular strain, dry mouth, and sweating excessively. Psychological symptom is an embarrassment, languish, fear, blank, and fail to remember or forgetful. Student’s negative social behavior could be manifested as unwillingness to participated, keep silent, postponing homework and missing class as their avoidance behavior in an effort to alleviate their anxiety (Horwitz et al, 1986). That is why the teachers or lecturers had a great impact towards their students to press the effect of speaking anxiety.

2.4.1 Learner’s Characteristic

Based on von Worde’s (2003) findings, awareness of foreign language anxiety could be heightened and taken seriously by teachers and students alike. Meanwhile, in teaching and learning process, the students play an important part. They come to the classroom with different backgrounds, abilities, styles, attitudes, etc. They are different from others. Students’ factors include some points that have relationship with age, opportunity, motivation, talent, attitudes, persistence, and also the bravery of drilling to speak up in front of audience. Besides of that, there are also some problems which affecting performance drawn by Horwitz et al (1986), such as:

a. Lacks of grammar

It is a common issue if students keep speaking without aware their grammar or structures. “Students commonly report to counselors that they ‘know’ a certain
grammar point but ‘forget’ it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously” (Horwitz, et al, p.126). It is happened when students are studying some tenses, then they keep studying without any oral practice, they will confuse and any kind of tenses which they already remember will blurry.

b. Improperly pronunciation (mother tongue)

The things happened in speaking English, is error spelling words. “The problem can also be isolated in persistent ‘careless’ errors in spelling or syntax” (Horwitz, et al, p.126). Someone with thick sense of their culture, usually are hardly to speaking English fluently. For example, Javanese student are usually saying “f” word into “p” word. So, when they are saying “totally different” word, they will say “totally diperent” unconsciously. It was because their natural mother tongues.

c. Over studying

Students, who have high level anxiety, sometimes did over-studying days before the test. They are overly concerned about their performance. They will do anything to stop making errors, for example is over-studying. Their frustration is getting worst, when they are realizes their effort does not lead to improved grades or goals. Anxious students may avoid studying and in some cases they are skipping class entirely in an effort to alleviate their anxiety (Horwitz, et al, p.127).
1.4.2 Teacher’s Characteristic

Teacher is a model, a manager, and a controller in the classroom. They take important role in effectiveness and efficiency of teaching and learning process. It was their responsibility to presents the language material properly to a learner. However, if a teacher was mean towards the students, it could cause student’s anxiety. Students tend to be cowards with their own capability in classroom because they are afraid to be wrong or failure to their teacher. They are also afraid of being humiliated in front of their friends, especially if they are accompanied by disparaging remarks by the teacher.

Kim and Kim (2004) found that the most anxiety-provoking situations for students were when the teacher will taught English through English, when they have to taught speaking English, and the teacher asked to students with unexpected question in English, and when the teacher taught English culture. The foreign language anxiety’s sources could be listed as the limit of English proficiency, teacher’s less confidence, teacher’s lack of knowledge in linguistics and education, and lack of teaching experience.