Chapter Two

Literature Review

This chapter contains literature review and conceptual framework. The literature review explains about anxiety, foreign language anxiety, speaking anxiety, and the characteristics of anxious students. The factors cause speaking anxiety and the strategies to overcome speaking anxiety are also included in the literature review. The review related studies will explain about the research which had done in the past. While in conceptual framework, the characteristics of anxious students, the causes of speaking anxiety and the ways to overcome speaking anxiety are the main points which are explained through some theories and map.

Anxiety

Anxiety is one of well-known psychology phenomenon. It becomes popular since it is suffered by many people including students who are learning foreign language such as English. Anxiety encourages the students to not to do productive skill especially speaking. The definition of anxiety and the types of anxiety will be explained below based on many researchers and sources.

Definition of anxiety. Anxiety is one of well-known psychology phenomenon. Wu (2010) and Zheng (2008) defined anxiety as a significant problem in language education as it is a major obstacle to foreign language learning and learners need to solve it. According to Marwan (2008), anxiety can

be defined as "threats to self-efficacy and appraisals of situations as threatening or an uneasy feeling due to something threatening" (p.120). Yahya (2013) mentioned that anxiety is a feeling which is connected to self-esteem, fear, and worry. While Ansari (2015) stated, "when we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly" (p. 39). From those definitions, anxiety can be defined as a significant problem in language education, which is related to self-confidence, fear, or worry, that learners need to overcome.

Since there is a high level of anxiety could negatively affect the language learners, anxiety is supposed to be a bad thing especially in foreign language teaching and learning process. Additionally, Gregersen (2005) argued that learners who suffer of anxiety in their foreign language learning might not enjoy their study. As it gives negative impact for the students especially when they have to speak, anxiety becomes a major and urgent problem in foreign language learning which needs to be overcome.

Types of anxiety. Anxiety is usually categorized into three types. They are trait anxiety, state anxiety, and situation-specific anxiety.

Trait anxiety. According to Woodrow (2006), trait anxiety is an unchanging personality characteristic in which people with trait anxiety will be anxious in many different situations. While Riasati (2011) stated that "trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed to" (p.908). Hence, trait anxiety can be clearly stated as a permanent personality characteristic in which people with trait anxiety will be anxious in many situations.

State anxiety. State anxiety is an impermanent condition which only takes place in special situation (Woodrow, 2006). Based on Mesri (2012), state anxiety is a fear which happens in particular moment as a reaction of certain situation. Therefore, state anxiety is temporal condition which only occurs in certain situation.

Situational-specific anxiety. It reflects a trait which takes place repeatedly in specific situation (Woodrow, 2006). According to Mesri (2012), situational-specific anxiety is related to apprehension aroused at specific situations and events" (p. 148). Thus, situational-specific anxiety can be defined as an anxiety which mirrors a trait which happens because of fear repetitively in particular conditions.

Foreign Language Anxiety

People learn a foreign language to be able to communicate with people of other language community using the language. They do not only learn their national language, but they also learn foreign language. They often feel worried when they try to use the foreign language. According to Horwitz (1986), foreign language anxiety was defined 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" (p. 128). Every language has its own uniqueness which makes it challenging to learn. However, its uniqueness makes the second or foreign language learners are afraid to use the language. This condition is called as foreign language anxiety.

Speaking Anxiety

Speaking is one of the productive skills which must be mastered by students when they are learning a foreign language. As anxiety is a major matter in foreign language learning, it also influences the students' speaking skill. According to Mak (2011), speaking anxiety is admitted as a situational occurring which takes place only on certain time when speaking is concerned. Based on Ahmed (2016), "speaking anxiety is the most frequently cited concern by the foreign language learner" (p.99). Ahmed (2016) also stated that speaking anxiety can affect negatively in foreign language learners' performers especially in telling the information.

In summary, speaking anxiety raises the most anxiety than the other skills. Speaking anxiety happens when speaking is concerned. It takes place in the teaching and learning process such as oral presentation, role-playing, and group discussion. Moreover, speaking anxiety also occurs when the students try to speak using foreign language to their teachers or classmates. Thus, speaking anxiety is not only experienced by the students when they do speaking activities in front of many people or in front of the class, but it also occurs when they speak to their teachers or peers.

Characteristics of Anxious Students

Anxiety is one of popular psychology phenomenon. It is suffered by many people including students who are learning foreign language. The students actually show symptoms every time they feel anxious. The symptoms can be

classified into two kinds which are observable symptoms and non-observable symptoms.

