CHAPTER II
REVIEW OF RELATED LITERATURE

Based on the introduction section in the preceding chapter, chapter II will discuss about review of related literature. In this part, the researcher would like to explain more about speaking, foreign language anxiety (FLA), and level of students’ anxiety. Each section will be explained as below.

2.1 Speaking
Speaking is one of the four language skills namely reading, writing, listening and speaking. In making social interaction, speaking turns into the most important role for communicating with other people in order to gain some information. Therefore, it is necessary for every people especially students to have a good speaking skill.

According to Boonkit (2010), speaking is an important skill to be developed to attain effective communication in either mother tongue language or second language learning. However, in academic context, improving each students’ ability to speak remains important among language instructors.

Speaking activities are designed to provoke speaking as a skill, where there is a purpose for talking which is not just linguistic (Harmer, 2007). In addition, if the well speaking activities are taught in the classroom, speaking can increase the motivation of students and make the English language classroom become a fun and dynamic place.

2.2 Foreign Language Anxiety
Anxiety is the feeling when someone thinks that something unpleasant is going to be happened in the future (Lidbetter, 2012). By that statement, it can be assumed that anxiety is more like someone’s own perception about unnecessary
condition that is going to be happened. Furthermore, anxiety is extremely normal for everyone because it is not an illness that someone either has or does not (Baty, 2005).

Foreign language anxiety (FLA) is a situation specific anxiety that relates to two psychological components. The first is emotional arousal and the second is negative cognition that is related to self (MacIntyre, 2004 as quoted in Kondo and Ying-Ling), or a complex that differs from self perceptions, beliefs, feelings and behaviors related to classroom language learning that arise from the uniqueness of the language learning process (Horwitz, Horwitz, and Cope, 1986). In short, FLA is a set of uneasy feelings happen only in the situation specific of foreign language learning.

Technically, anxiety can affect personal confidence in the level of high-anxiety which makes students face difficulties in learning language. For example, the difficulty in concentrating and understanding material content often freezes whenever they are asked to say something in the target language. One of the most frequently happened among the students is the difficulty of concentrating and understanding material content because they freeze in attempting to say something in the target language (Tanveer, 2007). Ortega (2009) asserts that a student with FLA often goes blank and does not know the right answer even he/she has studied hard on the days before joining the class. Moreover, in the level of high anxiety, sin fact, students have difficulty in quick answering the question given. Due the fact that the high level of anxiety can stuck the students’ mind, it can be argued that FLA has become one of the main problems for students to become proficient in L2.
2.3 Anxiety

Anxiety is a state of inner anxiety or anxiety which is often described as “nervousness” (Hatfield, 2013). This shows that anxiety is an unexpected feeling from someone whose existence can be felt everywhere from various opportunities. This is called negative feeling, such as fear, apprehension, and worry.

Another, Lidbetter (2012) says “Anxiety is completely normal and something that all humans experience from time to time, when faced with a difficult or threatening situation”. It can be considered that anxiety is normal for everyone to experience, such as feeling worried, uncertain, unsure, and nervous. It is the bad feeling when someone feels threatened for something uncomfortable that will happen.

Furthermore, “When someone relaxes, it can be seen that the worry are above, but when anxiety increases, it can feel overwhelmed again (Baty, 2005)”. By that statement, anxiety can influence someone to be harder in doing something, even to do a simple task. Moreover, it is reasonable to influence anxious students to be relaxed and calm when they have to speak in front of the class.

2.3.1 Kinds of Anxiety

Aydin (2009) explains that there are three kinds of anxiety. They are trait anxiety, state anxiety and situation-specific anxiety (p.128).

- **Trait Anxiety**
  
  Trait anxiety arises in response to perceive threats, but it differs in intensity, duration and the range of situations in which it occurs. It refers to differences between people in terms of the tendency to experience state anxiety in response to anticipation of threats. People with high levels of anxiety have a stronger level of state anxiety for certain situations than most people and experience anxiety about a
variety of situations or objects that are wider than most people. Thus, trait anxiety describes personality characteristics rather than transient feelings.

State anxiety means feelings of anxiety because of certain situations, certain objects or events. However, when the threat is gone, the anxiety is no longer felt. The intensity, duration, and restless range can be seen as a trait anxiety (personality characteristic rather than transient feelings).

- **State Anxiety**
  State anxiety is an unpleasant feeling when faced with certain situations, demands or a certain objects or events. State anxiety arises when the person makes a mental assessment of several types of threats. When objects or situations that are considered threatening disappear, the person no longer experiences anxiety. Thus, state anxiety refers to a temporary condition in response to some perceived threats.

- **Situation-Specific Anxiety**
  Situation-specific anxiety is almost a condition similar to the state anxiety that occurs only in one particular moment, however it occurs continuously. As a result, the sufferer tends to be more afraid to follow by leaving or avoiding classes. For example, student will be absent every time they had speaking class.

