

CHAPTER II

REVIEW OF LITERATURE

This section covers the previous study, some pertinent ideas, conceptual framework, and hypothesis.

A. Previous Study

Many Researchers have explored students' anxiety when speaking, the researcher found some studies closely to this topic, including:

Nira Erdiana, Bukhari Daud, Diana Fauzia Sari, and Shindy Khusuma Dwirami (2020) "A Study of Anxiety Experienced by EFL Students in Speaking Performance" from University of Syiah Kuala. The main research aim is to find out the level of students English-speaking anxiety from SMPN 1 Banda Aceh. They had done the research about analysis the students speaking anxiety for junior high school students using questionnaire method and were analyzed by using FLCAS questionnaire scale. The data revealed that 17 students (59%) out of 29 participants experienced a moderate level of speaking anxiety, 11 students (38%) students experienced a low level of speaking anxiety, and 3.4% students (one student) experienced a high level of speaking anxiety. This indicated that numerous students have difficulty dealing with anxiety. Speaking anxiety can be categorized into three different levels: low anxiety, moderate anxiety, and high anxiety (Erdiana et al., 2020).

Fitriah & Hayatul Muna (2019) "Foreign Language Speaking Anxiety : A Case Study at English Department Students of IAIN Lhokseumawe and Al

Muslim University” from UIN Ar-Raniry. The main research aim is to investigate some factors influenced the students anxiety and also to find out kinds of anxiety experienced by them. 30 English department students from IAIN Lhokseumawe and 25 English department students from Al Muslim university were involved in this research. A case study, one of descriptive design in qualitative research was used in this research. The data for the research was collected using FLCAS developed by Horwitz et al. (1986) and interviewing 6 students as research participant. The results showed that IAIN Lhokseumawe students had more anxiety than Al Muslim university students. Furthermore, students anxiety can be triggered by various factors such as lack of Mental preparation, familiarity with vocabulary, pronunciation, grammar, and understanding of classroom tasks, as well as the fear of taking anxiety test (Muna et al., 2019).

Asna Hutabarat & Debora Chaterin Simanjuntak (2019) “A Phenomenological Study : Speaking Anxiety Overwhelms English Learners” from Universitas Advent Indonesia. The main research aim is to identify the origins of the overwhelming speaking anxiety experienced by English Learners. It is a qualitative study that centers on learners’ fear of speaking. The research samples consist of high school seniors who experience speech anxiety. The main way to collect data is by conducting interviews using semi-structured questions. The information was gathered through interviews and the analyzed by identifying themes and providing descriptions. The collected data were examined by utilizing coding and direct quotes from participants in the study. The findings indicate three main factors that lead to speaking anxiety : Lack of English practice, concern about

being judged negatively, and learning environment. There is no denying that attitude plays a crucial role in learning how to speak English. The findings indicate the learners feel anxious when speaking English due to various sources, they are able to find ways to lessen this anxiety. This study identified two themes for reducing anxiety: Media intervention and Establishing learning support (Hutabarat & Simanjuntak, 2019).

Atanasius Gabe Hardional Sinaga, Syahrial Syahrial, and Gita Mutiara Hati (2020) “Students’ Speaking Anxiety in English Class” from University of Bengkulu. This research aimed to determine the extent of Speaking anxiety among third-grade students at SMPN 15 Bengkulu in English class, as well as identify the primary factors contributing to this anxiety. This research employed a descriptive quantitative methodology using a questionnaire as the research tool. The survey used in the study was the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz. The SPSS program was utilized to analyze the data. This study focused on the third grade students at SMPN 15 Bengkulu as the participant. There are 7 classes in total: Class A, Class B, Class C, Class D, Class E, Class F, and Class G. The overall student population is 163. Out of 7 classes, the researcher chose to select only 20% of the students from each class. The study findings revealed that most third-grade students were experiencing a moderate level of anxiety, with the primary factor being the fear of negative evaluation contributing to their speaking anxiety. Based on the findings, the majority of students were already experiencing anxiety about speaking in front of their English class in groups or individually, as well as being assessed by the teacher. In summary, the researcher discovered that

students fear of speaking in front of the class due to the believe that their peers will mock and criticize them. This could lead to the student experiencing anxiety when speaking, causing them to remain quiet rather than speak (Gabe et al., 2020).

Özlem Yalçın & Volkan İnceçay (2014) “Foreign Language Speaking Anxiety : The Case of Spontaneous Speaking Activities” from Yeditepe University. This research aimed to determine if incorporating impromptu speaking exercises reduces language speaking apprehension in students. The research was conducted in the ELT division of a private university in Istanbul, turkey. The research involved 12 students in their second year of college. The course outline included various kinds of speaking exercises. The research utilized both qualitative and quantitative data in a mixed method design. The information was gathered using a modified survey derived from Horwitz’s “Foreign Language Classroom Anxiety Scale” (FLCAS, 1986) and burgoon’s “Unwillingness to communicate scale” (UCS. 1976) to assess the students’ anxiety levels before and after. In addition, participants were prompted to contemplate the activities by responding to open-ended essay prompts. Eventually, a focus group discussion took place. The results have been thoroughly analyzed. The research showed that students’ anxiety levels declined due to feelings of readiness and achievement. Students claimed to experience lower levels of anxiety when they were not prepared, which is goes against findings from Mohamad & Wahid study. Achieving success in tasks resulted in reduced test anxiety and sense of relaxation. Knowing activities well also decreased nervousness in speaking situations. Collaborative tasks were discovered to lower anxiety even more by promoting unity and boosting communication in the desired

language. This corresponds with prior studies that show the advantages of group work in decreasing anxiety and improving the classroom environment. In language learning activities, students' experiences and perceptions had a notable impact on controlling anxiety levels (Yalçın & İnceçay, 2014).