Observable symptoms. According to Suleimenova (2013), anxious students show symptoms such as "squirming, playing with hair or clothing, nervously touching objects, stuttering or stammering" (pp. 1861-1862). Based on the researcher's experience in class, her friend was squirming when he spoke in front of the class. Some of the researcher's classmates were playing with hair or clothes while doing presentation. In some occasions, the lecturer asked the students to do a presentation using media like poster. When doing the presentation using poster, some of the researcher's peers touched the poster nervously. The researcher also had a friend who always stammered when he spoke English especially in front of the audience. Getting sweaty, vomiting, trembling, and perspiring are also experienced by anxious student (Ansari, 2015; Boyce, Alber-Morgan, & Riley, 2007). Thus, the students who experience those symptoms during the speaking activity can be considered as anxious students and they undergo speaking anxiety.

Non-observable symptoms. The students who feel anxious in speaking also experience symptoms which cannot be seen. Based on Suleimenova (2013), "fidgeting, headache, experiencing tight muscle, and feeling unexplained pain or tension in any part of the body" can be experienced by the anxious students (p. 1861 – 1862). According Ansari (2015), "nervous, worried, fearful, and heart beats quickly" (p. 39) also become anxiety symptoms. Ansari added, when someone feels anxious, s/he will struggle. Besides that, weak knees and dry mouth

are also experienced by anxious students (Boyce, Alber-Morgan, & Riley, 2007). Based on the researcher's own experience, when she had to do a presentation in front of the class, she was often nervous, afraid, and worried to speak English. Moreover, her heart also beat quickly and her mouth was dry. In conclusion, the students who experience those symptoms are considered as anxious students.

Factors Causing Speaking Anxiety

Speaking anxiety occurs because of some factors. According to Wang (2014), the factors which cause speaking anxiety can be categorized into three categories which are cognitive factors, linguistics factors, and affective factors.

Cognitive factors. One of the factors which affect students' speaking anxiety is cognitive factors. According to Levelt (1989), there are three things which are connected to each other in speaking process which are conceptualization, formulation, and articulation. Conceptualization deals with the information which will be used. Formulation is related to proper word and correct grammar which will be used. Articulation is dealing with producing speech. Besides that, the cognitive factors which affect the students' speaking anxiety are "inability to express idea and memory disassociation" (Liu, 2007, p. 131). Liu also stated that students get difficulty in explaining their idea in front of people, because they do not know how to express and some students become nervous in class because they forget what they have learned and prepared.

Linguistic factors. Since English could very different from EFL learners' mother tongue, it gives difficulties to EFL learners. Based on Bygate (2005), the

difficulties might be in terms of grammar, vocabulary, and pronunciation. infact, these three things must be covered in speaking. According to Wang (2014), grammar is one of key roles in learning English structure which is different from mother tongue structure. Wang also stated that "some students are good at grammar in reading and writing" (p. 111), but they still make error in speaking. It is also supported by Ansari (2015) that inaccurate grammar becomes a cause of speaking anxiety. Besides grammar, vocabulary also affects the students in speaking. If the students' vocabulary mastery is limited, they will be reluctant to speak simply because they do not know the words in English (Ansari, 2015; Wang, 2014). Another urgent thing in speaking is pronunciation. If the students mispronounced the words, it might lead to listeners' misunderstanding (Wang, 2014).

Affective factors. Besides cognitive and linguistics factors, speaking anxiety also caused by affective factors. According to Wang (2014), the affective factors which might affect the students are anxiety and self-restriction. If the students are not good at grammar, pronunciation, and have limited vocabulary, it will lead them to not to speak in English. According to Zhiping and Paramasivam (2013), fear of negative evaluation and fear of speaking inaccurately become important source of anxiety. When someone tries to speak in English and s/he makes mistake in grammar or pronunciation, s/he gets feedback from friends or teacher. However, the feedback is sometimes negative. This kind of thing makes them afraid to try to speak in English again. Moreover, when someone's speaking, s/he will be the focus of attention. Liu (2007) stated that the anxious students are

afraid of being focus of attention. This might cause them to make mistake in their speaking and might be laughed by their classmates or even the teacher (Ansari, 2015; Liu, 2007).

Since speaking is used for communication, there must be other people who listen to the speaker. Liu (2007) explained that the anxious students fear of being unable to follow and understand others. Consequently, they do not want to speak in English. Liu also mentioned that lack of practice and preparation become sources of anxiety. Because of these factors, students prefer to use mother tongue (Hammad and Ghali, 2015) as the instructors sometimes let the students use their first language to express what they cannot do in English.

Strategies to Overcome Speaking Anxiety

There are some strategies to cope with speaking anxiety. The easiest way which is usually used by anxious students is by showing expressive reactions. Based on Zhiping and Paramasivam (2013), the students tend to smile or laugh when they make error in speaking English. To decrease the usage of this simple way, Liu (2007) suggested the students to have more exposure to oral English since the students believe that they would less of anxious if they had more exposure to oral English. Liu also thought that it will be much better if the students also have more practice. This strategy can be applied by the English teacher. The English teacher should give more time for the students to practice the productive skills especially speaking skill. As speaking in front of people is not easy, then the students need more time to practice to get them accustomed to

speak English. Since, anxiety is related to self-confidence, Liu recommended another strategy to overcome speaking anxiety by building up confidence. It will take time to make this thing comes true. Thus, the English teacher and classmates should help the anxious students in building up their confidence by giving them motivation.

