

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

1. The notion of anxiety.

Anxiety must have been experienced by everyone, what is different is how they respond to the presence of this feeling. Some are able to control it, but not infrequently they are controlled by this feeling so that they drown in it. Anxiety is the feeling you experience when you think about something unpleasant that will happen. Anxiety experienced by students, namely anxiety describes an emotional state associated with fear.

Researchers discovered some different meanings of anxiety. Anxiety is defined by Carlson as "fear of calamity accompanied by physiological symptoms such as a higher heart rate, sweaty palms, and a tight stomach."¹

Furthermore, anxiety might be a reaction to certain conditions. Anxiety, according to Paser, is a condition of tension, while fear is a natural reaction to a perceived threat.² It means that when people are threatened, they are naturally nervous. While anxiety, according to Ormrod, is a sensation of unease and worry about a situation with an unknown consequence.³

Anxiety is a form of feeling worried, anxious and other unpleasant feelings Anxiety often arises in individuals when faced with unpleasant situations. Anxiety is a state of understanding or worrying that something bad will happen soon.

Anxiety is a normal reaction to various events in everyday life. It Anxiety is one of the early warning systems that humans have in order to prepare themselves for the dangers and threats that come (the response to these threats can be in the form of an opponent (fight), flight (flight), or silence (freeze)).⁴

Feeling anxious at the start of public speaking is something that almost everyone experiences. Even someone with experience in public speaking cannot escape this feeling. Anxiety is something that afflicts almost everyone at some point in their life.

¹Neil R Carlson, *Psychology: The Science Behavior*, Pearson, 2010. p.156

²Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009) p. 165.

³Jeanne Ormrod, 'Educational Psychology: Developing Learners', *Educational Psychology: Developing Learners*, 2006, 768.

⁴ Laurentius Purbo Christianto and others, 'Kecemasan Mahasiswa Di Masa Pandemi Covid-19', *Jurnal Selaras*, 3.1 (2020), p.70.

Anxiety is a normal reaction to situations that are very stressful for a person's life and it doesn't last long. Anxiety will turn into a threat and create tension and discomfort.⁵

2. Symptoms of anxiety

Symptoms of anxiety in general can be divided into two things, namely physical and psychological. There are several symptoms of physical anxiety, namely restlessness, aches, twitching of the eyelids, tense facial expressions, sweating, dry mouth, constant urination, difficulty concentrating, sweaty hands, stomach disorders, palpitations, feeling of congestion, in the throat. Furthermore, the symptoms are psychic: Fear, confused thoughts and feeling unfortunate. That there are several physical indicators of anxiety, namely headaches, abdominal pain without any physical cause and biting nails, sweating, stuttering speech. Furthermore, psychic indicators in anxiety are clumsiness, can't keep still, confusion.

Symptoms that arise from anxiety, namely: heart palpitations, increased pulse, shortness of breath or feeling of suffocation, chills, feeling hot, chest pain, sweating, shaking, feeling immune/dead. feeling or tingling, nausea or stomach pain, dizziness, lightheadedness, fainting, unsteadiness, fear of death, loss of control or going crazy. Such anxiety and the symptoms of anxiety that arise, usually make people stressed. He usually feels disturbed in work, personal functions, and social functions in society.⁶

When facing anxiety the body holds physical reactions including:

- 1) Pounding because when under the influence of stress, a person will feel the heart is racing rapidly.
- 2) Shaking; hands or knees shake when trying to do something and stagger.
- 3) Tense; The most important sign of anxiety is tension. When the nerves at the back of the neck are very tight and tense, and this will cause a feeling of torment. Nerve tension on the scalp, is one of the causes of dizziness that will lead to anxiety.

⁵ Farhan Raja, 'Anxiety Level in Students of Public Speaking: Causes and Remedies', *Journal of Education and Educational Development*, 4.1 (2017), 94–110.

⁶ Mukholil Mukholil, 'Kecemasan Dalam Proses Belajar', *Eksponen*, 8.1 (2018), 1–8 <<https://doi.org/10.47637/eksponen.v8i1.135>>.

- 4) Restlessness or difficulty sleeping; and may find it difficult to sleep.
- 5) Sweating too much, as on a hot day. Other physical signs of anxiety and tension can include itching in the hands and feet, as well as the urge to urinate unusually.

