

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Descriptions

The literature in this chapter gives a brief explanation about some theories that support this research. The theories are related to feasibility of content, the accuracy of material, the supporting of material and some previous studies related to this research.

1. English Speaking Skill

a. Definition of the English Speaking Skill

In learning English as a foreign language, there are four important skills that people should be mastered of. Those are divided into productive skills (speaking and writing) and receptive skills (listening and reading).¹ These skills are interconnected. The qualifications in each skill are needed to be a good communicator, but the ability to speak skillfully will provide several benefits for speakers. One of them, the speaker can convey his ideas, opinions, or thoughts directly and this could be a more effective way to communicate with others, because by practicing indirectly can hone skills in speaking. Many linguists learning has proposed many definitions speak.

Speaking skills require reinforcement. Reinforcement categories includes any and all speaking exercises meant to work on phonological or grammatical aspects of language. However, in interactive classes, students may use transactional language to convey or exchange specific information, and reactive categories can be short responses. Even though the goal is to maintain social interaction rather than to convey information, it is still regarded as a conversation in the final category. In conclusion, speaking skills are useful for learners when they intend to settle in an academic and professional environment. At this time, the learner must demonstrate his ability to

¹ Zaremba, A.J. (2008). *Speaking Professionally*. Canada: Thompson South-Western

clearly exchange ideas in any activity, which makes it possible to measure the performance of the learner.

b. Component of Speaking Skills

Speaking is the process of sharing and building a sense of using oral/verbal in a variety of contexts. Speaking skills in particular have components that need to be mastered. There are three elements to speaking.

1) Speaker

A speaker is a person who produces utterances of words or sounds. When the speaker starts to speak, he immediately hears his message and puts it in his hand. If there is no speaker, he without emotion and expression.

2) Listener

The listener is the person who receives the speaker's message or meaning. The speaker, in the absence of a direct interlocutor, expresses his thoughts in writing.

3) Utterance

An utterance is a word or a sentence. Speakers generate utterances when making statements or expressing opinions. Speakers and listeners use tokens when the speaker does not produce an utterance.

2. Speaking Anxiety

a. Definition of Anxiety

Anxiety is a psychological condition that is brought on by an arousal of the autonomic nervous system. This state is clearly characterized by feelings of nervousness, tension, worry, and or apprehension about performing particular tasks. Anxiety is one of the best documented psychological phenomena. In general, fear manifests itself in the human body in response to certain situations. In general, anxiety can be identified as

feelings of threat, anxiety, apprehension, tension, or worry.²

There are several definitions of fear that the author has found. According to Carlson and Buskist, anxiety is "a sense of unease or doom accompanied by certain physiological responses such as increased heart rate, sweaty palms, and tightness in the stomach." Fear also occurs as a reaction to certain situations. Passer and Smith define anxiety as a state of tension and anxiety as a natural response to perceived threat. This means that people are naturally frightened when threatened.

b. Rational for Foreign Language Anxiety

Daly focuses a lot on correspondence anxiety and lists possible causes for language anxiety as being a genetic tendency, early fortifications and disciplines, early relational capacities, and exposure to the right model of communication.³ Additionally, Woodrow distinguishes between in-class and out-of-class anxiety and discovers that communication with instructors and speaking in front of the class are the main causes of language apprehension in speaking classes.⁴ Giving oral presentations, acting out role-plays in front of the class, handling formal dialogs, taking notes on teacher queries, and casual conversations with the instructor were identified as key factors contributing to students' nervousness in the classroom. According to Gregersen and Horwitz, making every single detail ideal may hinder the performance of hesitant pupils; as a result,

² Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign language classroom anxiety*. The Modern Language Journal, 70(2), 125–132. doi:10.1111/j.1540-4781.1986.tb05256.x

³ Daly, J. A. Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz & D. J. Young (Eds.), *Language Anxiety: From theory and research to classroom implications* (pp. 3-13). Englewood Cliffs, NJ: Prentice Hall.

⁴ Woodrow, L. Anxiety and speaking English as a second language. RELC, Vol 37(3), 2006, p. 317

suggestions are made to accommodate these tendencies.⁵

Fear and anxiety sound similar, but they are actually different. Halgin and Withbourne explain the difference between fear and anxiety. Fear is a natural warning response to dangerous situations, while anxiety is more positive, a feeling of dread or fear that something terrible might happen. Moreover, according to Barlow, as quoted in Passer and Snith, the fear response consists of an emotional component: tension. Cognitive element, concern. physiological responses, increased heart rate and blood pressure; behavioral responses to avoid certain situations.