Another strategy which can be applied to overcome speaking anxiety is by managing classroom atmosphere. Riasati (2014) suggested "to create a relaxing environment leads to a higher degree of willingness to speak on the other learners' part" (p. 118). There are two ways which can be applied by the teacher to make relaxing classroom. The teacher should get closer to the students for example by calling their name.

Another way is by choosing a topic which is liked by the students. It will encourage them to share their idea, because they are interested in the topic. Riasati (2014) also advised to create a "supportive environment in language classes" (p. 118) because it will increase the students' motivation and confidence. Liu (2007) also suggested that the teacher should try to create a friendly, supportive, and non-threatening classroom environment in order to make the students feel free to speak the language in class.

Review of Related Studies

In doing this study, the researcher reviewed some prior studies. There are three studies used in this research and one of them is based on a research which conducted in Indonesia. The three researches were conducted by Zhiping and

Paramasivam (2013), Liu (2007), and Ariyanti (2016). Those three studies research about speaking anxiety in class. Each research will be explained in brief below.

Zhiping and Paramasivam (2013) did a study to investigate the reasons international students suffered anxiety and explored how they cope with their fear and anxiety when speaking English in class and also to examine teachers, and students' perspective and reactions to their feeling of anxiety. The participants of the study were 8 postgraduate students of a Malaysian university. Three of them were ESL learners and the others were EFL learners. Data collections of the research involved observations and interview of the respondents. The researchers used discourse analysis as the approach to analyze the data. The findings of the study showed that there was a difference among the participants in case of speaking anxiety, as they were from different country. It can be concluded that the lecturers' strategies were not related to cultural backgrounds, but to affective filters, and learning skills common to all human beings. The findings of this study had significance for the lecturers.

The study is related to my study for it has excellent information and explanation about the cause of speaking anxiety and helps me to answer both of my research questions, because in this journal there are two main things which are investigated by the researchers, they are the factors and the way out of speaking anxiety. The researchers write some suggestions for the lecturer on how to overcome the students' speaking anxiety. However, there is no recommendation for the students on how to solve their speaking anxiety by themselves.

The journal entitled Anxiety in Oral English Classroom: A Case Study in China written by Meihua Liu aimed to examine students' anxiety in oral English classroom. The participants of the study were 27 students of first-year non-English majors enrolled in the English Listening and Speaking Course in a Chinese university in Beijing. The researcher used three instruments, they were Foreign Language Classroom Anxiety Scale (FLCAS), questionnaire, and reflective journal. The data was analyzed mainly in term of percentage, because the respondent was a small number. The findings of the study were many of the participants were anxious when speaking English in class and were able to identify the causes of their anxiety, but most of them did not know how to overcome their anxiety. The findings of the study were very important for teachers and students.

The journal has a very good analysis and information. The writer writes everything in detail. It contains some factors of speaking anxiety and the recommendation to cope with speaking anxiety. However, the participants of the study are only 27 students. It will be better if the participant is in a big number. Thus, the result of the study will have more variety. The journal helps me to answer both of my research question about the cause of speaking anxiety and the way to overcome it. The writer mentions some factors of speaking anxiety and gives explanation for every point. She also writes the recommendation for students which is recommended directly by the participants and also recommendation for the teachers. Moreover, the findings could be the same as what happened in Indonesia since in both China and Indonesia, English is still a

foreign language.

There is also Indonesian researcher who did a research about speaking anxiety. Ariyanti (2016) conducted a research about anxiety in a private university in Indonesia. The aim of the study was to find out the psychological obstacles faced by Indonesian students in their speaking performance. Ariyanti chose twenty one students who active in joining speaking class to become the participants. Observation and interview were used to gather the data. The psychological factors which become obstacle for the students in speaking performance are fear of making mistake, lack of self-esteem, and lack of motivation. Ariyanti also stated that teacher plays an important role in decreasing students' anxiety. The teacher can give assistance for the students to increase their speaking performance.

This study is related to my research because the researcher used the same instruments as mine, so it gives me description on how to conduct an observation and interview. Moreover, Ariyanti only focused on the psychological obstacle faced by students which one of them is anxiety. Ariyanti explained the findings one by one and gave the explanation. However, there is no strategy which can be applied to overcome the psychological obstacle in speaking.