From the description above, it can be concluded that the psychological symptoms are nervous system disorders, palpitations, shortness of breath, sweating, cold palms and feet, physical fatigue, headaches, dry mouth and incomplete digestion. Then which includes psychological symptoms are sleep disturbances (nightmares), inability to focus, sensitive feelings (easily embarrassed and tense, easily worried and afraid, not calm and confused quickly, being pessimistic and not confident and feeling not happy.⁷

3. Types of anxiety

Conditions that cause anxiety can be broadly divided into three categories, these three categories are as follows: State of anxiety, phobic disorder, Post-traumatic anxiety disorder.⁸

Anxiety can be divided into three types, namely: trait anxiety, state anxiety and situation-specific anxiety.⁹

a. state anxiety

The majority of people experienced state anxiety, also known as normal anxiety. Anxiety is a temporary feeling of anxiety caused by a potentially dangerous situation. It is nervousness or tension at a specific time in response to an external stimulus. This type of anxiety is temporary and arises in response to a specific situation or stressful event. In other words, it is a situational anxious feeling that goes away when the threatening situation is removed.¹⁰

b. Trait anxiety

In some cases, however, anxiety is more intense and lasts longer. This is known as trait anxiety. Trait anxiety, according to Hotwitz, is a pattern of responding with anxiety

⁷Mukholil Mukholil, 'Kecemasan Dalam Proses Belajar', *Eksponen*, 8.1 (2018), 1–8 <<https://doi.org/10.47637/eksponen.v8i1.135>>.

⁸Savitri ramaimah, *Kecemasan, Bagaimana Mengatasi Penyebabnya*. (Yayasan Obor Indonesia (2003) 98.

⁹Ellis, Rod. *The study of Second Language Acquisition*. Oxford University Press(1994) 480.

¹⁰Elaine K. Horwitz, Michael B. Horwitz, And Joann Cope, 'Foreign Language Classroom Anxiety', *The Modern Language Journal*, 70.2 (1986), 125–32 .p.32 <<https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>>.

even in nonthreatening situations. Such anxiety is a characteristic of a person.

People with trait anxiety worry more than most people and perceive several things in their environment as inappropriately threatening. In other words, trait anxiety is a person's proclivity to be nervous or anxious regardless of the situation to which he or she is exposed¹¹

c. Specific situation anxiety

Situation-specific anxiety refers to the persistent and multifaceted nature of some anxiety. It is triggered by specific situations or events such as public speaking, examinations, or class participation. Situational anxiety is defined as an individual's tendency to become anxious in specific times and situations. Situation-specific anxiety is a subtype of trait anxiety that manifests itself in a specific context. As a result, language anxiety can be included in the anxiety of certain situations.¹²

4. Factors Causing Anxiety

Basically, every individual always tries to overcome anxiety by making adjustments to the causes of anxiety. This anxiety reaction describes a subjective feeling that appears in the form of unpleasant tension. According to Horwitz et al, the three causes of anxiety related to performance anxiety are (1) communication (CA), (2) test anxiety, (3) fear of negative evaluation.¹³

a. Communication Apprehension(CA)

Student personality traits such as shy, quiet, and reserved are often considered to trigger CA. Feelings of shame differ from individual to individual, and from situation to situation. Based on McCroskey and Bond there are seven factors: which can cause students to be uneasy: (1) low intellectual ability, (2) low speaking skill, (3) voluntary social introversion, (4) social alienation, (5) communication

¹¹ Elaine K. Horwitz, Michael B. Horwitz, And Joann Cope, 'Foreign Language Classroom Anxiety', *The Modern Language Journal*, 70.2 (1986), 125–32 .p.41 <<https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>>.

¹² Ellis, Rod. *The study of Second Language Acquisition*. Oxford University Press(1994) 480.

¹³ Elaine K. Horwitz, Michael B. Horwitz, And Joann Cope, 'Foreign Language Classroom Anxiety', *The Modern Language Journal*, 70.2 (1986), 125–32 .p.40 <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>

anxiety, (6) low social self-esteem, and (7) ethnic/cultural differences in communication norms.

b. Anxiety Test

Another source of anxiety is related to exams. The test is also relevant to the discussion of foreign language anxiety. Test anxiety, as described by Hotwitz et al. refers to a type of performance anxiety that stems from the fear of failure. In learning a foreign language, a learner may experience exam anxiety that prevents his performance.¹⁴

c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety as it is not limited to test taking situations, however, it can occur in any social, evaluative situation, such as: interview for a job or speaking in a second language class foreigners. It is also broader in the sense that it relates not only to teacher evaluation of students but also to reactions that other students perceive as well.

