

CHAPTER II THEORY REVIEW

2.1 Concept of Anxiety

The significance of psychological elements in the success or failure of the learners has received a lot of attention in recent research, particularly in English as a foreign language. Affective factors, which include "anxiety" as one of their sub-categories, are among these psychological factors. In addition, besides self-esteem, willingness to communicate and motivation, anxiety is one of the variables that creates internal barriers in personality. Talking in general about anxiety, Spielberger as cited in Horwitz, (2001, p.13) which stated that an activation of the autonomic nervous system is what causes the subjective feelings of tension, uncertainty, nervousness, and worry known as anxiety.

In line with definition above, Brown as cited in Handayani and Rahmawati (2017, p.217) mentioned that when speakers feel their verbal performance is inaccurate, dumb, or incoherent, anxiety, a negative human feeling, appears.. Anxiety becomes one of the most internal factor barriers for a learner in learning speaking, because a learner's emotional being dilemma and it can debilitate a learner's learning process. Everyone will experience anxiety in anticipation of something that will occur in their life, moreover when learners should face speaking examination. Actually, when a learner feel anxious that is normal. When a student encounters a difficulty, they become apprehensive about dealing with it. If the student can transform their anxiety into a positive emotion, it will benefit them, for example if learners want to face speaking exercise they must hard study, many practices in order they do not fail.

In contrast, almost in cases learners cannot handle their feeling about anxiety. Thus, it relates to speaking ability because students who are anxious will speak slowly. They are too worried when they have to speak in English. Hence, their speaking are going to be slow and they will repeat many words on their dialogue.

From the definition above, the researcher takes conclusion that a state of anxiety is a bad emotion or mood that affects people. It manifests as indicators of tension, fear, uneasiness, and worry as well as abnormal heartbeat, perspiration, or even difficulties breathing. This is because the speaker assumes their speaking performance to be incorrect.

2.1.1 Foreign Language Anxiety

Anxiety over learning a foreign language has the most impact on a learner since it might prevent them from mastering their intended language. Horwitz (2001, p.120) highlighted that fear of learning a foreign language has almost exclusively been linked to using the oral form of the language. Thus, foreign language anxiety is a situation-specific type of anxiety that is linked to the setting of language acquisition but does not seem to have a strong relationship to other types of anxiety. It implies that there is a link between learning a language and feeling anxious about speaking a foreign language.

Anxiety can have a negative impact on language learners who want to master a foreign language, especially English. This can have a negative impact on students if they cannot manage or control their anxiety. Students will find it difficult to learn English because they have a poor perspective about their self. For

example, they think that their lecturer will give them a negative evaluation, or their friends will laugh of them if they said the wrong words, and they end up getting a bad grade too.

Actually, psychologists distinguish several categories of anxiety. According to Spielberger, cited in Horwitz (2001, p. 113) anxiety is divided into two types trait anxiety and state anxiety. An anxiety trait is a feeling of unease and danger that comes to someone who is actually harmless. This anxiety is caused by the personality of the person who actually has the potential for anxiety compared to other people. Meanwhile, situational anxiety is an emotional state and a temporary state of a person with a feeling of tension and anxiety, which are felt consciously and subjectively.

In line with definition above, Horwitz et al. as cited Akkakoson (2016, p.65) mentioned that anxiety can be divided into three categories those are Trait Anxiety, Situational Anxiety and State Anxiety. Language anxiety is recognized as a construct of situation-specific anxiety, mainly independent of the other types of anxiety. In the same way, Elis as cited in Indrianty (2016, p.30) which said that trait anxiety, state anxiety, and situation-specific anxiety are the three categories into which anxiety can be subdivided. Trait anxiety refers to a more enduring propensity to feel apprehensive. It is best viewed as a personality trait.. Furthermore, this idea is likely to be relevant with Kondo as cited in Indrianty (2016, p.30) who stated that trait anxiety is defined as an individual tendency to be anxious in any situation.

