

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical of Description

1. Anxiety

There are several definitions of anxiety according to experts. One of them is Heather who says that anxiety is defined as an unnatural and overpowering feeling of anxiety and fear, typically accompanied by physiological indications (such as perspiration, tension, and elevated pulse), doubt about the threat's reality and nature, and self-doubt about one's ability to cope with it.¹ In line with that, Horwitz says that anxiety is unusual and overwhelming fear and apprehension often characterized by physiological signs (such as sweating, tension, and an increased pulse), by doubts about the reality and nature of the threat, and by self-doubt about one's abilities someone to handle it.² Aulia N.K also said Anxiety is associated with self-focused, negative and anxious cognitions during interactions. Students with high anxiety often have a relatively negative self-concept, underestimating the quality of their speaking ability when compared to others³. While some might argue that a dose of anxiety is necessary to create a language learning "charge," for many students nervousness distracts from paying attention to and remembering the new language, and thus affects the practice needed for the language to be assimilated. According to Leibert and Morris, anxiety reactions can be classified as either worrying or emotional⁴. Emotionality encompasses physiological and behavioral responses such as blushing and fidgeting, as well as physiological and behavioral reactions such as stammering and fidgeting. Worry is a term used to describe cognitive reactions such as self-deprecating thoughts or thoughts that are unrelated to

¹Heather A. Gibson. A conceptual view of test anxiety (*Nursing Forum*, vol. 49, no. 4 2014), p. 272.

²Era Wahyu Ningsih. *English Speaking Anxiety of the Fourth Semester Students of Foreign Language Academy of Balikpapan*. (SNITT Politeknik Negeri Balikpapan, 2017). p. 278.

³ Aulia Khusnia Nisa. Student's Perspective on Speaking Amxiety in the English Foreign Language Classroom. (*Ahmad Dahlan Journal of English Studies* 3, no.2. 2016). p. 42.

⁴ Liebert, Robert M., and Larry W. Morris. "Cognitive and emotional components of test anxiety: A distinction and some initial data." *Psychological reports* 20, no. 3 (1967), p. 977.

the work at hand.⁵ Eugene. E Levitt also says that anxiety is quite similar to dread, establishing a common core of meaning, a fundamental concept of what the construct of anxiety means.⁶

According to Krashen's hypothesis of the affective filter, learning a language in inappropriate affective states will have a filter or mental barrier, and this will prevent them from making full use of input for further linguistic acquisition⁷. That is, anxiety causes an affective filter, which will prevent students from receiving input, and then their language acquisition will fail to make progress. From all these definitions, it can be concluded that anxiety is a feeling that is closely related to the psychological system of individuals who are experiencing feelings beyond what it would normally be.

In the Qur'an, some verses deal with the feeling of anxiety experienced by humans. The Al-Quran offers a solution for an anxious soul to find peace, both through reading and writing taken from the text of the Al-Qur'an. Many verses of the Al-Quran also contain guidance on how to deal with life's problems without worry.

وَقُلْ رَبِّ أَعُوذُ بِكَ مِنْ هَمَزَاتِ الشَّيْطَانِ⁸
وَأَعُوذُ بِكَ رَبَّ أَنْ يَحْضُرُونِ⁹

Translation:

97. And say: "Oh my Lord, I seek refuge in You from the whispers of Satan,

98. And I seek refuge (also) in You, Oh my Lord, from their coming to me."

Furthermore, Allah stated that We know that satan will come to incite and seduce them to repay for their crimes. Do not follow the seduction, but you must strengthen your patience and say, that is, ask Allah by saying: "My Lord, I seek refuge in You from the whispers of satan. And I also take refuge in You, my Lord, from their coming to me in all my activities, both worldly

⁵Lindy Woodrow. Anxiety and Speaking English as a Second Language. (*RELC Journal* 2006), p. 310.

⁶Eugene E. Levitt. *The Psychology of Anxiety: Second Edition* (2015), p. 6.

⁷Krashen, S. *The Input Hypothesis*. (London: Longman, 1985).

⁸ Al Quran, Al-Mu'minin verse 97, Alquran dan terjemahannya (Jakarta: Departemen Agama RI, Yayasan Penerjemah dan Penerbit Alquran, 2001). p. 537.

