Chapter Two

Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. This literature review composes learning anxiety, students' speaking achievement, and the correlation between students' learning anxiety and their speaking achievement. Also, it includes the review of related studies and conceptual framework. In the last of chapter two, the researcher also puts the hypothesis.

Learning Anxiety

The researcher would like to explain about learning anxiety. In learning anxiety, it discusses the definition of learning anxiety, type of the anxiety, and cause and effect of learning anxiety. Hence, each part of learning anxiety is explained in the following paragraphs in detail.

Definition of learning anxiety. Learning anxiety is one of the problems which can be faced in the learning process. Zare and Riasati (2012) stated that the literature on anxiety reveals that learning anxiety affects one's performance in a negative way. Also, learning anxiety can be caused by some factors. The factors may come from teachers, friends, environment, or other contextual issues. In general, the students who experience learning anxiety have different variations and levels.

In addition, learning anxiety can rise in several issues related to students' learning. Usually, the students who suffer from anxiety have less motivation in the learning processes, and low motivation may affect the students' achievement in

the classroom. Oktaviani, Radjab, and Ardi (2013) mentioned that students'
anxiety in learning English bother students' learning and affect their achievement.
Therefore, teachers are required to notice the students who are anxious with cares.

Types of Anxiety. Anxiety has several types. Those types of anxiety are
trait anxiety and situational anxiety. Zare and Riasati (2012) stated "Trait anxiety
is the tendency of a person to be nervous or feel anxious irrespective of the
situation which he or she is exposed to (as cited in Pappamihiel, 2002 p. 220).
This type of anxiety emerges due to the characteristics that the students have.
Thus, the anxiety appears from the students' inner sided.

Besides, the second type of anxiety is the situational anxiety or usually
called state anxiety. Al-Khasawneh (2016) mentioned that "Situational anxiety
refers to people who feel nervous or tension at a particular situation in response to
some outside stimulus such as the people's fear of verbal interaction" (as cited in
Macintyre & Gardner, 1989). Thus, situational anxiety usually comes from bad
experience which the students have, and it would be easier to discover because
this type is just an impact from experience.

Causes and Effects of Learning Anxiety. In learning anxiety, there are
many causes and effects for students in learning English. Learning anxiety has
influenced the students' activity in the classroom. Zare and Riasati (2012)
mentioned several causes which include the students' trigger to experience
anxiety in speaking activities including inability to comprehend, negative
classroom experiences, fear of negative evaluation, native speakers, methodology,

pedagogical practices, and the teachers themselves (as cited in Worde 2003, p.220).

Speaking activity can be one of the causes that make students feel anxious because they feel that learning foreign language is difficult to do. According to Rahmawati and Widiastuti (2013), grammar, pronunciation, and vocabulary are the elements of accuracy, and students consider learning these elements are difficult. Moreover, they are forced to learn how to use good grammar, good pronunciation, and vocabularies accurately.

Negative classroom experience is the experience the students get in classroom activity. The negative classroom experience can derive from the teacher, friends, or environment. According to Hashemi and Abbasi (2013), the friendlier and more informal the language classroom environment is less to be anxiety provoking. Thus, the environment and support can influence the students' learning anxiety to decrease it.

Learning anxiety also comes from on how the teachers teach the students in a classroom. Hashemi and Abbasi (2013) said that language learners are less anxious and stressful in environments which emphasize collaborative activities among the teachers and the students. Also, the teacher are required to know how the students can pay attention to the teacher and collaborate well which come up as way to decrease the learning anxiety. Teachers who give different treatment to students by making a group of them have same causes which can also decrease the level of anxiety.

Students' Speaking Achievement

In this part, the researcher would like to explain the students' speaking achievement. In this students' speaking achievement, it includes the definition of speaking and factor causing speaking anxiety. For more detailed information, each part is explained in the following paragraphs.

Definition of speaking. There are many definitions of speaking skill. Speaking skill is one of the productive skills. Nazara (2011) stated that speaking takes a small group of people with a minimum number of two. According to Karim and Haq (2014), "The purpose of speaking skill is success interact in some contexts which involves well understanding as production" (p. 152). Based on the above definition, speaking skill can be defined as the skill to interact between two people who can productively produce understanding between speakers in certain contextual places.

Speaking skills are the skills that language learners pursue to master them. Purnasari (2016) stated that "Speaking is the most important one, as we know that the goal of using a language is to communicate" (p.21). Communication is one of the important activities in daily lives and in working environments too. Then, usually, language becomes a measure about someone's intelligence. Speaking also called oral skills or produce skills because speaking and writing deliberately created itself.

Speaking is one of the skills which firstly, it comes from children. According to Leong and Ahmadi (2017), speaking is one of skills which is developed and enhanced as a good of effective communication. However,

speaking English is difficult to do it if the students' mother tongue is not English language. Moreover, to master speaking skill, the people need good motivation and talent in order to speak fluently. In building speaking fluency, the learners may face some hampering factors that raise students' anxiety level. The factors causing students' anxiety level are discussed in the following section.

Factors causing speaking anxiety. The factors that influence students' speaking learning processes include students' performance conditions, affective issues, listening skills, topical knowledge, and feedback during speaking task (Tuan & Mai, 2015). For the students' performance conditions, the students who do activities with different performance conditions can affect their performance conditions. From the statement mentioned, this can have an implication on the students' learning plan, anxiety level, and quality of performance.

In the affective factor of speaking anxiety, the factors commonly refer to self-confidence, motivation, and anxiety. The absence of self-confidence can trigger the emergence of anxiety. Besides, the appearance of motivation can assist the students to overcome their problems to deal with anxiety. The third factor is listening ability. Speaking skill is in separable with listening skills. In ability to listen to the counterpart's oral expression, it produces confusion which lifts up student's anxiety level. The statement mentioned was line with Astorga-Cabezas (2015) who stated that development of   speaking skill is clearly connected to listening skills. Thus, the learners' listening skills influence how the learners learn to speak.