State anxiety is as apprehension that is experience at the particular moment in time as a response to a definite situation Spielberger as cited in Indrianty (2016,

p.30). It is a combination of trait anxiety and situation-specific anxiety. As the name implies, this type of anxiety arises in a particular moment in response to some outside permanent. It occurs because learners are exposed to a particular situation or event that is stressful to them. Then last type is situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties. It is aroused by a specific type of situation or event such public speaking, examination or class participation Elis as cited in Indrianty (2016, p.30).

From some expert opinions' above, the researcher takes conclusion that foreign language anxiety is different from usual anxiety, because foreign language anxiety is more specific than general anxiety such as stress, depression, phobia, panic and others. Thus, foreign language anxiety consists of trait anxiety and state anxiety. Individuals with trait anxiety have a tendency to feel nervous in any situation, and this anxiety is a more enduring inclination to feel anxious. This anxiety is caused by the individual personality who has potential to be anxiety compared with another individual.

While state anxiety is a person's emotion of dread in a certain circumstance. Secondly, this anxiety is apprehension that is felt at that specific time in reaction to a certain circumstance. State anxiety, on the other hand, is anxiety that is felt at a given time and has a more precise subclass known as specific-situation anxiety. The notion of a person's predisposition to feel anxious in a certain setting and at a particular time is known as certain-situation anxiety. Only when a particular set of conditions or events occur does this anxiousness become apparent. Language anxiety is a part of specific-situation anxiety.

Furthermore, Horwitz et al. as cited in Handayani, et.al., (2017, p.218) said

that when talking about spoken foreign language anxiety, there are three interrelated parts namely: communication apprehension, fear of negative evaluation and test anxiety.

1) Communication apprehension

Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals, and is a behavioral trait related to the psychological construct of shyness and reticence McCroskey as cited in Indianty (2016, p31). This feeling of shyness or reticence is differential from individual to individual and from situation to situation. Tanveer, as cited in Rayani, et al. (2016, p. 3), found that seven factors that could contribute to students' quietness included (1) low intellectual skills, (2) poor speech ability, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, and (7) differences in communication norms between ethnic or cultural groups.

Communication apprehension is a type of anxiety characterized by fear or shyness about communication with other people. Related with the statement above Tanveer as cited in Rayani, et.al., (2016, p.3) delivered that learners' personality traits like shyness, silence, and reticence are thought to regularly cause communication apprehension. Communication apprehension may also be part of a general anxiety feature that develops in many aspects of an individual's life.

2) Fear of negative evaluation

Fear of negative evaluation is an extension of the second component of second or foreign language anxiety because it is not limited to test-taking

situations; rather it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second or foreign language class Horwitz et al. as cited in Handayani, et.al., (2017, p.218). It is also broader in the sense that it pertains not only to the teachers' evaluation of the students but also to the perceived reaction of other students as well Tanveer (2007, p.14) in Indrianty (2016:31).

3) Test anxiety

The discussion of foreign language anxiety also requires knowledge of exam anxiety. According to Horwitz et al. as cited in Handayani et al. (2017, p. 218), test anxiety is a form of performance anxiety that results from a fear of failing. Because language tests are constantly evaluating students' performance, test anxiety is very common in language classrooms. Indrianty (2016, p.31). When students performed poorly on their prior test, test anxiety will develop. The students form unfavorable stereotypes about tests and have unfavorable opinions of the evaluation process. In other words, test anxiety is linked to a learner's fear of the testing environment. As a result of the idea that taking a test implies being judged, graded, and undoubtedly being compared to other students, the learner tends to feel anxious.

From the foregoing explanation, it can be concluded that there are three interconnected elements in discussing foreign language anxiety, which is having a significant impact on students' learning, especially speaking. These include test anxiety, dread of receiving a poor grade, and communication anxiety. One sort of language anxiety known as "communication apprehension" is characterized by a learner's dread or shyness of speaking to others. When a student experiences

communication anxiety, they are typically terrified of speaking in front of others. The students are reluctant to engage in communication since they frequently struggle to make others comprehend what they are trying to say as well as what they are saying. For example, when the learners have to speak English with the lecturer in the class, the learners may be anxious and afraid to speak in English with their lecturer because of learners do not understand what lecturer is saying. Moreover, the learner does not feel confident when they must speak in English and the learner hesitates to pronounce word in English because they are afraid to be wrong.