⁹ Al Quran, Al-Mu'minin verse 98, Alquran dan terjemahannya (Jakarta: Departemen Agama RI, Yayasan Penerjemah dan Penerbit Alquran, 2001). p.537.

and hereafter, even though their arrival is not to seduce because their presence in just one place is already a threat.”¹⁰

The interpretation of Surah Al Mu'minin above can be understood that in this life there are indeed many disturbances, both devil's disturbances and other disturbances that can approach in an activity so that it requires the ability to overcome these feelings with no feeling of anxiety within and asking for protection from Allah SWT in order to avoid all disturbances that can cause feelings of anxiety and fear so that techniques are needed in learning.¹¹

2. Types of Speaking Anxiety

Speaking is one of the most crucial components of language acquisition. Due to its enormous influence on the process of language acquisition, speaking anxiety has played a crucial role in language learning and second language acquisition. The most significant emotional factor that influences learning a foreign language is speaking anxiety, which has a detrimental effect on students' spoken English performance. It has a detrimental effect on how well kids adjust to their learning environment and how successful they are.. Many students, it could be argued, are terrified of speaking in a foreign language. According to Elis, anxiety can be divided into three types, namely: trait anxiety, state anxiety, and situation-specific anxiety.

a. Trait Anxiety is defined as a "longer-term predisposition to be anxious." It's best to think of it as a personality trait. Furthermore, trait anxiety is a person's tendency to be nervous or anxious regardless of the situation to which he or she is exposed. Indeed, such anxiety is ingrained in a person's personality, making it difficult, if not impossible, to overcome. A characteristic anxious person is prone to be nervous in a number of situations. It will be difficult to learn a language if anxiety becomes a trait. Furthermore, this concept is likely to be relevant to Septy Indrianty definition of trait

¹⁰ Betri, Ainul, Zulfan Saam, and Tri Umari. "Pengembangan Modul Terapi Surah Al-Mu'minin Ayat 97-98 untuk Mengurangi Kecemasan Umum Siswa di Smk N 3 Pekanbaru" *Jurnal Online Mahasiswa (JOM) Bidang Keguruan dan Ilmu Pendidikan* 8, no. 1: 238-251. (2021).

¹¹Aulia Nisa Khusnia, "Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom", *Ahmad Dahlan Journal of English Studies (ADJES)*, Vol.3 (2016), p. 42.

anxiety, which is defined as a person's tendency to be anxious in any situation.¹²

- b. **State Anxiety** is defined as apprehension felt at a certain point in time as a reaction to a specific event. It's a mix of trait anxiety and situational anxiety. State anxiety is referred to as situational anxiety. As the name says, this sort of anxiety is triggered by a specific incident and is hence transient. It is a feeling of uneasiness or tension that occurs at a specific time in reaction to external stimuli. Learners are exposed to a difficult condition or event, which causes them to get anxious.¹³
- c. **Specific Situation Anxiety** is triggered by a specific situation or event, such as public speaking, examinations, or class participation. Scenario-specific anxiety, on the other hand, is described as an individual's inclination to be anxious at a given time and situation. Situation-specific anxiety is a subtype of trait anxiety that manifests itself in a specific situation. As a result, linguistic anxiety can be classified as situational anxiety.¹⁴

Horwitz also divided the causes of speaking anxiety into three types namely :

- a. **Communication Apprehension**

Communication apprehension is a behavioral attribute connected to the psychological notions of shyness and reticence. It is dread or anxiety about existing or prospective communication with other people. Communication apprehension, on the other hand, is defined by Horwitz et al as a form of shyness marked by fear or concern about communicating with other people.¹⁵ Tanveer argues that communication apprehension can occur in most everyday communication situations, or it can

¹²Septy Indrianty. Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). (*ENLTIN: Journal of English Language Teaching in Indonesia*, vol.4 no. 1, 2016), p. 30.

¹³Septy Indrianty. Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). (*ENLTIN: Journal of English Language Teaching in Indonesia*, vol.4 no. 1, 2016), p. 30.

¹⁴Septy Indrianty. Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). (*ENLTIN: Journal of English Language Teaching in Indonesia*, vol.4 no. 1, 2016), p. 30.

¹⁵ Elaine Horwitz, Michael Horwitz, and J. Cope, 'Foreign Language Classroom Anxiety. The Modern Language', *The Modern Language Journal*, 70.2 (1986), 125–32, p. 128.

be part of a general anxiety trait that manifests in many aspects of a person's life, and that personality traits like shyness, quietness, and reticence are thought to frequently precipitate communication apprehension.¹⁶

b. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component of foreign language anxiety because it is not confined to exam situations; rather, it can occur in any social, evaluative situation, such as an interview for a job or speaking in a foreign language class. It is also dormitory in the sense that it is concerned not only with the teacher's evaluation of students but also with perceived reactions, from other students too. Anxious students frequently set unattainable standards for themselves and believe that anything short than a flawless exam score constitutes a failure. As a result, individuals could get extremely anxious and start to believe that they would never be able to correctly enunciate a word or deliver a compelling presentation. Last but not least, avoiding circumstances where one could be evaluated badly and worrying about other people's opinions are all examples of fear of negative evaluation.

