

CHAPTER II

LITERATURE REVIEW

A. Anxiety

1. Definition of Anxiety

Language anxiety is a complicated psychological phenomenon related to language learning (Young, 1992). Anxiety can be discovered in school, business and in other life pursuits. In education, reluctance become a problem that should be noticed because it can be obstacle for teaching and learning process. Therefore, there should be an strategy to reduce the anxiety in a class. There are many strategies that will be given either positively or negatively affecting the students. Thus, it is important to discuss the types of students' strategies and their effects on students.

Anxiety is one of teacher problem. In teaching and learning process, students sometimes are anxious to participate so, the teacher can not understand whether the students know the lesson or not. Many of the researchers agree that foreign language anxiety negatively affects students' attitudes and their achievement in language learning process (Shahnaz as cited in Awan et al. 2010: 33).

2. Factors affecting Anxiety

There are some factor affecting students' reluctance in English class. Each of them is explained below.

- a) Phsycological factor or affective factors, affective factors or phsycological factors make students reluctant to speak English (Farmer and Sweeney, 1997). Phsycological factor is a factor which comes from

an individual. This factor depends on personal psychological such as thoughts, feelings, willingness, needs, sex, motivations, attentions, etc. Every human being has different characteristics and temperament which are also shaped by individuals' family and individuals' environment background.

- b) Linguistic factor, the linguistic factors causing reluctance to speak in second language (L2) (as cited in Nunan, 1999: 231). Linguistics is the study of grammar. Each region has very different grammar. Therefore, this factor highly affect the student in communicating in English so that students are reluctant to participate in English language classes. Students' difficulties in this factor include transferring information from the mother tongue to the target language, mimicking native speakers' pronunciation, and lack the use of grammatical pattern in English as well as cultural and social knowledge.
- c) Cultural factors, cultural factors that might cause learners' reluctance to communicate in a language classroom related to learners' prior learning experiences and expectations (Caletcova as cited in Nunan, 1999:25). Environment has important role to motivate the students to participate in English classes. This is a factor in which has important affect for everyone. In environment, The people may think that the students just want to show off when they participate to speak in English. Thus, environment and previous learning could influence the students' participation.

3. Cause of Anxiety

According to Hamouda (2013), there are fifteen causes of students' reluctance to participate in language classrom. They are :

a) Speaking in Front of the Whole Class

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking (Hamouda, 2013). In response to the expert, it is known that speaking in front of the whole class is one of classroom activity which makes students are afraid.

b) Calling on Students

In the classroom the teacher usually gives students the chance to call out his name to ask questions or provide feedback on the learning process. The procedure the teacher used for calling on the students was also one of the main sources of anxiety in the classroom.

c) Incomprehensible Input

One of the reasons why the participants were unable or reluctant to participate was that they did not know what to say during the class discussions. Besides that, they also get upset when they do not understand what the teacher is saying.

d) Fear of Volunteering to Ask or Answer a Question in Class

The issue of being afraid to speak in class for fear of making mistakes was of concern for learners. This is what often happens in the process of teaching and learning. According to Liu and Littlewood (1997), the learners in their surveys get anxious if they raise comments and questions during English class.

e) Shyness

Shyness was another influencing factor which could affect students' participation. However, shyness, according to McCroskey (1992), is a

behavior that could be the result of any one or a combination of the following factors: social introversion, unfamiliarity with academic discourse, lacking confidence in subject matter, and/or communication apprehension.

f) Fear of Negative Teacher Evaluation

The present study found that fear of negative evaluation was a source of anxiety in the English FL classroom. Students feel worried that they can not speak English well, so they think that their teacher will get a bad impression concerning their performance.

g) Lack of Confidence

Another factor that contributes to the reluctance of students to participate in the class discussion was the lack of confidence in using English as a vehicle for spoken communication (Hamouda, 2013). Many students usually do not feel confidence when they are speaking in front of the class.

h) Lack of Practice

Lack of confidence was also one of the most frequent factors mentioned as influencing students' participation. Students lack practice in English both in the classroom and outside the classroom. As a result, lack of practice provoked much anxiety in many students when speaking English to others in class, Tsui's (1996) studies.