Fear of receiving a poor grade is a similar issue when it comes to foreign language anxiety. Fear of negative assessment is the worry that others will judge you negatively, the avoidance of circumstances where you might be evaluated, and the anticipation that others will do so. The learners feel fear about negative evaluation because they are not sure of what they want to say, they are doubt to say something in English, and finally they are afraid of making mistake when talked in English because they expected to be perfect. The learner also feels anxious because they do not wanted to look fool in front of friends, and laugh at her or him. The last interrelated component in discussing of foreign language anxiety is test anxiety. Test anxiety is indicated with learners' negative expectation about their performance in an upcoming test.

2.1.2 Factors Causing Students' Anxiety

As mentioned in previous discussion, that there were many factors cause students anxiety in speaking actually in English. In this research, the researcher

will mention some factors from language learner anxiety. According to Liu, who was mentioned by Siagian and Adam (2017,p.4), there are a few reasons for reticence (anxiety to speak English), including: 1) Poor English proficiency, which was also found to be a significant barrier to students' ability to interact with others in the language in the current study, 2) The task is unfamiliar. In summary, students will speak up about a subject if they are interested in it, familiar with it, aware of it frequently, knowledgeable about it, or even familiar with it. 3) A lack of boldness. In this situation, some students may have excellent pronunciation and high competence levels but nevertheless opted to remain reserved, 4) The worry that making mistakes may result in students losing their reputation in oral language classes. Due to their fear of making mistakes, particularly the last one, pupils remained silent until they were compelled to speak in English. 5) difficult-to-understand inputs, such as teacher speech, listening drills, reading passages, and language picked up outside of class. It gives pupils the resources they need to begin communicating in their native tongues through speaking and writing.

On other hand, Zhiping and Paramasiyam, (2013, p.5-6) found three reasons for anxiety towards international students namely 1) fear of being in public and shyness, general personality qualities including quietness, shyness, and reticence are some causes of communication anxiety in this scenario. Other causes include social anxiety and shyness. Individuals differ widely in their level of shyness, 2) Fear of being negative evaluation; in this instance, the interviewees mentioned this as another in-class worry and a significant source of anxiety. They were afraid of being scolded in front of others and especially if the instructor made derogatory comments. They were also unduly anxious about other people's

assessments and overly concerned with their own. 3) Fear of speaking inaccurately is one of the worries that Iranian and Algerian students in the classroom have in common as a source of anxiety. They worry that they will speak the language incorrectly, making mistakes, and not being able to find the right phrases. Their aversion of speaking incorrectly stems less from their concern about being negatively evaluated by their teachers and peers and more from the satisfaction they derive from using perfect syntax and vocabulary in a variety of sentence patterns. They choose not to speak because they believe they lack this, since they find it disappointing to make mistakes.

Another one, Akkakoson (2016, p.73) showed about his research finding which was held in Thailand, with 282 Thai university students of English as a foreign language. In his research, Akkakoson held interview to 126 responses. Various points were reported as the reasons for anxiety in speaking. There are six students' reported sources of speaking anxiety namely 1) vocabulary repertoire 38.09% with 48 responses, 2) self-confidence 15.08% with 19 responses, 3) chances to speak English 15.08% with 19 responses, 4) grammar/language accuracy 14.28% with 18 responses, 5) attitude to English 14.28% with 18 responses and 6) background of English 3.17% with 4 responses.

Furthermore, six categories were used by Handayani and Rahmawati (2017, p.221) to categorize the causes of linguistic anxiety. Anxiety about oneself and others, beliefs about language and instruction, interactions between teachers and students, classroom procedures, and language testing are all factors.