c. Test Anxiety

Test anxiety refers to a type of fear that stems from the fear of failure. Anxiety permeates in the language classroom because of the evaluative nature of its ongoing performance. Since they are answered differently when dealing with spoken communication, the other two components can be examined in the attitude in English communication classes. It can be explained by the high standards that students place on themselves to be flawless foreign language speakers. The fear a person has of what will happen when they are taking the test is known as test anxiety. Students tend to face exam anxiety whenever they face frequent exams. As Wu and Chan said that students in their minds construct such negative thoughts towards

¹⁶ Tanveer, Muhammad. *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. Unpublished Doctoral Dissertation. University of Glasgow. United Kingdom. (2007)

exams and have unreasonable opinions about evaluative situations.¹⁷

Anxiety experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals.

3. Speaking

In this era of globalization, drastic changes have occurred throughout the world. People experience this tremendous alteration when they have a burning desire to accomplish something. When people openly share their thoughts and opinions with others, their needs are satisfied. They must thus acquire communication skills if they are to realize their aspirations, wishes, and objectives. In today's world, being able to communicate effectively is essential, and success in one's chosen job depends on it. Thus, speaking is the most important language ability for efficient communication in today's global society. As English is a language that is widely spoken over the globe, students must learn communication skills in order to be successful in their particular industries. The ideal environment for honing good communication skills, particularly speaking talents, is the classroom. Teachers should be aware of the problem of ELLs (English Language Learners) and work to use a variety of teaching strategies in their classrooms in order to improve their students' speaking abilities in English classes.

Speaking is the most important skill. There are a lot of definitions about speaking. According to Brown speaking is a producing skill that may be directly and experimentally observed, but those observations are typically influenced by the accuracy and effectiveness of the test-competence taker's in listening, which undermines the validity and reliability of an oral production test.¹⁸ Martin also says that speaking is utilized in, adapted to, or involves speech, which suggests that speaking is a manner of communicating information to others or expressing or

¹⁷Fatmala Sari Oktaviani, Desmawati Radjab, HavidArdi .An Analysis of Students English Language Anxiety at SMAN 7 Padang. (*Journal of english language teaching*, vol. 1 no. 3 juni 2013, Serie a), p. 53-54.

¹⁸Aseptiana Parmawati. Using Analytic Teams Techniqueto Improve Students' Speaking Skill. *Edulitics (Education, Literature, And Linguistics) Journal* 3, no. 2 (2018), p. 21-25.

making knowledge through the voice.¹⁹ Learning how to speak English fluently is a key priority for many second- or foreign-language learners.

Besides that, speaking is an oral language ability requiring comprehension, pronunciation, grammar, vocabulary, and cultural awareness. Speaking is used for a number of purposes as well, each requiring a certain skill set. Speaking is a common way for people to convey instructions or accomplish tasks in particular circumstances. They use speech to explain things, criticize other people's actions, ask nicely for items, and amuse others with jokes and tales.

The researcher concludes that speaking is a way in which students can communicate with other people to achieve certain goals or to express their opinions, intentions, hopes, and points of view. Furthermore speaking is the most commonly used skill. Speaking demands the learner's understanding not only of how to produce certain aspects of language, such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also when, why, and how to produce language ("sociolinguistic competence"). Therefore when mastering speaking students can also master other skills (reading, writing, and listening).

4. Components of Speaking

According to Harris, there are five speaking skill components concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.²⁰

a. Comprehension

It is very important to make the listener understand what the speaker is saying to avoid misunderstanding or misinterpretation in the communication. This understanding is called comprehension. That's why, in communication, the speaker must clearly explain the message he wants to convey to the listener.

b. Grammar

One of the parts of language is grammar. Language rules govern how to combine different word types into

¹⁹ [Parupalli Srinivas Rao](#). The Importance of Speaking Skill in English Classroom. *Alford Council of International English & Literature Journal (ACIELJ)* 2, no. 2 (2019), p. 10.

