

Chapter Two

Literature Review

This chapter discusses the theoretical background as the explanation of the theories and the definition related to the study. The explanations of speaking English, speaking anxiety, the causes of student speaking anxiety, the effect of students speaking anxiety, strategies to handle anxiety, review of related study, and conceptual framework are presented in this chapter.

Speaking Skill

Speaking is the linguistic skill used by people to communicate in everyday life (Tridinanti, 2018). According to Thornbury (2005), speaking is a real life activity from the speaker to state their ideas as a way to interact with the listener, where activities are unplanned and their continuity is based on the situation (as cited in Alfi, 2015). The situation or the circumstances is taking crucial part, because speaking is the act of exchanging ideas or information that occurs at the same time.

This notion is accordance with Lumettu and Runtuwene (2018) if speaking consists of any matter that cannot be predicted and automatically flows out of the speaker's mouth no memorize or learnt like poetry. There are several definitions of speaking, Chaney (2002) stated that speaking is the way people interact to each other in order to create and share the meaning by using verbal and non-verbal symbol in various context. In speaking, it is not only our language knowledge that can be seen, but our non verbal symbol can also be observed such as body language or gestures. When people do speaking, they will sometimes

unconsciously perform various kinds of symbol or gesture that only happened in the speaking skill. Nunan (2003) also strengthened the statement by defining speaking as productive oral skill which involve the use of producing systematic verbal to state their mind orally. Speaking is also involving the activities when the people make two way communications (Tridinanti, 2018). To ensure the other understanding about what we are saying also needs a good knowledge in linguistic knowledge.

As stated in Brown (2007), in order to sucesfully produce an oral language, learners need to focus on two factor which are language form and language function. Language form will lead to linguistic speaking element such as language pattern, structure, vocabulary and elements. While, language function is about the utterance on how learner use language elements and purpose (Tridinanti, 2018). In conclusion, speaking involves the ability to use language orally as a form of communication.

Anxiety

Anxiety is dealing with people's emotion and feeling that can lead to the negative perception, worry, afraid, and demotivation. Furthermore, learners' high expection as well as wrong understanding about language learning becomes the main causes of anxiety (Zhang & Zhong, 2012). However, there are many definitions of anxiety; Scovel (1978, p.134) defined anxiety when people reach the state of feel "uneasiness, frustration, self-doubt, apprehension, or worry" similar to any anxiety feeling (as cited in Mohtasham & Farnia, 2017). Anxiety

can be a huge problem for people, because it can hinder their ability or decrease their mood due to some negative perception thoughts.

It is supported by Horwitz et al., (1986) who stated that anxiety is the feeling of tension, fear, nervousness, and worry related to an arousal of the autonomic system. The feeling of worry, especially if they have to talk in front of other people happened because they are afraid of making silly mistake which can embarrass them (Juhana, 2012). Especially when it comes to speaking a foreign language, anxiety contributes to decrease the chance of the students to practice their speaking. Eysenck (1992) pointed out that anxiety hinders people's performance due to working memory is occupied with feeling of concern rather than focus on the task.

According to Scovel (1978), anxiety can be divided into three categories, those are: trait anxiety, state anxiety, and situation specific anxiety. Trait anxiety is stable personality trait. Trait anxiety is when a person who is anxious, tends to feel anxious in a various situation. Then state anxiety is temporary anxiety sensation that experiences at certain times. State anxiety can arise due to specific situation such as examination or public speaking (Zhang & Zhong, 2012). The last is situation specific anxiety described as a trait that repetitively happened in a certain situation (Spielberger et al, 1976 as cited in Woodrow, 2006).

Foreign Language Anxiety

Foreign language anxiety is the apprehension feeling when learner use foreign language in learning a language. MacIntyre (As cited in Herwanto, 2013) pointed out that foreign language anxiety as special anxiety associates with

foreign language learning. This apprehension emerges due to learner must use foreign language in the classroom. Kayaoglu and Saglamel (2013) strengthened the idea by saying that language anxiety as the anxious feeling when learners feel anxious due to language learning situation that correlates with the situational anxiety.

Horwitz et al., (1986) also defined foreign language anxiety as a distinct complex from self-perceptions, belief, feeling, as well as behavior associated with classroom language learning that emerges from the uniqueness of language learning process. Moreover, McIntyre (1999) defined language anxiety as apprehension sensation and negative emotion that arise due to learning a second language (as cited in Lucas, Miraflores, & Go, 2011).

