Chapter Two

Literature Review

This chapter deals with the literature that is related to the variables. The researcher discusses about students' anxiety, students' achievement, and correlation between students' anxiety and students' achievement in speaking classroom. This chapter also includes review of related research, conceptual framework and hypotheses of the research.

Students' Anxiety

Students' anxiety is one of phenomena that is often long associated with the learners' second language or foreign language. Anxiety can happen in every skill in English language, such as speaking, reading, listening and writing. Anxiety can be a serious attention in education field, especially English language education. Anxiety that happen during learning process will affect students' acquiring process. Furthermore, students' anxiety may be a serious attention in anxiety research.

Anxiety in Language Learning

Anxiety is one of the problems that is found in any field in education likewise in language education. Horwitz, Horwitz, and Cope (1986) defined language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (as cited in Al-Shboul, Ahmad, Nordin & Rahman, 2013, p.31). In addition, Aling (2016), stated that language anxiety is associated with the learners' feeling and

behavior while acquiring the language and using the language. In line, Skehan (1989) mentioned that language anxiety in the learner perspective is pictured as comparing themselves with other studentss' either from their performance or capability in learning target language (as cited in Wilson, 2006, p.78).

From those statements above, language anxiety comes from students' feeling, self-perception and behavior. This anxiety will restrict the new language that students will learn. Therefore it can indicate when the students learn English language they have anxiety during the learning process, it will be difficult for students to have a good ability in target language.

Anxiety in Speaking. Speaking is one of the important skill components in English language alongside listening, reading, and writing. Semmar (2010) stated that speaking anxiety is feeling of tension and fear that not being able to concentrate in English class, feeling embarrassed to be volunteers in answering question, dislike to speak often in English class, feeling uncomfortable to be center of attention, and feeling afraid that other students will laugh at them.

Furthermore, Cagatay (2015), concluded from the expert theory that there are three components in anxiety speaking which are communication apprehension, fear of negative evaluation, and anxiety test. Communication apprehension is when the students are afraid to communicate with others. Fears of negative evaluation means the students have negative feeling that other people will evaluate them with negative words. Anxiety test means the test during learning process that is related to anxiety. In addition, lack of confidence and fear of negative evaluation can lead the students to

speaking anxiety (Aling, 2016). The students choose not to answer or just give their opinion; they feel fear of making mistake and they prefer to be quite during the learning process. From those experts' explanation, the researcher believes that there are a lot of anxieties in speaking class.

Besides that, Elis (1994) divided anxiety into three types which are trait anxiety, state anxiety, and specific-situation anxiety (as cited Indrianty, 2016). Firstly, trait anxiety is anxiety from the personality and this anxiety more permanent predisposition to be anxious. A person who has trait anxiety is likely to feel more anxious in variety situation. This is in line, (Spielberger, 1983 cited in Indrianty, 2016) defined that trait anxiety as an individual that can anxious in various situations. Secondly, state anxiety is a concern that is an experience at a given moment in response to a particular situation. To follow Hortwitz (1986) stated anxiety is refer to situational time. State anxiety is not permanent and this anxiety happens in a particular situation in respond to outside stimulus. Lastly, specific-situation anxiety is anxiety that refer to persistent and multi-faceted nature of some anxiety (MacIntyre & Gardner, 1991 : as cited in Indrianty, 2016). It can rise by specific situation, condition or event such as examination, public speaking or class presentation (Ellis, 1994).

In addition, anxiety has come with a symptom in it. Mulac and Sherman (1974) mentioned among the anxiety symptoms are body movements and movements that can be observed along the continue from small body movements to constantly swinging here and there, trembling, muttering, restlessness, trembling sounds, heavy breathing, monotonous, lack of eye contact, fear and panic attacks, fainting and

unwanted urination (as cited in Indrianty, 2016). As well as other symptoms from Barlow (2002) anxiety symptom or sign including increased heart rate, difficulty speaking or speech block, blurred of vision, loss of memory, and dry mouth. From those experts can it take that symptom of anxiety can be divided into two such as verbal and nonverbal. There is verbal symptom such are trembling sound, muttering, difficulty speaking or speech block, and dry mouth. Also, there is nonverbal symptom such as the body movement that swing here and there, trembling, restlessness, heavy breathing, fear and panic attack, unwanted urination, blurred of vision, increased heart rate, and loss of memory.

Students' Achievement

There are a lot of aspects in learning education that are able to measure students' ability. The academic achievement is one of the achievements that had to be attained by all of the learners. In line with Arora (2016), academic achievement is the student learning status and refers to knowledge achieved and skills developed during the learning process which is assessed by school authorities with help of the teacher that made the standardize of the test. Also academic achievement in a course can indicate the learners' mastery in that subject.

Students' achievement is the result of the effort from the student in learning process that they already achieved. This is supported by Winkel (2007), who stated that the maximum learning achievement is the result achieved by someone after making the learning effort. We need to know that students' achievement is not only

the result of final grade, i.e. GPA for university students. The good score after doing some assessment or assignment can be called as an achievement too in educational context.