Based on the explanation above, it can be concluded that there are three kinds of causes of anxiety. Researchers will use this theory to find out the factors that cause students' anxiety in speaking English in front of the class in XI MA Khoiriyah Pati.¹⁵

5. Impact of Foreign Language Anxiety

Basically, uncomfortable feelings such as anxiety will interfere with students indirectly doubting. This greatly affects the effort and student achievement. Restless students will think less clearly and may make more mistakes. In addition, for they have to work harder because anxiety makes them worry and interferes with their learning process. Anxiety has long been recognized by educators as a potential problem in foreign language classes. Anxious students will have difficulty in learning their language because anxiety affects cognition processes. anxiety can interfere with some aspects of cognition in the learning process. Anxious students may be distracted from

¹⁴ Abdalaziz M. Toubot, Goh Hock Seng, and Azizah Binti Atan Abdullah, 'Examining Levels and Factors of Speaking Anxiety among EFL Libyan English Undergraduate Students', *International Journal of Applied Linguistics and English Literature*, 7.5 (2018), 47 <<https://doi.org/10.7575/aiac.ijalel.v.7n.5p.47>>.

¹⁵ R. Rumiayati and S. Seftika, 'Anxiety of Speaking English in English Foreign Language (Efl) Class', *Journal of English Education, Literature and Linguistics*, 1.1 (2018), 276591.

paying attention to what needs to be learned, process information effectively, retrieve information, and demonstrate previously learned skills. In other words, foreign language anxiety includes debilitating anxiety because it can hinder language learning.¹⁶

Similar to Ormrod, MacIntyre as quoted in Young, also believes that anxiety can affect students' cognitive processes. He proposed a variation of the Tobias Model on the effects of anxiety on learning from instruction consisting of: of three stages: input, processing, and output. Furthermore, anxiety can affect students' cognitive performance at any or all of the three stages. This means that if anxiety interferes with cognitive work at one stage, then the information is not passed on to the next stage. At the input stage, foreign language anxiety acts like a filter that prevents some information from entering cognitive processing. This is similar to Krashen's famous concept of the "affective filter". Anxiety can increase affective filters and form mental blocks that prevent comprehensible input from being used for language acquisition. Anxious students, for example, may be unable to gather information.

Anxious students, for example, may be unable to gather information about language rules and vocabulary because anxiety impairs their ability to process information.

Anxiety serves as a diversion during the processing stage. This interferes with students' ability to process information effectively. Anxious students may learn less and be unable to digest new words, phrases, grammar, and so on, or they may require additional time to process the lesson. He Anxiety acts as a distraction during the processing stage. He also mentions certain aspects that have a negative correlation with anxiety, such as: grades in language courses, performance on proficiency tests, performance in speaking and writing tasks, self-confidence and self-esteem in language learning. Based on the above description, it can be stated that anxiety about learning a foreign language can affect fluency in speaking and learning in general.¹⁷

6. Skill of speaking

Speaking is one type of productive spoken language skills. Process of verbal delivery is called speaking. In communication

¹⁶ Jack C. Richards and Willy A. Renadya, 'Methodology in Language Teaching 2002_scanned.Pdf', 2002, pp. 1-432.

¹⁷ Elements O F Design, 'Two-Dimensional Design Learning to See like an Artist', 1.Figure 1 (2013), 1-22.

material, the speaker acts as the sender of the message while the recipient is the recipient of the message. Speaking activities are carried out to establish social relations and communicate. In the process of learning language at school, students develop vertically not horizontally. Students can express the message completely even though it is not perfect.¹⁸

Speaking (speaking) is the act of producing language for communicate. This communication is intended so that the speaker and listener can understand the meaning of the conversation. In this communication process, there is an interaction between the speaker and the listener.¹⁹

Speaking is the skill of conveying messages through spoken language to others. Speaking is identical to the use of language orally. The use of spoken language can be influenced by various factors. The factors that directly affect speaking are the following: (1) pronunciation, (2) intonation, (3) choice of words, (4) structure of words and sentences, (5) systematics of speech, (6) content of speech, (7) how to start and end a conversation, and (8) appearance (gestures), self-control.

Speaking skill is an effective process. With speaking skills we can convey various kinds of information (facts, events, ideas, ideas, responses, and so on). We can express our wills and desires, and express various kinds of feelings. Submission of various things with speaking skills takes place in various communication events. Every communication event with speaking skills certainly involves speakers and listeners who are in active and creative interactions. In addition, the way of speaking is closely related to a person's character or personality²⁰

Speaking skill is a result of the learning process. Every language user who is physically and psychologically normal can certainly speak. However, someone who can speak does not necessarily have speaking skills. Speaking skills are essentially

¹⁸Erwin Putera Permana, 'Pengembangan Media Pembelajaran Boneka Kaus Kaki Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas Ii Sekolah Dasar', *Profesi Pendidikan Dasar*, 2.2 (2015), 133–40 <<https://doi.org/10.23917/ppd.v2i2.1648>>.