According to those definition, feeling afraid of making mistakes when doing task or activity using foreign language can contribute to their anxiety sensation. In conclusion, foreign language anxiety is a negative perception of learner that can hinder their performance and their achievement in learning a language.

Speaking Anxiety

Unfortunately, anxiety is mostly happened to a foreign language learner especially when it comes to speaking performance. Many anxious students concern about their competence and tend to compare their own performance in a self-deprecating way with their peers (Zhang & Zhong, 2012). Furthermore, Horwitz et al., (1986) argued that there are lots of cases in which anxiety may influence foreign language learner and hinder them to perform successfully in a

foreign language class. Students' high expectation to be able to speak in public causes the anxiety feeling (Elaldi, 2015). However, a language learner classroom is considered as the best environment where learner can develop their language ability to practice.

Woodrow (2006) believed that anxiety feeling to communicate in English can weaken and affect learner adaption to the target environment as well as their education goal. Moreover, Tsiplakides (2009) defined speaking anxiety as state when a person reluctantly takes a part in conversation using certain language. The reluctant attitude is influence by the anxiety sensation that the students face when they need to speak or perform in front of the people. The lack practice of the linguistic speaking knowledge can decline their confidence and emerge the fear of negative judgment.

Causes of Students' Speaking Anxiety

There are many causes that can trigger anxiety sensation to emerge in learning language. The source of the causes is really important to be focused on due to anxiety feeling can determine their achievement in learning a language. Horwitz (1986) then categorized it into three causes of language anxiety that are: 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation. Those categorize are explained as follows:

Communication apprehension. Communication apprehension is the apprehension feeling when learner need to communicate with other in English. Described by Lucas (2011), communication apprehension is characterized when people emerge a feeling of shy that followed by fear to communicate with people.

Furthermore, Mohtasham and Farnia (2017) defined communication apprehension as anxiety that arises due to people taking part in a real communication with others. According to that statement, the feeling of fear and shyness can lead to the difficulty of constructing oral communication that will hinder effective communication between sender and receiver either in pairs, group (oral communication anxiety), in public (stage fright), or in listening to learn a spoken language (receiver anxiety) those are the manifestations of communication apprehension.

For example, when a learner needs to speak up in English, the feeling of fear when they cannot understand and respond to what other people said can lead to anxiety which addresses as a sign of lack of confidence (Juhana, 2012). The feeling of communication apprehension highly influences learners' confidence as well as their motivation in learning a foreign language. Furthermore, Horwitz et al., (1986) found that anxious learners address speaking in foreign language as the language skill that mostly causes the anxiety sensation to arise.

Test anxiety. Test anxiety is the feeling of worry if they will have a bad grade or fail due to learner speaking performance. Lucas et al., (2011) described test anxiety as a performance test that arises due to the fear of failing a test. It means that the previous bad experience in doing a test can also influence their anxiety and make them fear that they will make the same mistake. Elsewhere, Horwitz et al., (1986) mentioned that the anxious students usually give unrealistic demands that they put on themselves when they do a test, and always think that whatever they do is not quite close to perfect, and it is just a failure. Foreign

language learners have a high and unrealistic belief and feel nervous if they fail to reach their standard of expectations (Zhang & Zhong, 2012). This kind of thought leads students to think that the practice or any task that they have followed is not perfect and it still leads to anxiety.

Fear of negative evaluations. Horwitz (1986, p. 128) define fear of negative evaluation as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively”. While Watson et al. (1969) as cited in (Mohtasham & Farnia, 2017) believed that negative evaluation is worry of other people’s negative evaluation which lead to anxiety and stress over other people negative opinion. Moreover, Lucas et al. (2011) defined it as concern that arises because of other peoples’ evaluations. The evaluation from their peers raises anxiety among students themselves (Juhana, 2012). That is why language learner most likely feel concern of someone else judgment when they evaluate them and tend to avoid their evaluation.

The feeling of worry and fear if they get negative comment from their peer and teacher about their language performance makes anxiety feeling arises. The negative perception when they get criticize by their peer when they make mistake can humiliate them and make them look fool and it can cause anxiety among language learner. In short, the fear of negative evaluation is the worry if their friends evaluate their performance which can frustrate them.