The fourth factor is topical knowledge. Shabani (2013) mentioned that the background knowledge has the effect to improve language learning in general and learning language skill and some skills in particular. The background knowledge is an important thing to improve speaking skill. The fifth factor as the last one is feedback during speaking tasks. Fonseca et al. (2015) argued that the feedback is required to be given to the students to improve students' learning performance or understanding especially in their speaking skills. However, to Fonseca et al. (2015) argued hat when teachers make a mistake in giving feedback or delivering wrong feedback, it would make students' self-confidence decrease and feel anxious in speaking classroom.

The Correlation between Students' Learning Anxiety and Their Speaking Achievement

In this part, the researcher wants to explore the previous research conducted by another researcher about similar focus study. There are some researches which inspire the researcher to take this study examining the correlation between students' learning anxiety and their speaking achievement because the researcher sees that those have similar problem faced by the students. Dordinejad and Ahmadabad (2014) conducted a study entitled "Examination of the Relationship between Foreign Language Classroom Anxiety and English Achievement among Male and Female Iranian High School Students". This study had 400 (183 males 213famales) students as the sample of the research. This study was quantitative research and used speaking score to measure speaking skills and questionnaires to measure language learning anxiety. The result of this study

showed significantly and negatively correlated with English achievement (r = -.472, p < .01).

Yulis (2016) carried out a similar study in different contexts with the title "The correlation between Students' Motivation and Their Speaking Skill at 8th Grade in MTSN Rambah". The aims of the research is to find out student motivation and speaking skill at 8th Grade in MTSN Rambah and use quantitative metod to collect the data. This study had 20 students as samples. The result of this study indicated positive correlation between students' motivation and their speaking skill. Based on the result, it found that r calculated was 0,506 with level significance 0.05. The result is this research is high.

Another study was administered by Izumi (2017) with the title "The Study between Students' Anxiety and Speaking Ability at the First-Grade Students of SMA Negeri 1 KabupatenTangerang". This purpose to found out correlation between students' anxiety and speaking ability and use quantitative as the method. This study provided 26 students as the research respondents. The result of this study was negative correlation between students' anxiety and speaking ability at the first-grade students of SMA Negeri 1 Kabupaten Tanggerang. The result is H1 was accepted and H0 was rejected. Therefore, the hypothesis proposed in this research was accepted.

Based on this research, it can be concluded that learning anxiety has influenced on students' speaking achievement. Also these research support this thesis because the same way the data is collected. The first research concludes that the result occur in negative correlation. The second and third research concludes

that the result has positive correlation. In this research, it focuses on investigating the correlation between students' learning anxiety and their speaking achievement. Nevertheless, it is different with this research because this research focuses on the correlation between students' learning anxiety and their speaking achievement at ELED of an Islamic private university in Yogyakarta.

Conceptual Framework

In learning English process, speaking is one of the important skills. Speaking skills must be mastered by every student. For the reason, it is to measure that the students can speak English. Mulyani (2011) stated that speaking is one of the important skills in English which should be mastered by every learner especially for the students. Thus, the students are required to speak English in learning process.

In previous study, there is one study which the result shows there is a correlation between students' learning anxiety and their speaking achievement. Then, there are two studies which show no correlation between those two variables. As the reason, it makes the researcher feel curious to investigate how actually the students' learn the anxiety and speaking achievement at ELED at an Islamic private university in Yogyakarta. In addition, the researcher wants to know the correlation between students' learning anxiety and speaking achievement at ELED at an Islamic private university in Yogyakarta. The following chart is to simplify the concept of the research.

Figure 1

Conceptual Framework

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┌─────────────────────┐                          ┌─────────────────────┐
│     Students'       │ ◄──────────┬──────────►  │ Students' Speaking  │
│ Learning Anxiety    │            │             │    Achievement      │
└─────────────────────┘            │             └─────────────────────┘
                                   ▼
              ┌──────────────────────────────────────────┐
              │ The Correlation between Students' Learning│
              │  Anxiety and Their Student Achievement    │
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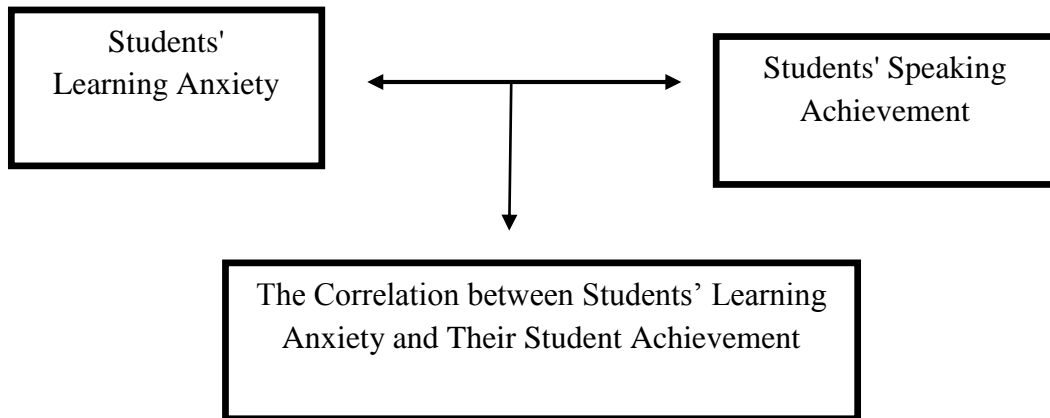
Hypothesis

Hypothesis is prediction statement which would be examined in a research. In this study, it consists of alternative hypothesis (H1).