Meanwhile, there are types of anxiety, namely:

a) Mild Anxiety

Mild anxiety is divided into two categories, namely mild and mild for a long time. This anxiety is very beneficial for development a person's personality, because this anxiety can become a challenge for an individual to overcome. Mild anxiety that appears briefly is a natural anxiety that occurs on the individual as a result of threatening situations and the individual can't handle it, so anxiety arises. This anxiety it will be beneficial for individuals to be more careful in dealing with similar situations in the future. Long-standing mild anxiety is anxiety that can be overcome but because the individual does not immediately address the cause of the emergence of anxiety, then anxiety it will settle for a long time in the individual.

b) Severe Anxiety

Severe anxiety is anxiety that is too severe and deeply rooted deep within a person.

⁵ Gregersen, T. S., & Horwitz, E. K, (2002) "Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance," *The Modern Language Journal*, Vol 86, No.4p.564.

When someone experiences anxiety this kind of thing then usually he can't handle it. This anxiety has the effect of inhibiting or impairing the development of one's personality. This anxiety is divided into two, namely: severe anxiety that is short and long. Severe anxiety but a brief appearance can be traumatic to the individual if: face the same situation as the situation that caused the emergence worry. While the anxiety is severe but the emergence of long will destroys individual personality. This will go on continuously and can impair individual cognitive processes. The anxiety heavy and long will cause various diseases such as blood high, tachycardia (acceleration of blood), excited (uproar).⁶

Three elements of foreign language anxiety identified by Horwitz et al. are test anxiety, communication apprehension, and fear of negative evaluation. Communication apprehension is the fear of speaking to other people, fear of negative evaluation is the worry about how other people will judge the speaker, and test anxiety is the fear of taking tests, quizzes, and other assignments that are used to evaluate students' performance. The following terms are defined:⁷

1) Communication Apprehension

Communication apprehension is described by James McCroskey, the founder of CA, as a person's level of fear or worry over real or prospective communication with another person or people. A person's social skills, speech communication, and self-esteem are significantly impacted by anxiety or anxiety caused by actual or anticipated people. A

⁶ Kartono, Kartini. 2006. *Psikologi Wanita 1*. Bandung. Penerbit CV. Mandar Maju

⁷ Horwitz, Elaine K and friends, *Foreign Language Classroom Anxiety*, The Modern Language Journal, Vol 70, no 2, 1986, p.128 <https://www.jstor.org/stable/327317> accessed February 3, 2023

different definition clarifies A learner's failure to effectively express their ideas, establish communication with others, and make sure they understand what is being said can lead to a sort of anxiety known as communication apprehension.⁸ Language learners who encounter this difficulty when communicating in the target language may feel uneasy speaking in front of others due to their limited language proficiency, particularly in speaking and listening.

2) Fear of Negative Evaluation

One aspect of social anxiety is thought to be the Fear of Negative Evaluation (FNE).⁹ The fear of negative evaluation was measured using the abridged form of the fear of negative evaluation assessment scale that was translated into Dutch. The most popular tool for measuring people's concern about receiving a negative evaluation is the fear of negative evaluation (FNE) scale (Watson and friends, 1969).¹⁰ It has to do with the acceptance of social behavior. One motivating element is the worry that high level people will judge them negatively if they refuse to get permission or assent.¹¹

Leary (1983) asserts that FNE is viewed as a center trepidation in friendly

⁸ Fitriah Fitriah, Hayatul Muna, *Foreign Language Speaking Anxiety: A Case Study at English Department Students of IAIN Lhokseumawe And Al Muslim University*, JURNAL ILMIAH DIDAKTIA <https://jurnal.arraniry.ac.id/index.php/didaktika/article/download/5030/3297> accessed (February 3, 2023)

⁹ Mark R Leary, *A Brief Version of Fear of Negative Evaluation Scale*, *Personality and social psychology bulletin*, vol.9, no.3, Denison Univeristy, p.371

¹⁰ Mark R Leary, *A Brief Version of the Fear of Negative Evaluation Scale*, 371

¹¹ Muray Atasoy and friends, *Study on Fear of Negative Evaluation, and social appearance anxiety of university students engaged in futsal*, *Journal of Physical Education and Sport Management*, vol 7, no 7, 51, DOI: 10.5897/JPESM2016.0268 ISSN 1996-0794 accessed February 3, 2023.

uneasiness problem, with those with extreme social tension appearance extraordinary stress over being unfavorably gotten to by others. Unknown dialect students who are stressed over getting a less than stellar score will consider this sort of pressure to be a threat to their standing among their companions. Instead of seeing mistakes as a normal part of learning a new language, students will see them as a barrier to mastery.