Thus, the researcher concluded there are six factors causing student anxiety in speaking which delivered by (Akkakoson, 2016, p.73) those were 1)

vocabulary repertoire, 2) self-confidence, 3) chances to speak English, 4) grammar/language accuracy, 5) attitude to English, and 6) background of English. The reason researcher took these factors, because researcher considered these factors were the complete one. His research's finding based on interviews toward 126 learners so the data more valid. Besides, his finding could represent the others, for instance self-confidence it could represent fear of speaking inaccurately, fear of being in public, fear of negative evaluation. The other one, personal and interpersonal of anxiety it could be represented by attitude to English or background of English.

2.2 Concept of Speaking

In language acquisition, especially English language there is four skills that should be mastered by the learners those are listening, speaking, reading, and writing. According to (Mitha, et.al., 2018, p.467) which mentioned that One of the four language abilities in the English language is speaking. Speaking is a useful ability since it allows a speaker to make language sounds. Speaking is mostly used for two-way communication. The meaning of what is said is discussed between the speaker and the listener. In the same way (Harmer, 2007, p.265) explained that language skills have two categories those are receptive and productive skills. Receptive skill is skill that we only extracted or accepted from the discourse, these skills consist of reading and listening. Meanwhile, productive skill is skill that learners actually have to produce language by themselves; these skills consist of writing and speaking.

In line with definition above, (Brown, 2003, p.140) Speaking is a useful

skill that may be observed directly and objectively, but the effectiveness and accuracy of a test-listening taker's skill invariably biases such observations, according to the statement. Speaking is one of way people to convey something to another people. It can be information, idea, concept, opinion, doing conversation, even sharing knowledge, and also to communicate each other. Speaking is another crucial aspect of language acquisition that any learner of a language should be able to master. Based on the aforementioned beliefs, the researcher came to the conclusion that speaking is communication that is carried out by someone to another person in a variety of settings and genres.

2.2.1 Types of Speaking

In academic learning, speaking is seen as one of the indicators commonly used as a measure of language learners' competence, this can be seen from their performance in the language. Their performance will be good if language learners often hear native speakers' words, because in English all these skills are interrelated. Language learners, especially foreign speakers, cannot speak English properly and fluently if they never listened first and then imitated what they listened. In order to sound natural and like a native speaker, it is crucial for language learners especially those learning English to listen before speaking. Then, there were varieties of speech in speaking English as a foreign language because we cannot express anything correctly and fluently in English without any models.

According to Brown and Abeywickrama (2010, p.184—185) there are 5 types of speaking, as follows. 1) Imitative, the test-takers must precisely replicate

a word, phrase, or sentence when speaking in this manner. While this level of oral production is essentially phonetic, it is possible to add some prosodic, lexical, and grammatical aspects of language in the performance that meets the criteria. Although grammar is a factor in the rating, pronunciation is the key portion of the evaluation. 2) Intensive, to do some activities, interpreting meaning is necessary, yet there is little interaction with the counterpart. Unlike imitation, intensive speaking does not place as much emphasis on phonological aspects or pronunciation. Sentence and dialogue completion activities, directed response exercises, and reading aloud are all included in the evaluation of intensive speaking. 3) Responsive, conversational sincerity is crucial. The speaker is so encouraged to talk clearly and quickly. Making a straightforward request or statement in response to a brief exchange is an instance of this sort of speaking in action.

4) Interactive, Speaking that is responsive versus speaking that is interactive differs in the intricacy and length of the interaction, which occasionally involves more than one exchange or engagement. Transactional and interpersonal interactions can both take place. Language used for specific information exchange or transmission, or "transactional language," interpersonal, done more for the sake of sustaining social connections than for the goal of sharing knowledge and information. 5) Extensive, uses a variety of speech production techniques. Furthermore, the speaker must engage in conversation with the counter speakers by addressing their questions and starting a debate. Extensive speaking could be considered the pinnacle of speaking abilities that demand powerful linguistic elements. Oral presentations, speeches, and storytelling are all significant oral

production activities.

