

## CHAPTER II

### TEORITICAL REVIEW

#### **A. Definition of Anxiety**

Anxiety is commonly experienced by individual in daily life. Anxiety (Nediv 2005 :163 ) is apprehension or a worry that people complain something wrong will happen soon. Anxiety occurs to everyone. While male or female, young or adult. According to Melouah ( 2013 :66 ) states that anxiety is a state of unease, a kind of trouble feeling in the mind marked by excessive uneasiness. According to Spielberger and Rickman (1990), “anxiety is an unpleasant emotional apprehension” (as cited in Cheng 2009). People with high levels of trait anxiety are generally nervous people in many different situations; they lack emotional stability (Goldberg, 1993 as cited in Cheng 2009 ). According to Eysenck (1979, as cited in Cheng 2009), trait anxiety impairs the cognitive function of memory and learning, leads to avoidance behaviors, and has some other negative effects. According to MacIntyre and Gardner (1991b, p.88), “within a large group of people, the situation provoking anxiety will differ, even among individuals showing similar trait anxiety scores” (as cited in Cheng 2009). It could be concluded that anxiety is a term referring to a collection of negative feelings such as fear, apprehension, and worry which could lead people to be unstable.

Anxiety is commonly experienced by people, but it will be not common when anxiety is excessive. Therefore it will disrupt and affect other activities.

For the example student will carry out semester test, suddenly he feels anxious because his friend's ability is better than him. He, student who has anxiety disorder, will be anxious even though he had prepared before.

## **B. The Causes of Anxiety**

Foreign language anxiety is the feeling of apprehension and nervousness expressed by non-native speakers, with learning or using a second or a foreign language (Saidi,2014:19).According to Horwitz et al (1986:126) anxiety is a distinct complex phenomenon of self-perception, belief, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process. Various causes of anxiety in foreign language classes have been identified by many researchers (Saidi ,2014 :20), which are :

### **a. Communication Apprehension**

Communication apprehension considered as an important factor in the process of learning a foreign learning language and affects also students' achievements in oral performance. Students who suffer from anxiety to communicate or participate in front of their classmates are likely to encounter even greater difficulty speaking in foreign language where they are have a little master of communicative situation.

### **b. Test Anxiety**

According to the Horwitz and Cope ( 1986:127) defined that test anxiety refers to a type of performance anxiety stemming from a fear or failure. That occur before or during test situations. It is a psychological

condition in which learners feel exaggerated worry, anxiety, and uncomfortable during or before taking a test. This anxiety influences students achievement and motivation to learn in classroom, because this anxiety can result in impaired performance in the classroom.

c. Fear of Negative Evaluation

In the language classroom, fear negative evaluation increases when students are in oral expression session. Students may experience fear from passively evaluated by their classmates or the teacher which make them communicating poorly, with many errors because of large amount of anxiety. Therefore, students who feel high fear or negative evaluation are highly associated with classroom avoidance , and may tend to avoid cases where they have to experience it.

d. Lack of Motivation

Motivation is significant factor which provokes anxiety if it is lacked. Motivation is driving force behind learner behavior .According to Weiner (Cited in Saidi 2014 : 38) that motivated students are those who have made an aware decision to specify great effort to obtaining something that they value. It energizes students and provides direction. It is one of the most important keys to success in learning process. When there is motivation students achieve greater and better outcomes and accomplishments.

e. Negative Self-Perception

Anxious students tend to have a more negative self-perception and tend to underestimate their ability especially in speaking skill. Anxiety may be correlated to self thoughts of failure and negative self-perception about the subject's own first foreign language capacity ( Young ,cited in Saidi 2014) . For these reasons, students consider speaking in front of their classmates in one of the most common sources of anxiety , mostly if their proficiency in the foreign language is limited. Therefore, the role of teachers should be enhance more self-confidence language students focusing their attention on positive experiences in the foreign language, rather than on negative ones.

