

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents about some reviews to related literature and theoretical framework.

2.1 English Speaking Proficiency

Speaking is a basic skill language which is should mastered by the students to communicate with others effectively. Speaking skill is needed for someone social and academic life for being responsive and receptive about information (Adansi & Oringo, 2019; 61).

In English as Foreign Language (EFL) contexts, improving communication skill is a challenge for students to get a good English-speaking proficiency. Speaking is a most difficult skill for most learners who learn it as a foreign language due to their low proficiency (Alonso, 2014; Alharbi, 2015; Hosni, 2014; Zhang, 2009) of some following features like contractions, vowel reductions and elision; the use of slang and idioms; stress, rhythm and intonation; and the need to interact with at least one other speaker (Brown, 1994).

The speaking proficiency in English as a foreign language has some issues that inhibit its development. There are two main factors that inhibit English speaking proficiency such as affective and cognitive factor in negative side (Suryani, Suarnajaya & Pratiwi, 2020; 48). Both of them build a new characteristic namely English-speaking anxiety.

2.2 Anxiety

Anxiety is regarded as a psychological construct, commonly described as a state of apprehension or worry, which is indirectly associated with an object (Abrar, 2017: 222). Furthermore, according to Chastain (1988), anxiety is a state of uneasiness and apprehension initiated by the anticipation of something threatening. Along similar lines, Rachman (2004: 3) asserts anxiety as “tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense”. Within the foreign language context specifically, Horwitz, Horwitz,

and Cope (1986: 128) define anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process”.

Felman (2020) states “Anxiety disorders form a category of mental health diagnoses that lead to excessive nervousness, fear, apprehension, and worry. These disorders alter how a person processes emotion and behave, also causing physical symptoms. Mild anxiety might be vague and unsettling, while severe anxiety may seriously affect day-to-day living.”

Anxiety is a normal and it sign as mental health, but when the students have regularly disproportion of anxiety, it will disturb their English performance while they feel uncontrolled fear, nervousness and/or worry about trivial or non-existent things.

2.3 English-Speaking Anxiety

Subandowo states (2017: 110) “In some cases, speaking anxiety could be associated with a feeling of uneasiness, frustration, self-doubt, apprehension, or worry. This might bring negative influences for students in learning and teaching process, especially when speaking English. Besides, anxiety is one of most negatively influential affective variables, which prevents learners from successfully learning a foreign language. (Greenberg, 2017) states that “anxiety is feelings of discomfort that people experience before, during, and after speaking in public”. The basis of the statement is when the students feel anxious, student discomfort and not confident to speak in front of the class and anxiety makes the language learners nervous and afraid, which may contribute to poor oral performance (Morris, 2017)”.

Speaking anxiety of certain language can decrease students’ performance. So, it is important for the lecture to create a communal and friendly atmosphere (Horwitz,1986).

2.4 The Causes of Students English-Speaking Anxiety

Anxiety is one of the most examined affective factors that impede students' performance. Since this psychological construct is personal, every foreign language learner may experience a different level of anxiety (Hewitt and Stephenson, 2012; Kleinmann, 1977; Steinberg and Horwitz, 1986).

Lack of vocabulary, low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, fear of losing face, fear of being the focus of attention, inability to express ideas, memory dissociation are some causal factors that build English-speaking anxiety for students (Liu, 2007). On the other hand, there are six interrelated factors as the causes of learning anxiety, namely personal and interpersonal anxiety, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests (Young, 1991).

Brown (2007) states that "The ability to speak focuses on two things, namely: the language form and function. The form of language will focus on how to use language that matches the pattern, structure, vocabulary and language elements. Then, the language function will focus on how to use language elements and purpose".

2.5 Strategies to Reduce English-Speaking Anxiety

To reduce English-speaking anxiety, students should have some strategies so that they can solve the problem and encourage their English-speaking proficiency. Sense of community is a factor that students believed to be one of helpful solution in reducing anxiety; it makes them less anxious when they work in a small group in English-speaking learning (Worde, 2003). Therefore, a cooperative learning environment is believed to reduce anxiety and provide more opportunities for students to produce language in a small circle than in a whole class (Kagan, 1994).