3) Test Anxiety

A form of performance anxiety resulting from a fear of failing is related to test anxiety.¹² A mix of physical and emotional symptoms that make it difficult for you to perform well on an exam define test anxiety. For a variety of reasons, a lot of students have varied degrees of exam anxiety. The following are some signs of test anxiety:

- a) Physical symptoms include a headache, nausea, excessive sweating, shortness of breath, a rapid heartbeat, dizziness, and a fainting spell.
- b) Stress, fear, helplessness, disappointment, unfavorable thoughts (rehashing failures from the past, feeling inadequate, powerless), mental lapses, and racing thoughts are some emotional symptoms.
- c) Behavioral and cognitive symptoms include procrastination, difficulty focusing, gloomy thinking, and evaluating oneself against others.

Students that exhibit this level of anxiety would instinctively recognize any kind of foreign language learning procedure as an element of evaluating one's proficiency in a

¹² Horwitz, Elaine K and friends, *Foreign Language Classroom Anxiety*, *The Modern Language Journal*, Vol 70, no 2, 1986, p.127
<http://www.jstor.org/stable/327317> accessed February 3, 2023

foreign language, notably in language acquisition. The process of learning a language will then not be seen as a good opportunity for exam anxious students to improve their communication skills.

c. Level of Anxiety

Several types of fear have been described. Two of the most well-known are state anxiety and trait anxiety.

a. State Anxiety

“State anxiety is a temporary feeling of anxiety provoked by a threatening situation”. It is a particular moment of fear or tension in response to external stimuli. Is not permanent, as this type of fear occurs in certain situations and stressful events. In other words, it is the feeling of situational anxiety that disappears when the threatening situation leaves.

b. Fear Traits

“Fear traits are patterns of responding to fear in non-threatening situations”. Such fears are part of a person's personality. Trait People with anxiety tend to worry more than most people and feel inappropriately threatened by various things in their environment. In other words, trait anxiety disorder is a person's tendency to feel nervous or anxious regardless of the situation they are facing.

Based on intensity, duration, and circumstances, anxiety he can be divided into two types. Concerns and anxieties about specific situations and characteristics Anxiety. Anxiety stronger than depending on the person, regardless of the situation.¹³

¹³ J. E. Omrod, *Educational Psychology: Developing Learne*. Boston: Pearson Education, (2011).

d. The Nature of Anxiety

Anxiety is a term that describes a psychological disorder that can have characteristics such as fear, concern for the future, prolonged worry, and nervousness. Anxiety is common for everyone. However, anxiety is called a psychological disorder when anxiety prevents a person from living daily life and carrying out productive activities. Anxiety is sensitive feeling of apprehension or fear. Their opinion is the same with other experts. The point of view of anxiety is as a feeling of apprehension or fear.¹⁴ Then, anxiety is strong emotion that caused from a feeling of apprehension which predict something bad will be happened. Badran still has the same opinion about anxiety. He just has different ways to define anxiety itself. Then, is reseahcer opinion, anxiety is a feeling of apprehension that caused somebody always thinks future event alswasy bad.¹⁵

Basically, anxiety is a natural thing that has been experienced by every human. Anxiety is considered a part of life daily. Anxiety is a general feeling, which a person feels fear or an unclear loss of self-confidence origin and form.¹⁶

e. Factors The Students Make Anxiety

Anxiety often develops over a period of time and in part great depends on the whole life experience of a person. Events of special events or situations can accelerate the emergence of attacks anxiety. There are several factors that shows anxiety reactions, including:

¹⁴ Wortman, Camille B., F. Loftus Elizabth, and Charles Weaver. "Psychology Internationa Edition." (2000).

¹⁵ Sharaf, Mariam, et al. "Effect of Trait Anxiety on Oral Health Status: A Review Article." *Advanced Dental Journal* (2022).