f. Speaking Activities

The task of speaking in a foreign language is more difficult since it involves learning a new language and performing in it, and an essential role is played by certain classroom practices established by the teacher with students in the classroom. Strong evidence of the negative impact of oral performance practices on language anxiety was first observed in the research prepared by Horwitz, Horwitz and Cope (1986). They noticed that students with high language anxiety were primarily worried to communicate in the foreign language. By this, most of anxious students underlined that speaking in front of others was the worst experience for them . similarly, in speaking skill there are specific activities that increase anxiety, for instance, present a prepared dialogue in front of the class,

make an oral presentations or skit, speak in front of the class, role play situation spontaneously are considered to the major anxiety provoking anxiety.

g. Competitiveness

Competitiveness plays an important role in determine student's speaking anxiety. According to Bailey (1983) too much competitiveness among language students become more anxious when they compared themselves with other or to an idealized self- image ,which can be rarely obtained and found themselves less proficient. She also added other characteristics of competitive behavior , such as harmful reactions toward other language learners, a desire to attain teacher's acceptance, a focus on tests and grades with regards to other students performances.

### **C. Anxiety in Speaking Class**

1. Foreign Language Anxiety (FLA)

In EFL, it is known that many show their fear or foreign language anxiety. Worde (2003, in Rasmadjo 2011 :136 )observes that one third to one half of foreign language learners experience certain level of language anxiety. According to Horwitz, Horwitz and Cope (1986: 125) foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from uniqueness of the language learning process. The uniqueness occurs because foreign language students communicate with other using language which

they have not used or mastered before. It is nearly same with Clement ( 1980 : Cited in Trang 2012 ) that defines anxiety as complex construct that deal with learner's psychology in terms of their feelings, self-esteem, self-confident. In concise, Young (1992,cited in Trang 2012 ) asserts anxiety as a complicated psychological phenomenon peculiar to language learning.

## 2. Foreign Language Anxiety in Speaking Classes

Anxiety and speaking are two things that interconnected. Horwitz, Horwitz and Cope (Cited in Yahya, 2013 ) explain that foreign language is more associated with public speaking and mainly functions as an inhibitor in language learning. In speaking classes, students usually experience anxiety when they are asked to speak in front of the class. This condition is able to hindrance students to master speaking skill maximally.

Students who experience anxiety get unwillingness to participate in their class. Students also fell nervous and uncomfortable when they are in speaking class. Horwitz, Horwitz and Cope ((1986) assert that students suffering foreign language anxiety report feeling of apprehension and worry, and also feel uncomfortable about speaking class. Furthermore Melouah (2013) states that foreign language speaking classrooms has often filled by many students with nervousness and dread. Speaking anxiety, according to Lanefeldt ( cited in Basic, 2011 ) is a something that has a great impact on one's self-confidence. Thus, when students experience anxiety will lack of their confident which it will influence their achievement.

#### **D. The Previous Research**

The existence of anxiety in foreign language learning specially in speaking class makes some researcher interest to investigate it. For the example is Yahya (2013), Yahya does his research with the purpose is to investigate the factors that make students experience anxiety. He finds three domain aspects that cause students anxiety, such communication apprehension, test anxiety , and fear of negative evaluation. From 104 respondents, Yahya finds that fear or negative evaluation becomes the highest mean ( 2.93), follow by communication apprehension (2.80) and test anxiety (2.68). It means that students in Yahya's research have experienced anxiety with different causes.

The other attention comes from Melouah (2013). Her research is aimed to investigate the nature of anxiety in License Master Doctorate Algerian Students of English at Saad Dahlab Univesity of Blida when they are performing orally. The result shows that 56% of 30 respondents experience anxiety.

The research results above prove that many students still experience anxiety when they are in speaking class. It also proves that anxiety is crucial thing in teaching learning process.

#### **E. Basic Assumption**

Considering the discussion in literature review, anxiety has important role in learning process. Especially in speaking because anxiety give some negative impact to student. If student's language anxiety gets higher, they can't perform well in the classroom and it will affect their speaking skill.

In speaking skill, students who have anxiety are more difficult to speak confidently and fluently because they are afraid to speak with English. And it makes their skill in speaking English didn't improve.

In the line with the ideas above, The researcher is attracted to find out the student's causes factors anxiety in speaking English at the first semester of English department at Muhammadiyah university of Purwokerto. The researcher believes by find out causes factors student's anxiety in speaking English and communicate the problems with teacher, it will solved problem the student's anxiety in speaking English.