The Effect of Speaking Anxiety

Anxiety becomes the crucial factor in speaking skill which contributes to determine the learners' achievement. However, there are many effects that the learners get from experiencing anxiety sensation. One of the effects is stated by Steinberg and Horwitz et al., (1986) who said that learner who encounters anxiety sensation becoming less interpretative rather than those who are more relax in producing oral language. That means any learners who are fear or worry to speak their mind due to either lack of linguistic elements or cognitive factor can decrease their chance to participate in speaking activity which is affected by anxiety factor.

Moreover, anxiety can also effects learner physical and physiological as well. Kayaoglu and Saglamel (2013) argued that anxiety can also influence learner's physical and physiological change such as; tremble, stomach, get sweat and-heart beat faster than usual. Horwitz et al., (1986) also added that the effect of anxiety makes anxious learner have problem to focus, be forgetful, get sweat, heart pound, miss the class, and procrastinate to do the homework. According to that statement, anxiety can affect learner's academic result which will affect their grade and arise more anxiety sensation.

One of the examples of the effect of anxiety is described by Kondo et al. (2004) that when people feel anxious under any circumstance, they will tend to think negative about themselves (negative self-related cognition). That kind of bad thought can lead to the degradation of learner motivation as well as confidence.

Strategies to Handle Speaking Anxiety

According to Kondo and Ling (2004) there are five strategies that can be used by student to handle anxiety. Those are explained as follows:

Preparation. The first strategy is by having preparation. Preparation is related to learners' effort to handle the possible threat by increasing learning strategy such as: study harder, take a note, summarize and so on. It is also supported by Liu (2007) who stated that good preparation contributes to decrease their anxiety and improve their confidence in speaking English (as cited in Indrianty, 2016). Based on that statement, it can be said that doing preparation can help students to reduce their anxiety and it also can improve their self-confidence.

Relaxation. Anxiety is associated to learners' nervousness due to learner apprehension when they want to state their mind orally. Relax is the learner technique to reduce somatic anxiety symptoms. Woodrow (2006) stated that in the relaxation technique, learner can reduce their anxiety by taking a deep breath as a way to calm themselves. In communication, it is very important if the speaker feel relax so that they can utter the oral message clearly.

Positive thinking. The third strategy which can be done by students to cope with speaking anxiety is having positive thinking. Positive thinking is when its palliative function attempts to suppress problematic cognitive process of learner in order to reduce their anxiety. By thinking positively such as "imagine one-selves can give great performance" can boost their motivation (Kondo & Ling, 2004, p. 262). This technique is employed in order to distract learner for

having negative or stressful thought. Moreover, Mahmud and Suryana (2015) stated that positive thinking is emphasized on learner's personal emotion which means that anxious students have the same level cognition as confident student.

Peer seeking. Peer seeking means when learner looks for the other learner dealing with the problem in language skill or comprehending the subject, or controlling their anxiety itself. When a learner has issue in learning a language, they can express their mind freely to the people who are dealing with the same issue. It is supported by Tsiplakides and Keramida (2009) who said that in order to reduce anxiety, it is very important to create a supportive learning community in classroom to improve student's motivation and reduce their error. By knowing that, the other learners also struggle the same problem, it can provide learner with the emotional regulation by social comparison.

Resignation. Resignation is characterized by learner avoidance or reluctant in practicing language skill or avoiding any activity when they feel threat or worried. For example in speaking skill, learner tends to less participate in speaking activity, or avoid long statement in answering the question orally. That explanation is also supported by Maclintyre and Gardner (1991) who stated that empirical research exhibits the anxious foreign language students have low motivation to participate in learning activities as well as have lower performance than non-anxious students (as cited in Wahyu, 2011). It can be said that resignation also can be observed when learner seem reluctant to study and give up to improve themselves.

Review of Related Studies

There are so many researchers who conduct study related to speaking anxiety to find out the causes of learners' speaking anxiety. The first study reviewed by the researcher was conducted by Izumi (2017) from Universitas Lampung. She did a research entitled the study between students' anxiety and speaking ability at the first grade students of SMA Negeri 1 Kabupaten Tangerang. The aims of the study are to find out the correlation between students' anxiety and their speaking ability as well as to investigate the most influence aspect that triggers students' speaking anxiety and the speaking aspect that triggers the anxiety. The method used to gain the data was quantitative design to find out the correlation of both aspects. The questionnaire and the speaking test were distributed for the learner as technique to gain the data. The respondents participating in this study were 26 students of SMA Negeri 1 Kabupaten Tangerang. The finding of the research shows that there is a significant relationship between student's anxiety and their English speaking ability. It means that as the anxiety increases, it will affect negatively to learners' speaking skill and vice versa. Then, the most influential aspect triggering learners' anxiety in speaking is the fear of negative evaluation. Their peer feedback of their speaking performance will contribute a lot on their anxiety.