Conceptual Framework

Anxiety has become a major problem in English learning, especially in speaking skill where English is considered as foreign language. Wu (2010) and Zheng (2008) defined anxiety as a significant problem in language education as it
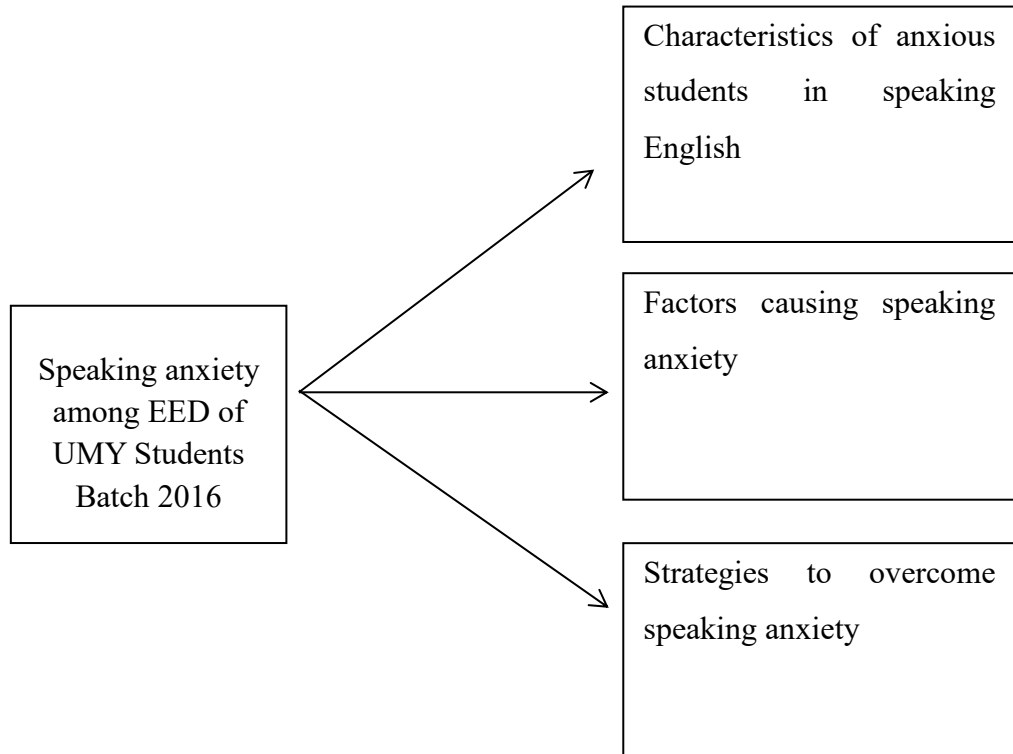
is a major obstacle to foreign language learning and learners need to solve it.

Moreover there are some characteristics of anxiety which can be seen when the

students feel anxious in speaking. The characteristics are "squirming, playing with

hair or clothing, nervously touching objects, stuttering or stammering"

(Suleimenova, 2013, pp. 1861-1862). Getting sweaty, vomiting, trembling, and

perspiring are also experienced by anxious student (Ansari, 2015; Boyce, Alber-

Morgan, & Riley, 2007). If the students show those characteristics in speaking

activity, it means that they feel anxious. The condition when someone feels

anxious in certain time when speaking is concerned is called as speaking anxiety

(Mak, 2011). Speaking anxiety must be solved because it can affect negatively in

foreign language learners' performance especially in telling the information

(Ahmed, 2016).

Since speaking anxiety give negative impact, it becomes a major problem

in language learning. It happens because of some factors. Based on Liu (2007),

the factors which cause speaking anxiety are fear of being laughed at, fear of

being focus of attention, inability to express ideas, and memory disassociation.

Fear of negative evaluation, fear of speaking inaccurately, fear of making mistakes

because of the use of grammar, pronunciation, and vocabulary also cause speaking

anxiety (Ansari, 2015; Zhiping & Paramasivam, 2013; Bygate, 2005). Wang

(2014) added that speaking anxiety is caused by anxiety and self-restriction.

There are some strategies to cope with speaking anxiety. The students

sometimes show expressive reactions such as smile or laugh when they make

error in their speaking (Zhiping & Paramasivam, 2013). The other strategies are

having more exposure to oral English, doing more practice, and building up

confidence (Liu, 2007). Liu (2007) also added that in order to help the students in

handling with speaking anxiety, the teacher can create a friendly, supportive, and

non-threatening classroom.

This research was conducted to find out the characteristics of anxious

student, the factors which cause speaking anxiety and also to discover the

strategies to cope with speaking anxiety because speaking anxiety exists in

English Education Department of Universitas Muhammadiyah Yogyakarta.

Moreover, some students experience speaking anxiety during their study. Finally,

the conceptual framework of this research can be figured out below:

		Characteristics of anxious students in speaking English

Speaking anxiety among EED of UMY Students Batch 2016

		Factors causing speaking anxiety

		Strategies to overcome speaking anxiety

Figure 1. Conceptual Framework