²⁰ Harris, D. P. *.Testing a Second Language*. McGraw-Hill Book Company. Library of Congress Catalog, 1969.

sentences. Employing proper grammar helps one understand the statements' true significance.

c. Vocabulary

Vocabulary is the word or diction that we use in communicating. Without vocabulary, we cannot convey any information. Mastering vocabulary is very important because the more vocabulary, the more information we can share through communication. Enriching vocabulary is also very much needed; this is done so that speakers can choose the right vocabulary or diction in a sentence and enable them to compose good sentences according to their function and meaning.

d. Pronunciation

Pronunciation also plays a vital role in speaking. It is essential to make the word or sentence pronounced clearly and correctly so that listeners can grasp the word or sentence that we say. Many words sound similar in English; if we pronounce a word with the wrong pronunciation, it will change the meaning of the word and make it difficult for listeners to understand what the speakers say. Therefore, the speaker must pronounce the words correctly, both from intonation, stress, and another aspect. It is done to avoid the ambiguity that can lead to misunderstanding.²¹

e. Fluency

Fluently is the ability to speak English accurately, smoothly and without hesitation. Fluently occurs when someone speaks English clearly to express their ideas or delivers messages to the audience. Usually, speaking fluently in English also includes pronouncing the word correctly, using grammar accurately, and choosing the right word diction.²²

B. Theoretical Framework

Speaking is the most important skill to master when learning a language because it is used to communicate with others. Speaking is also a tool used to express ideas and our points of view. By

²¹Nadiatul Ikhsaniyah, "An Analysis of Students' Speaking Anxiety: Possible Cause and Coping Strategies" (Thesis, Syarif Hidayatullah State Islamic University of Jakarta, 2021), 8.

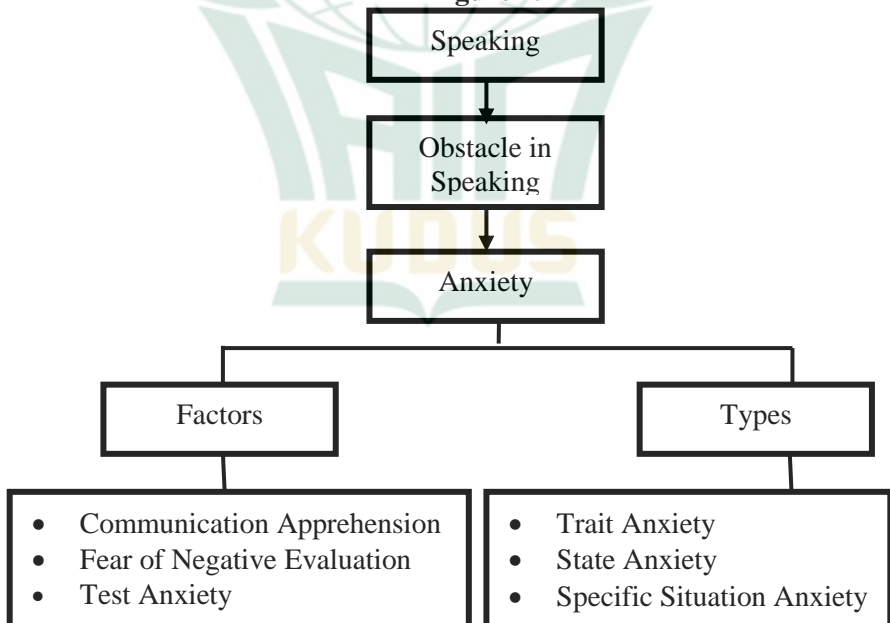
²²Nadiatul Ikhsaniyah, "An Analysis of Students' Speaking Anxiety: Possible Cause and Coping Strategies" (Thesis, Syarif Hidayatullah State Islamic University of Jakarta, 2021), 9.

mastering speaking we can also master others such as grammar, pronunciation, vocabulary, and culture, because when we are going to speaking we have to know what the sentence structure is, how to pronounce it, what words to use, and what topics will be discussed. English is a foreign language for Indonesian students. Therefore, many English students have difficulty learning it because they feel anxious. There are many reasons why many language students in Indonesia feel anxious when they are about to speak such as, being afraid of being wrong, feeling embarrassed, and so on.

Anxiety is a serious problem because it becomes an obstacle for English language learners. The relationship between speaking anxiety and achievement has received particular attention in the literature. Learners who have anxiety will feel insecure, embarrassed, and afraid when they speak. The aim of this researcher to discover what makes students at Darul Adzkiya' Boarding School MAN 2 Kudus' uneasy and how they deal with these issues. This research is qualitative research that uses the observation method and interviews to obtain the data.

The illustration of factors that causing students' anxiety in speaking English has described bellow

Figure 1. 1



C. Review of Previous Study

Based on several sources that the writer compiled, there have been several Reviews of Previous Studies that form the basis of this research. The past studies are listed below to show where there is a gap and how it differs from the current research.