From definition above, it can be concluded that there are five types of speaking are follows imitative, intensive, responsive, interactive and extensive. Then, each other has the function of speaking that must be mastered by the English students to improve their speaking.

2.2.2 Component of Speaking Skill

There were some aspects to assess speaking skill. According to Weir (2005, p.195—196) there are at least five components of speaking skill, namely fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies.

1) Fluency

Fluency is the first element of speaking ability. When language learners wish to communicate with others, they must ensure that their message is delivered clearly and that the listener can understand it in order to achieve effective communication. One of elements in speaking which make effective communication is fluency Weir (2005, p.195). Language fluency is a sign of well-delivered speech production in conversation. Possess self-assurance when speaking, the ability to respond swiftly and specifically without pausing, and the ability to speak without hesitating. According to Harmer (2007, p.343), in order to speak English fluently, speakers must be able to pronounce phonemes correctly, utilize the right amount of stress, and employ related discourse. Speakers of English, particularly those for whom it is a second language, will be able to speak in a variety of settings and genres, as well as using a variety of conversational

techniques. The speaker must adhere to the proper conversational conventions and organization.

2) Pronunciation

The second component from speaking skill is pronunciation. According to Pawlak, et.al., (2011, p.149), which defined that pronunciation is one of the most difficult ones, especially if the learner aims at acquiring native like pronunciation. When a speaker pronounces a word incorrectly, the listener may not comprehend what they are saying. Because pronunciation imparts meaning to what is being said, it becomes the most significant and important component of learning the English language. Because there are so many factors that need to be taken into consideration when pronouncing words, at least three of them, pronunciation is the component of speaking ability that is the most challenging. Ur (2009, p. 47), who stated that the concept of pronunciation may be considered to contain the sounds of the language or phonology, stress and rhythm, and last intonation, backed up this claim.

3) Vocabulary

Vocabulary is the third element of speaking ability. One of the key elements in learning a language is vocabulary. Without having a sufficient number of vocabularies under our belts, communication is impossible. Vocabulary can be defined as the words we teach in the foreign language, Ur (2009:60). However, new item of vocabulary may be more than single word, for example master of ceremony, step mother, mother-in-law etc. which are made up of two or three words, but express single idea.

4) Grammatical accuracy

According to Ur (2009, p.75) gave definition about grammar that is, the way words are put together to make correct sentence and grammatical structure is a specific instance of grammar. In line with definition above, Brown (2001, p.362) added that, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things: 1) Who the speaker is, 2) Who the audience is, 3) Where the communication takes place, 4) What communication takes place before and after a sentence in question, 5) Implied versus literal meaning, 6) Styles and registers, and 7) The alternative forms among which a produce can chose. From the explanation above, the researcher took conclusion that is, speaking like the other skill in English language has some components that support in speaking process.

Based on the explanation above, Speaking English fluently or without any difficulties, or pronouncing it in a way that the listener can understand reveals how proficient a speaker is at communicating in that language. It also demonstrates how well versed they are in their mother tongue. Furthermore, according to the researcher, out of all of those elements, vocabulary has emerged as the most crucial for speaking, particularly when using English as a foreign language, because without a sufficient amount of vocabularies, we would be unable to communicate.

2.3 Related Previous Research

For completing the theory of the research that has been explained, then the

following are several relevant previous research results with this research. There are two previous researches that are used by the researcher. First, the research from Budi Utomo (2018) with entitled 'Students' Anxiety in Speaking English: A Descriptive Research at the Second Semester of English Education Department Muhammadiyah University of Makassar'. The purpose of this research is to investigate the factors of students' anxiety in speaking English in case their internal and external factors. This research was conducted through descriptive qualitative.

This research used factor analysis through PSCAS questionnaire which population was the second semester students English Education Department of Muhammadiyah University of Makassar. The sample this research consisted 49 students. The research obtained the data by using questionnaire sheet as research instrument that consisted of 14 items. The finding indicated that based on the results of analysis through PSCAS. The loading factor fear of making mistakes score was 160. It showed that in all factors the number of fear of making mistakes was lowest in all factors. It means that fear of making mistakes was the less and the low factors then all factors that influenced students anxiety to speaking English.