¹⁶ Ihsan, Ritmi Nur Hamidah, Sutardjo A. Wiramihardja, and Suci Nugraha. "RANCANGAN MODUL PENDAMPINGAN PSIKOLOGIS BERBASIS AGAMA DALAM PENURUNAN SIMPTOM STRES (Studi pada Ibu dari Pasien Leukeumia di Yayasan Kasih Anak Kanker Bandung)." *Schema: Journal of Psychological Research* (2019)

1) Environment

The environment or around the place of residence affects the way individuals think about themselves and others. This is due to unpleasant experiences in individuals with family, friends, or with co-workers. So that the individual feels insecure about their environment.

2) Repressed emotions

Anxiety can occur if the individual is unable to find a way out for his own feelings in this personal relationship, especially if he suppresses anger or frustration in a period of time that very long.

3) Physical causes

The mind and body are constantly interacting with each other and can cause the onset of anxiety. This is seen under conditions such as for example pregnancy, as a teenager and while recovering from an illness. For inflicted on these conditions, prevalent emotional changes appear, and this can lead to the onset of anxiety.¹⁷

As a result, some theories suggest that anxiety can be:

- a) Anxiety brought on by recognizing a threat that poses a threat to him Because it has a clear mental origin, this anxiety is closer to fear.
- b) Anxious because doing things that are against one's beliefs or conscience makes them feel guilty or sinful. This anxiety frequently manifests in a similar way to the symptoms of mental disorders.
- c) Anxiety that is a disease and is seen in several forms. This anxiety is caused by the obscure and unrelated with anything that is sometimes

¹⁷ Savitri Ramaiah. (2003). *Kecemasan Bagaimana Mengatasi Penyebabnya*. Jakarta: Pustaka Populer Obor.

accompanied by a feeling of fear that affects the overall personality of the sufferer.¹⁸

The presence of an excessive emotion causes anxiety. In addition, either can be present due to the context family, school, or cause that they are a part of. Anxiety is influenced by the following factors:

a. Family Environment

Children may experience discomfort and anxiety while they are inside the house due to the state of the house, which includes conditions that are fraught with disagreements or miscommunications as well as parental indifference toward her children.

b. Social Environment

Anxiety can be influenced by a variety of factors, including one's social environment. When a person exhibits bad behavior as a result of being in a bad environment, the community will make a number of negative judgments about them. As a result, it may give the impression of anxiety.¹⁹

B. Theoretical Framework

Speaking anxiety is an unpleasant condition for an individual when in public. This unpleasant thing can be said to be anxiety that is influenced by the wrong mindset because it considers itself wrong, the gender between men and women, having experienced unpleasant experiences when speaking foreign languages such as English in public, low self-image and negative perspectives.

A person who experiences public speaking anxiety can be seen in terms of physical where there are movements or body language that describe if the person experiencing psychological anxiety, where this is felt by the person but cannot be seen by others. As for the characteristics of a person

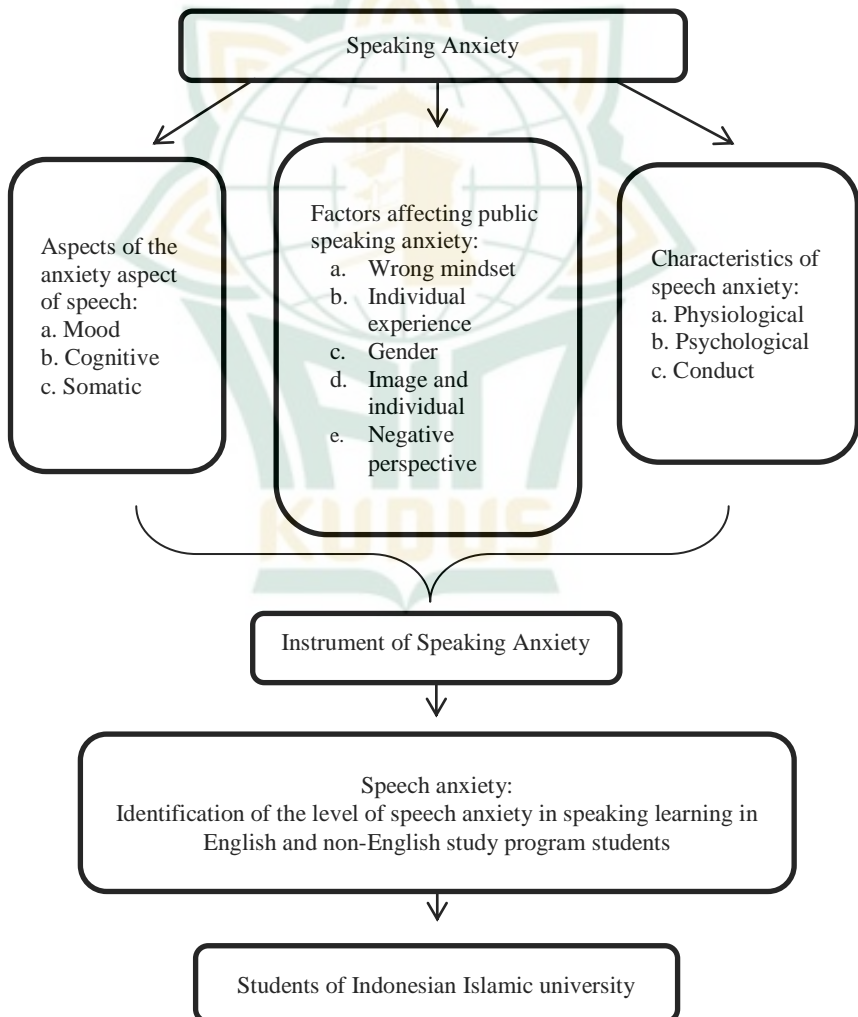
¹⁸ Zakiah Darajat. (1998). *Kesehatan Metal Jiwa*. Jakarta: CV Haji Masagung.