The other study related to speaking anxiety was conducted by Munah (2015) from Universitas Jambi. She did a research which focuses on the causes of the students' anxiety in speaking English in one senior high school in Jambi city. Her study was conducted with aim to explore the causes that trigger students'

anxiety to speak English inside the classroom. The qualitative method with case study was used as a method to conduct the research. The researcher adopted in-depth interview and demographic questionnaire to collect the data from the participants. The participants of this study were 10 students of third grade students from one senior high school in Jambi city. The finding of the research demonstrates that lack of linguistic speaking aspect (vocabulary, grammar, pronunciation) can hinder them to speak English and arise the apprehension sensation. In addition, the fear of negative evaluation, students' low self-esteem, fear of failure, and the teacher centered learning also become the reason why they exhibit anxiety in speaking.

The previous study that investigates about the anxiety and speaking anxiety interest researcher to conduct the same study related to that field. However, there are some differences between those prior studies with the researcher's study such as; the size of the participants and the research design used to gain the data. Besides the differences, there are lots of similarities among those previous studies with the researcher's study. First, their research focus on the speaking skill. Then, their field is related to anxiety and causes of speaking anxiety. Moreover, those research objectives also focus on to find out the causes of anxiety in their students' speaking performance.

Anxiety contributes a lot in learner speaking achievement due to its negative effect that can affect their cognitive as well as physical. Therefore, to explore the causes that make students anxious is very crucial. The finding of the

research can be used to help the teacher figure out the causes and choose the best teaching technique in teaching speaking in order to reduce their anxiety.

Conceptual Framework

Speaking is very important skill for every high school students. Many learners use ability to speak in English fluently to determine their achievement of learning the language. It is supported by Bashir and Azeem (2011) who said that most of language learners define speaking ability as measurement of knowing a language. However, there are some problems due to this kind of thought which leads to apprehension sensation if they cannot express what on their mind orally and clearly. This phenomenon is called by speaking anxiety. According to Brown (2001), anxiety is people's negative perception that arises when people think that they do silly or make mistake in their speaking performance (as stated in Handayani & Rahmawati, 2017).

There are many requirements in order to speak English fluently such as performance skill, self-confidence as well as linguistic knowledge that need to be taken into account in order to express their opinion clearly. On the other hand, the existence of anxiety hinders their ability to perform and practice to use the language as communication tools. The negative perception or judgment of their speaking performance is the big sign of anxiety which attacks a language learner.

The students become passive and feel unmotivated in the speaking practice section. Lot of students does not have courage to speak up and practice their English. Anxiety becomes the cause that hinders their ability to develop more. As stated by Tanveer (2008), there are several causes that make learner experience

anxiety sensation such as learners' low confidence and competitiveness, learners' unrealistic belief, linguistic difficulty, cognitive challenge, lack of information in the native language, relationship of teacher and learner, comparison of course with regard to anxiety. It is also strengthened by Horwitz et al., (1986) who categorize anxiety into three causes of language anxiety that are; communication apprehension, test anxiety, and fear of negative evaluation.

Finding out the causes of learners' anxiety in speaking English is very important, so that the teacher know the factors of speaking anxiety. Therefore, they can avoid the activities that can threat learner and so on. Finally, the researcher sees this phenomenon as the important case to conduct research in order to find out the causes of speaking anxiety among high school students and also to discover the strategies to deal with speaking anxiety. The findings of the research will provide broad and specific understanding about the causes of anxiety faced by high school students during speaking performance and also to investigate the strategies to handle speaking anxiety. Finally, the conceptual framework is presented below:

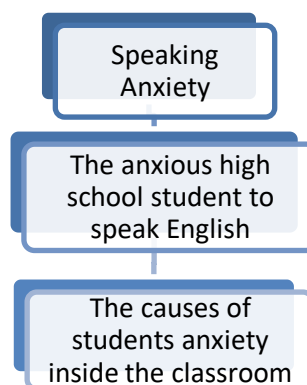


Figure 1. Conceptual framework