Students' achievement in speaking class. Achievement have a several kinds in it. Such are like score, awarded, and something that people get after take effort to do that. In addition, achievements from assessment in speaking also have another function after students get their score after doing assessment. The other function from assessment is evaluated the student achievement. According to Brown (2004) evaluation is a plan also action based on the assessment. The evaluation can help the lecturers to know their student ability from the subject that taught by them.

Students' achievement in assessment. The word of assessment is familiar in education institution, from elementary school until university level there is assessment on those levels. Assessment is "wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students in education institution" (Anandan, 2015, p.3). In addition, Palomba (1999) stated that assessment is the systematic data collection, review, and use of information about educational programs undertaken for the purpose of improving students' learning and development. From that statement above, assessment can be a method to gather the data information from students' proficiency in learning process. After doing the assessment, students' will get score and feedback that can improve their knowledge. Based on Syah (2008), score is a result from the assessment; it measures students' achievement. The high score can

indicate that the students understand well the subject that they learn. In contrast, the students who get low score can be indicated that they do not quite understand about the subject that they learn.

Students' anxiety and Students' Achievement in Speaking Class

Students' anxiety is one of several problems that occur in learning process. When students have anxiety on learning process it can influence the result of the subject that they studying. In line with Aling (2016) stated that a high level of anxiety can affect the competency of language the student and their communication skills.

In addition, Aling (2016) stated that" language anxiety is one of the main hindrance in the acquisition of language and fluent production of the target language by the learners and this language anxiety will impede with the learners' ability to learn the new language and causing a breakdown in learning the target language" (p.10). Therefore, based on Aling (2016) it can be indicated that students' who have anxiety and it is relation with student learning process because anxiety can block understanding of student in learning a new language target that student learn.

Review of Related Research

There has been research that discussing about correlation between students' achievement and students' anxiety. In this part, the researcher will discuss about the related research. There are two related research; the first was done by Amiri and Ghonsooly (2015) and then second was done by Cakici (2016).

The first study that was conducted by Amiri and Ghonsooly (2015). The research entitled "The Relationship between English Learning Anxiety and the Students' Achievement on Examinations". The purpose of this research is to investigate the relationship between English language students' anxiety and the students' achievement in their examinations in English language classroom. There were 258 freshmen that came from different major fields at Gonabad University of Medical Sciences who were recruited as the rsearch participants. The result of this study showed that high anxiety affects the students' achievement and there is correlation between English learning anxiety and students'achievement on examination.

The second research was done by Cakici (2016), which entitled "The Correlation among EFL Learners' test Anxiety, foreign language anxiety and language achievement". The aim of this research is to investigate the correlation among test anxiety, foreign language anxiety and language achievement of university preparatory students learning English as a foreign language. There were 301 participants who consist of 211 females and 90 males from one-year EFL preparatory school at Ondokuz Mayıs University, School of Foreign Languages. The result of this research showed that there is no correlation between test anxiety and language achievement.

Both of studies have similar and differences with this current research which are looking for the correlation between the anxiety and student achievement and also the research approach is quantitative. The differences of related research are the first

research from Amiri and Ghonsooly (2015) was found that there is correlation between student high anxiety and to their achievement. Then the second research from Cakici (2016) was found that there is no correlation between test anxiety and their achievement. The different place who the researcher conduct the research will find the different finding although has the same research problem. Moreover, the diferences between Cakici (2016) and this current research is instrument to collect the data. This current research use questinonnaire and document score from final speaking course, but Cakici (2016) used test anxiety inventory for collect the data. Then, the differences between Amiri and Ghonsooly (2015) and this current research is also the instrument. Amiri and Ghonsooly (2015) used questionnaire and achievment test, but this current research use questtionnaire and document score. Those are the differences and the similarity of between the related research and this current research.

Conceptual Framework

This part is discussed about the related concept that was described in chapter two. The goals of this research is to find out the the correlation between students' anxiety and students' achievement in speaking class. Then, the researcher concern to expalain the literature that is related to students' anxiety and students' achievement in speaking class.

Anxiety is one of serious problem in education field. The feeling anxiety can restrict the students language learning process. When the student restrict by their

feeling anxiety it can affect to their achievment in their academic context. It can make them demotivated or it can make them motivated for their anxiety feeling. Therefore, this research wants to investigate there is a correlation between students' anxiety and students achievement especially in speaking class. The correlation may be illustrated below:
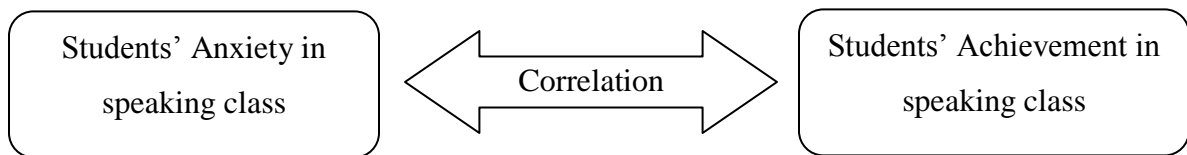
| Students' Anxiety in speaking class | ⟷ Correlation ⟷ | Students' Achievement in speaking class |

Figure 2.1 Conceptual Framework

Hypothesis

The H1 is accepted this research:

Alternate hypothesis (H1): There is a correlation between the students'
anxiety and students' achievement in speaking class at English Language Education
Department in one of Islamic Private University in Yogyakarta.