¹⁹ Musafir Az-Zahrani. (2005). *Konseling Terapi*. Jakarta: Gema Insani

experiencing anxiety in public speaking can be seen from various aspects such as; mood aspects, cognitive aspects, somatic aspects, and aspects motoric.

Researchers create a measuring tool on speech anxiety in speaking learning students of English and non-English Language Education study programs based on the aspects mentioned previously. This measuring instrument will be used as a guideline to know or identify the level of anxiety that exists in students of the English Language Education study program and non-English universities Islamic in Indonesia.

Figure 2.1. Teorithical Framework



C. Review of Previous Studies

The previous study is useful to find out previous studies that are relevant to the research study entitled “What Makes Learners Anxious While Speaking English: Perceptions of Indonesian Islamic University Students”. This is to make sure originality of the idea in this study.

Table 2.1. Table of Previous Studies

No	Title	Author	Similarity	Gap
1	Students’ Speaking Anxiety in Basic Spoken English	Maulida Rahmah, Faida Azhimia (2022)	This study aimed to describe about the factors that caused students’ speaking anxiety and the students’ strategies to reduce anxiety.	The participant were students who took basic spoken english class in the first semester. These research participants are from students all semester in Indonesian Islamic university students.
2	Students’ Anxiety Factors in Speaking English (A case study at the second year student of SMPN 3 Kroya Indramayu)	Supriyani (2022)	This research aims to determine the factors that cause anxiety while speaking english. The research focuses on student’s	The subject of this research were students oh junior high school and data collecting technique was done by observation.

			speaking anxiety based on the characteristics of anxiety and the factors that caused students anxious.	These research subject are Indonesian Islamic university students.
3	An Analysis of Student's English Speaking Anxiety during Online Learning (A study at vocational high school in Jepara)	Nurul Aslimah (2022)	This study aims to determine the level of anxiety that students experience when speaking English.	The subject of the study were students senior high school and was conducted during online learning the pandemic. These research subject are Indonesian Islamic university students.
4	A Study of Factors Affecting and Causing Speaking Anxiety	Rajitha, Alamelu (2020)	Same research on causes and reasons for speaking anxiety.	The participants from India and these research the participants from Indonesian Islamic university.
5	"We Feel Anxious and Nervous":	Diyah Nurmasadah, Supiani,	This research identify the factors	The participant were students

	The Undergraduate English Students' Emotional Experiences in Learning to Speak English	Angga Taufan Dayu (2021)	contributing to the anxious and nervous in learning to speak English. This qualitative research conducted.	undergraduate. These research participants are from students all semester in Indonesian Islamic university students.
6	An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance	Cucu Sutarsyah (2017)	This study was carried out to seek if there is a negative psychological factor known as anxiety could really affect students' speaking	The participants of this research were the first year students of Junior High School. These research participants are from students all semester in Indonesian Islamic university students.
7	The Correlation Between Anxiety and Students' Speaking Performance in the EFL Classroom	Khairunnisa Fitri (2020)	The aim of the study is to know whether or not anxiety correlates with students' speaking	The performance of students and other participants is the primary focus of this study.