In learning process especially in speaking English, the students should practice more so they can have a good performance while learning in classroom.

In this side, the lecturers and the other friends should avoid to giving negative feedback after the students that have low proficiency perform their ability like joining the discussion or answering the lecturer's questions and many more. It seems like just a small thing, but while it happens students prefer to being silent because they have a bad memories or experiences to be mocked or teased by their lecturers or even their friends in classroom. So, the affective strategy is needed as the others solutions due English-speaking anxiety (Galti, 2016).

There are some strategies from students perceptions to reduce their English-speaking anxiety like keep calming while speaking English, make a small notes and practicing more in front of the mirror before they speak in classroom, speaking practice with their peers and try to ignore people in classroom while they asked to speak in a whole class (Asrida, 2017). In another side, the students also have to learn again after they have performed in their class. Exploring more about how to speak English fluently is a must for English education Department students. Some ways that the students usually use as their strategies are reviewing their fault after they speak English, learn the dialogue from the English film or practicing the pronunciation by singing English song.

If all the description above connected with English-speaking anxiety, the strategy in English-speaking anxiety is some skills pattern chosen by the students or lecturers to help the students reduce their anxiety while they asked to speak English fluently in learning process, but in this research the writer want to explore the students points of view.

2.6 Review of Previous Research

The research about students' English-speaking anxiety was conducted by Suleimenova in Kazakhstan on foreign language classroom, it is in line with research cases conducted by Liu at Department of Foreign Languages Tsinghua University, Beijing. The research discloses that many students feels anxious while speak English or present their work in front of the class while the least during pair work, students felt helpless while they faced English speaking anxiety caused of some variables such as lack of vocabulary, low English proficiency, and memory disassociation build anxiety in speaking class. This research also gives some

solutions for the lecturer to reduce and help the students to overcome the factor while speaking English in the EFL class.

In another hand, Subandowo conduct a research in the second semester students of English Education Study Program, Muhammadiyah University of Metro, Indonesia. Generally, there are two factors affecting the students speaking anxiety, they are the internal and external factor. The internal factors contain limited vocabulary and low English proficiency, less practicing and preparation, fear of losing face, inability to express the idea. While the external factors are being afraid of making mistake, and focus attention (Subandowo, 2018: 111).

In line with Subandowo, investigate EFL learners speaking anxiety and its associated factors research were conducted by Abrar from Universitas Jambi, Indonesia. The result indicated that there are two factors in learners' speaking anxiety, but they are difficult to name as a result of overlapping variables in each component. With regards to a multiple linear regression test, the finding shows that proficiency variable is the most significant factor for predicting the variation in speaking anxiety (Abrar, 2017: 221).

The research of Iranian EFL university students' gender level of anxiety and their perceptions towards in-class activities during speaking courses and possible causes of apprehension was conducted by Mohtasham & Farnia. Using a structured interview, the data were collected from 175 Iranian EFL learners; 125 females and 50 males through Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz, Horwitz & Cope (1986). The study showed that the level of genders' reactions to English speaking courses; it was revealed that male language learners experience it at a moderate level and females experienced it at a higher level (Mohtasham & Farnia, 2017).

In this research, the writer wants to analyze the causal factors in English-speaking anxiety and to figure out the strategies to reduce speaking English anxiety of the third semester students of English Education Department in Universitas Muria Kudus in academic year 2019/2020.

2.7 Theoretical Framework

Horwitz (1986) believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and makes individual appear less fluent than they really are (Mon, 2019; 1369). According to this explanation the students suggested to take some strategy that suit with their anxious to speak English.