i) Test Anxiety

An understanding of test anxiety is also pertinent to the discussion of foreign language anxiety. It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students (Horwitz et al. 1986: 127).

j) Peer Evaluation

One of the sources of students' reticence in the classroom discussions was negative peer. More than half of students (54.72 %) announce that they don't like to participate in the class discussion because they are afraid of being laughed at (Hamouda, 2013). It is also influenced by the level of students' understanding in a foreign language that is different so, students who lack understanding are afraid of being laughed at.

k) Lack of Interest in English Class

Lack of interest in topics has a very important role in students' activeness to participate in English classes. According to Zainal Abidin Bin Sayadi (2009) and Wang Ping (2010), "when something isn't interesting, most people are not willing to talk about it, while one can talk as much as he can on his interests".

l) Low English Proficiency

Low English proficiency was one of the main reasons that leads students are reticent in (English as a second language or English as foreign language) ESL/EFL classes. Students who have less ability in English will be anxious because they are afraid can not follow during English lessons.

m) Lack of Vocabulary

Lack of vocabulary was identified as a big source of student reticence in oral English language classrooms. According to Cortazzi and Jin (1996) poor vocabulary is one of the reasons why students are silent listeners rather than active participants in the oral English classroom. Based on the experts' statements we can conclude that having comprehensive knowledge of vocabulary can assist students in understanding English.

n) Grammar

With regard to linguistic difficulties, grammar in earlier studies has been found to be one of the most important aspects that the ESL/EFL learners find difficult when learning to speak a second/foreign language (Sayadi, 2007). Grammar can help students in learning English so, students will be able to understand English in every aspect such as speaking, writing, listening, and reading. Therefore, grammar is important in learning English.

o) Lack of Fluency

Fluency is the ability to read a text accurately, quickly, and with expression. Fluency is important for students because it can provide a bridge between word recognition and comprehension. When students read silently, then they recognize words automatically so that, it help them gain meaning from what they read.

4. Anxiety Level

Anxiety is a part of human existence. Everybody experience anxiety in different levels. Anxiety level is important in English classes. By knowing anxiety level in English classes, teacher can improve their creativity to overcome their students' anxiety. According to Pelpau (2011: 2) in Aziez (2013: 9) there are four levels of anxiety:

a. *Mild anxiety*

In this level people are in high awareness that allow them to learn new behaviors and solve problems. This level gives positive effect. According to Genden (2011) mild anxiety can motivate, produce growth, enhance creativity and increase learning. It is because mild anxiety makes students' alert and perception are increased.

b. *Moderate anxiety*

People can learn new behavior or solve problems only with assistance. Students with moderate anxiety are still able to solve this problem although they are in anxiety disorder. In this level, students may not be able to pay attention and they focus only on the cause of the anxiety (Genden, 2011).

c. *Severe anxiety*

Severe anxiety involves feelings of dread and terror. In this level students seem difficult to solve their problem. They also difficult to be focus on learning process.

d. *Panic anxiety*

Panic is the highest level of anxiety. It can involve loss of rational thought, delusions, and hallucinations. When students cannot think rationally they are not able to communicate, concentrate, and control themselves.

B. Classroom Interaction

Interaction has a similar meaning in the classroom. It can be defined as a two-way process between the participants in the learning process (Dagarin, 2004). The teacher influences the learners and vice versa.

The main purpose of learning a language is to use it in communication whether in spoken or written forms. In education classroom interaction is the important thing to achieve that purpose. Through interaction, students can increase their language store and use all they possess of the language (Brown, 2001:165).

1. Participants

Teacher and learners are two major roles in the classroom. The communication and interaction happen among them in the teaching and learning process. These are the participants in classroom interaction, depending on who communicate with whom:

a) Teacher – learners

The first type of interaction (teacher – learners) is established when teacher talks to the whole class at the same time. Teacher as the leader and decides about the type and the process of the activity.

b) Teacher – learner or a group of learners

The second type of interaction (teacher – learner/a group of learners) is established when the teacher refers to the whole class, but expect only one student or a group of students to answer. It is often used to evaluate the individual of students. This form can also be used for an informal conversation between teacher and learner.

c) Learner – learner

The third type of interaction (learner – learner) is called as “pair work”. Students have to finish assignment in pairs.

d) Learners – learners.