¹⁹Andi Mas Ani, 'Penggunaan Media Kartu Gambar Berwarna Sebagai Upaya Meningkatkan Kemampuan Berbicara Pada Mata Pelajaran Bahasa Inggris VIII SMP 4 Mataram Semester Ganjil Tahun Pelajaran 2016/2017', *Pakistan Research Journal of Management Sciences*, 7.5 (2018), 1–2.

²⁰Julfikar Nurdin, 'Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa', *JADEs Journal of Academia in English Education*, 2.1 (2021), 44–70 <<https://doi.org/10.32505/jades.v2i1.3220>>.

the ability to have and organize ideas logically and systematically, pour them into linguistic codes according to the rules of the language used and the appropriate communication context, and pronounce them fluently and clearly. Speaking skills need to be mastered by students in the teaching and learning process at school.

8. Element Speaking

There are several elements of speaking that must be considered by students, there are four elements in the speech process:

a) Pronunciation

Pronunciation is an important component in speaking ability. Pronunciation itself is defined by Hornby as the way in which a language is spoken, the way a word is pronounced or the way a person pronounces the words of a language. Therefore, in this pronunciation determine how sounds vary and patterns in language and this component also refers to the way people pronounce the spoken word.

b) Grammar

Communication can be great when the speaker uses grammar in the situation. Harmer defines that the grammar of a language is a description of the ways in which words can change shape and can be combined into sentences in that language. From the statement above, it can be concluded that by having good grammar, the speaker can convey words or share information correctly.

c) Vocabulary

Vocabulary is a group of words to make a sentence structure to convey ideas and messages to the recipient. What a word means is often determined by its relationship to other words.

d) Fluency

Fluency is the ability to speak fluently and accurately. Fluency too the main thing that is important in speaking orientation so that the communicator understands the idea or message he wants they deliver. Nunan states that the success of communication will involves:²¹

- 1) Ability to articulate the phonological features of language understand
- 2) Mastery of pressure, rhythm, intonation pattern

²¹ David, Nunan. *Second Language Teaching & Learning*. Boston: Heinle & Heinle publishers. 1999. 11

- 3) Acceptable level of fluency
- 4) Transactional and interpersonal skills
- 5) Skill in taking short and long speaking turns
- 6) Skills in managing interactions
- 7) Skill is the meaning of negotiation
- 8) Conversation listening skills
- 9) The skill of knowing and negotiating the purpose of the conversation

The elements of need in speak as follows:²²

- e) Connected speech
An effective English speaker must not only be able to produce the individual phonemes of the English language but also to use fluent speech connections.
- f) Expensive device
Native English speakers change the pitch and stress of certain parts of speech at various volumes and speeds, and how they feel.
- g) Lexis and grammar.
Spontaneous speech is characterized by a number of common lexical phrases in the implementation of certain language functions.
- h) Negotiation language.
Effective speaking benefits from language negotiators being used to seek clarification and to demonstrate the structure of the language.

B. Previous Studies

The researcher conducted research on the students' anxiety in speaking English in front of the class at MA Khoiriyah Waturoyo Margoyoso Pati. Previous researchers who have discussed student anxiety are as follows:

Table 2.1
Privious studies

No.	Researcher and Title	Years	Similarity	Differences

²² Jeremy, Harmer. The Practice of English Language Teaching (3rd Ed.). London: Longman Group, 2001.p.22

1.	Septy Indrianty, a thesis titled "Students Anxiety In Speaking English (A Case Study In One.)	2016	Investigates the various types of anxiety and factor of anxiety use qualitative methods	The diffrences this research is Investigates two types of anxiety.
2.	Fitriah & Hayatul Muna Iain Lhokseumawe and Al Muslim University by thesis titled "Anxiety Speaking Foreign Languages: Case Studies in English.	2019	Investigates the various factor of anxiety. use qualitative methods	The diffrences this research is the result of the factor of anxiety. And use the FLCAS data Colleqtion.
3.	Megawati Basri with the title "The anxiety factor of students in speaking English at Ahmad Dahlan University students, Yogyakarta.	2019	Investigates the various factor of anxiety. use qualitative methods	The diffrences this research is the result of the factor of anxiety. And investigates the level of anxiety

From the review of related research above, most of them analyze about Class Interaction and the common point between this study and them is in using research methods. Researchers use qualitative methods through observation, interviews and also the

same documentation as the researchers above, but in this thesis, the researcher analyzed three kind and factor Students' Anxiety in Speaking English in Front of Class at Eleven Grade Islamic Senior High School Khoiriyah Pati.

C. Conceptual frame work

The illustration of possible type and factor causing student anxiety speaking English in front of the class is described below:

Figure 2.1