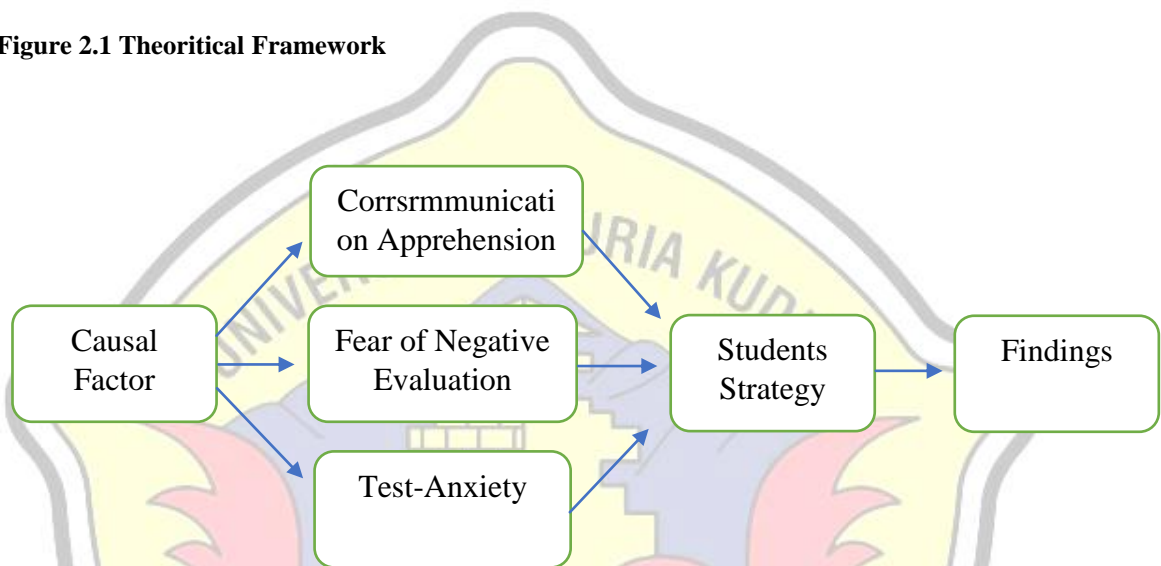
In foreign language learning contexts, learner may feel anxious due to problem related to three dimensions of anxiety, namely communication apprehension, fear of negative evaluation and a general feeling of anxiety. So that, the writer wants to figure out students' strategy to overcome or reduce their anxiety in English-speaking. The description of these three components will lay the foundation for the comprehend the source of anxiety.

Communication apprehension is a fear or anxiety about actual or anticipated communication with other individuals, and is a behavioral trait related to the psychological constructs of shyness and reticence (McCroskey, 1984). On the other hand, Horwitz et al (1986:128) define communication apprehension as "A type of shyness characterized by fear or anxiety about communication with other people". Relevant to the statement mention above, Tanver (2007:13) argues that communication apprehension may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life and learners' personality traits such as shyness, quietness, and reticence are considered too frequently precipitate communication apprehension.

Fear of negative evaluation is an extension of the second component of foreign language anxiety because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in foreign language class (Horwitz et al., 1986: 127). It is also boarder in the sense that it pertains not only to the teachers' evaluation of the students but also to the perceived reaction of other students as well (Tanveer, 2007: 14).

An understanding test anxiety is also related to the discussion of foreign language anxiety. Test anxiety, as explain by Horwitz at al. (cited in Tanveer, 2007: 12) refers to a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in language classroom because of its continuous performance evaluative nature. As test anxiety is treated differently when dealing with oral communication, the other two components can be focused on in examining the attitudes in English oral communication classroom.

Figure 2.1 Theoretical Framework



Subandowo states (2017: 110) “In some cases, speaking anxiety could be associated with a feeling of uneasiness, frustration, self-doubt, apprehension, or worry. This might bring negative influences for students in learning and teaching process, especially when speaking English. Besides, anxiety is one of most negatively influential affective variables, which prevents learners from successfully learning a foreign language.

English-speaking anxiety is a pervasive phenomenon. In our lives we also experience anxiety, it is including feelings of tension, state of apprehension, nervousness and worry, as well as physical sign such as “breaking out in cold sweat” and nausea (boring). There are two factors affecting the students speaking anxiety, they are the internal and external factor. The internal factors contain limited vocabulary and low English proficiency, less practicing and preparation,

fear of losing face, inability to express the idea. While the external factors are being afraid of making mistake, and focus attention (Subandowo, 2018: 111).

The writer assumes that English-speaking anxiety is a serious problem in learning English and all of students in various levels experiences anxiety in their learning.

From the explanation above the writer inspired to analyze what are the causal factors of English-speaking anxiety and how is their strategies to reduce their English-speaking anxiety in the third semester students in English Education Department program of Universitas Muria Kudus in academic year 2020.