### 2.3.2 Factors of Anxiety

Being anxious in speaking, especially in speaking a foreign language can have several main factors. The factors of anxiety are beneficial to understand as the significant consideration to prevent the problem. Horwitz et al (1986) divides the factors of students’ anxiety in speaking into three parts. They are:

1. **Communication Apprehension**
   Communication apprehension is a type of assimilation characterized by fear or anxiety when communicating with others or the difficulty speaking in front of a
group. Communication apprehension arises when students lack mature communication skills even though they have mature ideas and thoughts (Aydin, 2008). In the other words, people with communication apprehension are they who are not confident even scared in order to make a real chat with others.

Most of students automatically lost their skill of communication when they asked to do public speaking especially in foreign language since they think they are incompetent. Subasi (2010) reports Turkish students with communication apprehension and their difficulties in class.

The illustration above shows that students are loaded by feelings of anxiety and they tend to underestimate their abilities when using L2. In fact, they know the correct answer in their minds but they choose to be silent. Horwitz, Horwitz, and Cope (1986) show that communication apprehension will let someone think that he/she has difficulties in understanding others and makes oneself understood, therefore the person who speaks actively can choose to remain silent and passive in a foreign language class.

2) Fear of Negative Evaluation

Fear of negative evaluation is defined as an understanding about others people’s evaluations, avoidance of evaluative situations, and the hope that others have negative evaluation themselves (Horwitz, Horwitz, and Cope, 1986). Mostly students want to make impression by their performance in L2. Gkonou (2014) reported the extract of her interview with EFL Greek students.

Furthermore, fear of looking stupid and the effort to impress others are often becoming students’ attention, whereas it will make certain students learn harder.
Whenever the effort they get is not in accordance with the results they expect, will lead students to greater frustration in foreign language class.

3) Test anxiety

Test anxiety refers to the type of anxiety that arises from a person’s fear of failure or a type of anxiety that contains fear of one’s academic evaluation (Aydin, 2008). For example, a student who has a big circumspection during a grammar quiz, becomes anxious and take a long time to determine the correct answer because he/she is too afraid to make mistake. It shows that, students with test anxiety will place their focus on training classes as a measure to pass a foreign language class rather than focusing on their ability to complete the test.

Based on interviews by Batiha, Noor, and Mustaffa (2014) with Arabian EFL students about what factors can lead them to FLA, students agree that anxiety test is one of the most common type of FLA that happen to them.

Students often make statements that test anxiety comes from students’ requests to successfully pass English exams. Therefore, students always feel anxious and worried while in a foreign language class.

Based on the above explanation, the researcher considers that the three main factors of anxiety above can cause one type of anxiety in learning speaking, both the anxiety of trait and state anxiety. In other words, there is no difference in treatments that can cause anxiety to refer to trait or state anxiety because every student in the same class is treated equally. Therefore, the reason for having trait or state anxiety only dependent on the students themselves, whether they are anxious in every situation referring to trait anxiety, or being anxious only in English speaking class refers to state anxiety as a temporary feeling.
2.3.3 Ways to Alleviate Anxiety

Considering that anxiety has many disadvantages, especially for students in learning speaking English, the writer considers that it is important to understand how to cope with anxiety, especially in speaking. According to Zeidner & Matthews (2011), there are three categories of addressing speaking anxiety, such as problem-focused coping, emotional-focused coping, and avoidance-oriented coping.

✓ Problem-focused coping

This first strategy is designed to manage or solve problems by removing or reducing situations that arouse anxiety (e.g., be prepared to make presentations before an audience).

✓ Emotion-focused coping

This second strategy is designed to regulate, reduce, or eliminate anxiety symptoms and negative influences associated with situations that arouse anxiety (e.g., the use of relaxation techniques, seeking emotional support from friends, denying the importance of upcoming public speech, and distance from physical threat).

✓ Avoidance oriented coping

This last strategy refers to the use of people-oriented strategies (e.g., avoidance or search for others) or task oriented strategies designed to mentally or avoid behavior or escape situations that arouse anxiety.

2.4 Level of Students’ Anxiety

The effect of anxiety in learning foreign language studied by Amaiz and Guillen (2012) in the context of EFL Spanish university found that low level anxiety mostly deals with students who afraid to do public speaking, however, it doesn’t much affect learning process by slowing the development of the target language.
Similar research conducted in China by Liu (2006) also revealed similar findings, but this study also discussed the relationship of language anxiety as a possible factor in determining anxiety levels. In sum, both studies give conclusion that target language experiences anxiety in learning process mostly happened toward speaking class.

Some students who have a belief of mastery of grammar and vocabulary in order to support language skill will easily experience anxiety. This also becomes troublesome when these students lack grammatical knowledge and vocabulary. This type of students often faces such a messed up condition, losing their vocabulary when they do public speaking. They are anxious and afraid to make mistakes when using grammar or wrong vocabulary in sentence (Kayaoglu and Saglamel, 2013). As a result, they make hesitations such as “emm” or “err” to take more time to find out the correct word to use before speaking and lower their L2 abilities. In addition, similar findings by Ozturk and Gurbuz (2014) reveal that students with high FLA levels produce smaller number of continuous speech on L2 and make longer pauses when speaking compared to students with low FLA levels.