The last type of interaction (learners – learners) is particularly useful for encouraging interaction among student. They work collaboratively in group discussion.

2. Teachers' Role

Teachers have a very dominant role. In the process of learning English, the teacher explains and gives examples to stimulate student active in classroom activities. However, both students and teachers have the right

to actively talk in a classroom. In this case student should participate more after the teacher given explanations and examples. There are some ways of teachers' help such as: using body language, giving appropriate topic, and asking questions (Dagarin, 2004).

During teaching-learning process, teachers spend a lot of time taking, giving instruction, giving information, asking question, and so on. Teacher teach the students not only use language for that function, but they also use body language in order to make students understand well about the material in the language classroom. Beside that teacher can help students to express themselves freely with their body language (Dagarin, 2004: 11).

C. The Nature of Participation

1. Definition of Participation

Participation is the act of taking part or sharing in something. Participation is expected in school, business, and in other life pursuits. In education, participation becomes very important and useful because it can be measurement of students' ability in understanding the lessons. Therefore, participation is imperative part of the teaching and learning process. Every student has different participation in the teaching and learning process such as giving ideas, opinions, and suggestion. It can give positive or negative feedback affecting the students.

Participation is very important aspect of teacher talk. In participation, teacher gives explanations and examples to students, so that the students can understand the lesson well. According to Davis and Newstrom (2004) participation is mental and emotional involvement of people in a group situation and encourage them to give a contribution for the purpose of the

group, and also a variety of responsibilities in achieving goals. It means that when the teacher give the explanation or information, the student should give participation such as questions, opinions, and suggestions as a feedback to achive the goals. Thus, there are communication processes in teaching and learning process.

2. Process of Participation

Participation is an activity a person give their ideas, informations, and other things in his or her environment. (Jerold, cited in Yeni Herawati, 2008) Students' participation can be achieved with many things, including :

a) Receive

Students will pay attention to an activities. For example students willing to listen what the teacher teach and they observe what is happening in the language class.

b) Respond

The students can give their pay attention in the classroom activities such as asking, answering questions, giving agreement, giving suggestions and comments, and arguing. Thus, it is important for students to give their respond in the classroom.

c) Evaluate

Evaluate is a process which people give acceptance or rejection to others' performance. Someone's evaluation can be either positive or negative statement. The example of evaluation such as accepting someone's performance, supporting other's opinion, and participating in classroom activities.

d) Develop

Develop is an action when students are dealing with a situation that involves more than one value. The students prepare the value, determine the relationship between values and accept that there is a higher value than others. The examples are prepare, choose, consider, decide, and identify.

3. The Types of Participation

According to Sukidin (in Fitroh, 2008: 12), there are two kinds of participations: contributive and initiative participation:

a. Contributive Participation

Contributive participation is participation that requires the students to take part in an activity. Contributive participation includes participation that supports participation to follow learning well and do the structured task both in the class and at home well.

b. Initiative Participation

Initiative participation aims more to the autonomous activity without structure in doing the task. To have initiative to do the task, it has not been thought by making brief notes. See the table below for more detail:

Table 3.1

The Kinds of Participation	
Contributive	Initiative
1. Giving Reflection 2. Asking Questions 3. Answering Questions 4. Giving Opinion 5. Giving Suggestion	1. Doing unstructured assignment autonomously or spontaneously 2. Learning material before it given in the classroom 3. Doing task after getting some explanation 4. Making summary

D. Basic Assumption

This study was based on seeking the level and the causes of students' anxiety to speak in English classes at Baturraden Senior High School. This is very essential, not only for facilitating students' responses, but also for improving teachers' creativity in stimulating students to participate in English Language classroom participation. By knowing what students' anxiety causes are, teacher can create their method based on students' characteristics. This study will help teachers to achieve the aim of qualified teaching and learning process.