1. The Research in 2016 by Septy Indrianty with the title "Students' Anxiety Speaking English (A Case Study in One Hotel and Tourism College in Bandung)"

This research was qualitative. The researcher divided anxiety into three types, trait anxiety, state anxiety, and specific anxiety. In her research, she said that there were two types of anxiety found in her research, namely trait anxiety and situational anxiety. Trait anxiety is thought to be a permanent stage of anxiety. This type of worry is ingrained in a person's personality and hence persists, obstructing language learning. State anxiety is a normal physiological response; the anxiety will fade over time, and the person will return to feeling "normal." The second source of anxiety in English-speaking classes was communication concerns, exam anxiety, and fear of unfavorable evaluation. The student's communication fear, or, in other words, the pressure of speaking in front of a group, has caused uncontrollable tension in the body and an inability to communicate coherently, prompting them to do whatever they could to avoid speaking in English. In the context of test anxiety, it has been discovered that test anxiety has a negative impact on students' aptitude and confidence. In accordance with the dread of receiving a poor evaluation, foreign language learners experience anxiety when they are required to speak in front of a familiar audience or examiner. Furthermore, as the interview data revealed, a lack of vocabulary and a lack of preparation are two major factors of students' fear when speaking. Based on the findings, it can be inferred that the students felt anxious in speaking class due to a lack of vocabulary, lack of preparation, fear of making mistakes, and fear of being ridiculed by their peers.²³

2. The Research in 2017 by Era Wahyu Ningsih with the title "English Speaking Anxiety of the Fourth Semester Students of Foreign Language Academy of Balikpapan"

²³Septy Indrianty. Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). (*ENLTIN: Journal of English Language Teaching in Indonesia*, vol.4 no. 1, 2016), p. 30.

This research was descriptive qualitative research, to collect the data the researcher used observation and interview techniques. The researcher will be the key instrument - assisted by secondary instruments such as interview guides, observation checklists, and recording tools, so the writer will have descriptive data. Finally, the writer tends to analyze the data collected inductively. The researcher does not look for data or evidence to prove or disprove the proposed hypothesis before entering the research. The result of this research first, personal and interpersonal problems are probably the most common sources of language anxiety. In addition, with low self-esteem and competitiveness, students' beliefs about language learning are wrong and unrealistic. One thing that is also the most common source of language anxiety is that the teacher's perception of the role of a language teacher may not always match the needs or expectations of students towards students. Using speaking activities that address classroom procedures and other classroom characteristics is also a major source of foreign language learning anxiety. Second, a short talk is beneficial under certain conditions, and student background knowledge is important to consider. Students have shown that feedback, comments, and suggestions from lecturers encourage improvement in students, and therefore organizational development, grammar, and vocabulary building can be seen in their activities. In particular, students' speaking skills were found to be developed through short talk activities. However, from student presentations, unobserved errors and mixed writing (English Mix Indonesian Language) reflect their level of language ability which is one of the main issues in the implementation of short talk activities. Third, there are four main strategies to improve speaking teaching during English class; Make individual activities, group activities, outdoor activities, and other activities recommended for lecturers. Regarding individual activities, the students recommended memorizing words, listing some difficult words, asking lecturers and friends, and also working with a dictionary can help them do short talks easily during English class. Meanwhile, discussing short talks with other students is also mentioned as another activity and is more suitable to do in groups.²⁴

²⁴Era Wahyu Ningsih .*English Speaking Anxiety of the Fourth Semester Students of Foreign Language Academy of Balikpapan*. (SNITT Politeknik Negeri Balikpapan,

3. The Research in 2016 by Yasti Januariza with the title “Students’ Anxiety in Learning Speaking”

This research was qualitative research, to collect the data the researcher use an open-ended questionnaire and interview. According to the findings of the research, half of the participants feel anxious when they are about learning speaking skill. Based on the obtained data the writer divides the causes of students feeling anxious when learning speaking into two, namely internal and external factors. The internal factors that make students feel anxious when learning speaking such as the students' fear of mistakes, their fear of being laughed at or mocked by other students, the student's lack of ability, the student's lack of preparation, students lack of practice, the student's lack of vocabulary, the students' lack of self-confidence, the students' lack of conviction, the student's lack of motivation, the students' shyness, and the students' not liking the speaking subject. While the external factors that affect students' anxiety when learning speaking skill are the teacher's method of teaching and the attitude and behavior of the speaking lecturer. Based on the condition, it is suggested that the students manage their own feelings, thoughts, and perception if they want to be free of the feeling of anxiety in learning speaking skill.²⁵

2017), 278.

²⁵Yasti Januariza. *Student’ Anxiety in Learning English.Proceedings of ISELT FBS Universitas Negeri Padang* 4, no. 2 (2016), 474.