Based on the results of analysis through PSCAS questionnaire, the researcher found that the loading factor embarrassment score was 486. It showed that in all factors the number of embarrassment was highest all factors. It means that embarrassment was the most factors that influenced students' anxiety in speaking English at the second semester student English Education Department of Muhammadiyah University of Makassar.

Second, the researcher was carried out by I Gusti Ayu Rai Laksmi, Ni Made Ratnaningsih, Ni Luh Putu Eka Sulistia Dewi (2021) with entitled 'The Second Semester Students' Anxiety in English Language Education at Ganesha University of Education'.

This study was aimed at identifying the type of anxiety and investigating the factors caused speaking anxiety in second semester students of English Language Education in UNDIKSHA. Mixed-method was used as the research design of this study in which random sampling technique was also used to determine the research sample. 70 second semester students were involved as the research sample. This research was done in online setting due to COVID-19 pandemic. The result of this study showed that there were two types of anxiety affected the second semester students, namely; state and trait anxiety. There were 26 % of second semester students influenced by state anxiety, 67% students were influenced by trait anxiety, and 7 % students were influenced by state and trait anxiety at the same time. In addition, it was also found that there were 5 internal and 11 external factors caused students' speaking anxiety. The present study suggests some parties, namely English Language Education students, educator, and other researcher. The students are expected to overcome their anxiety as long with the assistance of educator to overcome it.

Third, on the other hand, Akkakoson (2016, p.73) revealed about his research finding which was conducted in Thailand, with 282 Thai university students of English as a foreign language. In his research, Akkakoson conducted interview toward 126 responses. Various points were reported as the reasons for anxiety in speaking. There are six students' reported sources of speaking anxiety

namely 1) vocabulary repertoire 38.09% with 48 responses, 2) self-confidence 15.08% with 19 responses, 3) chances to speak English 15.08% with 19 responses, 4) grammar/language accuracy 14.28% with 18 responses, 5) attitude to English 14.28% with 18 responses and 6) background of English 3.17% with 4 responses.

From several statements about factors causing student anxiety or sources of anxiety, Zhiping and Paramasivam, (2013, p.5—6) found three reasons for anxiety among international students namely 1) fear of being in public and shyness, 2) fear of negative evaluation, and 3) fear of speaking inaccurately. Next, Handayani and Rahmawati (2017, p.221) delivered four factors of students' speaking anxiety those are 1) personal and interpersonal anxiety, 2) language testing, 3) instructor- learners' interaction, and 4) learners belief about language. Besides, Akkakoson (2016:73) in his research finding which was conducted toward 126 students as foreign language in Thailand revealed there are six sources of speaking anxiety those are 1) vocabulary repertoire 38.09%, 2) self-confidence 15.08%, 3) chances to speak English 15.08%, 4) grammar/language accuracy 14.28%, 5) attitude to English 14.28% and 6) background of English 3.17%.

Thus, the researcher concluded there are six factors causing student anxiety in speaking which delivered by Akkakoson those were 1) lack of vocabulary, 2) self-confidence, 3) chances to speak English, 4) grammar/language accuracy, 5) attitude to English, and 6) background of English. The reason of taking these factors, because researcher considered these factors were the complete one. His research's finding based on interviews toward 126 learners so the data more valid. Besides, his finding could represent the others, for instance

self-confidence it could represent fear of speaking inaccurately, fear of being in public, fear of negative evaluation. The other one, personal and interpersonal of anxiety it could be represented by attitude to English or background of English.

Then, other researchers are expected to conduct deeper study about the solution to overcome anxiety. Actually this research is different from the previous research. In this research, the researcher would describe about the factors of speaking anxiety, then this research categorize in qualitative research. Similarly, the data collecting technique such as interview and using expert judgment.