Hakan Karatas, Bulent Alci, Mehtap Bademcioglu, and Atilla Ergin (2016) "An Investigation into university Students' Foreign Language Speaking Anxiety" from Yildiz Technical University. This research aimed to determine if there are notable variations in students' anxiety levels when speaking a foreign language based on their gender, proficiency in the language, attendance of English preparatory courses, and the type of high school they attended. The research consisted of 320 male (65.6%) and 168 female (34.4%) English prepatory students at Istanbul technical university. The data collection tool used was the Foreign Language Speaking Anxiety Questionnaire, which was originally created by Horwitz, Horwitz, and cope in 1986 and later adapted into Turkish by Saltan in 2003. Analysis of the data was conducted using both independent samples T-test and one-way ANOVA. Based on the findings of the T-test, it was observed that female students outperformed male students in terms of scores. Additionally, the T-test results indicated that students who have undergone English preparatory training show lower levels of reported anxiety. Additionally, the students' speaking anxiety is not affected by their language level or the type of high school they attended, as shown by the ANOVA results. Simply put, foreign language speaking anxiety is influenced by one's gender and participation in English preparation courses (Karatas et al., 2016).

Bikash Chandra Taly (2020) “Speaking anxiety Among Postgraduate International Students in the Academic Context of a University in Malaysia” from University Putra Malaysia. This research aimed to investigate the factors that lead to speech anxiety in a university’s academic setting. The research also seeks to identify approaches employed by students to manage their fear of speaking. This study uses qualitative methodology through interview questions to examine the problems. Fifteen international postgraduate students and two seasoned university lecturers from a public university in Malaysia participated in semi-structured interviews. The study found that speaking anxiety comes from how students see themselves, difficulty in learning, cultural differences, lack of language skills, and fear of judgement from peers and teachers. Various strategies were employed to manage speaking anxiety such as emotional (relaxation), mental (positive thoughts), and behavioral tactics (preparing/practicing, avoiding eye contact, quickly answering instructors’ questions, participating in numerous speaking activities, seeking support from peers, and engaging in physical masking behaviors). A correlation was discovered in the study showing that anxiety affect how students communicate in English. Anxiety reducing methods should be prioritized in the higher education teaching and learning environment (Taly & Paramasivam, 2020).

From some of the previous study that have been described above, the similarity between previous study and this research is about speaking anxiety and there are several differences from the previous research with my research. The second study and the research from Atanasius Gabe Hardional Sinaga, Syahrial

Syahrial, and Gita Mutiara Hati discuss about speaking anxiety on Junior high school, while my research talking about speaking anxiety for undergraduate students. Even if other researcher doing the research for university students, they are not comparing the speaking anxiety with other students from other semester. In this research, researcher would going to do comparison analysis for speaking anxiety among students of English Department at UKI Toraja to know what their major factor to their speaking anxiety and to find out the significance difference on speaking anxiety level among the students.

B. Review of Literature

1. Comparative Analysis

Comparative analysis covers a wide range of topics. But it does not focus on the theories behind the widespread appeal of comparative analysis or on which concepts are suitable for use in comparative research. According to Cocq & Szekely (2021), Comparative analysis involves examining and contrasting two or more phenomena to gain a deeper understanding of them. In the same way, Bukhari (2011) said that comparative analysis examines and contrast two or more items or concepts. Comparative analysis are research endeavors aimed at showcasing the capacity to analyze, compare, and contrast various subject or concepts. A comparative study demonstrates the similarities or differences between two or more subjects.

In this study, researcher will use this comparative analysis to gain understanding about speaking anxiety level among students of English study program at UKI Toraja and compare it based on their semester.

2. EFL Students

EFL students are individuals who learning English in a country where English is not their second language. They study English because it is a language that can connected a person with other people from another country.

The same way with Harmer (2007) stated that the role of English as Lingua Franca makes people widely used by many people. In Indonesia, English is considered a second language that students are required to learn in schools, despite it not being the primary language spoken in the country. Challenges were still encountered by EFL Students, whether they related to writing or speaking English. Speaking is a productive one among four language skills. Similarly with Nazara (2011) that stated speaking mastery is important due to the position of English as Lingua franca. According to Juhana (2012), 37% EFL students chose fear of making mistake, and 26% chose shyness in that research. It means that, anxiety still a nightmare to speaking skill for EFL students.

On the contrary, in this research, researcher aim to explore the variety of anxiety experienced by students and track the level of anxiety among students of English study program at UKI Toraja.

3. Speaking Anxiety

a. Definition of Anxiety

Anxiety is a common psychological phenomenon. People often experience feelings of anxiety when they find themselves in an unfavorable situation. This feeling of anxiety can be due to various factors, but it is most

commonly felt when someone is uneasy in a certain situation, fearful of something, or influenced by their environment.

Dona Fitri Annisa & Ifdil (2016) stated that Anxiety is an emotional condition characterized by feelings of unease in an individual, accompanied by a sense of helplessness and uncertainty, resulting from something that is not yet over (Fitri & Ifdil, 2016).

b. Definition of Speaking Anxiety

Speaking anxiety can significantly impact a person's ability to communicate effectively and confidently. According to Ekanti & Palupi (2021) students experience speaking anxiety when they encounter hindrances and nervousness while attempting to communicate in English. In the same way, Bashori et al. (2022) Speaking causes the most anxiety compared to other skills. According to the findings of earlier studies, there is denying that speaking anxiety remains present.

c. Levels of Speaking Anxiety

Studies on anxiety related to English speaking among students show different levels. Research conducted in various settings indicates that anxiety levels vary from low, moderate, and high (Toubot et al., 2018; Sebayang & Dangin, 2024; Yoskapela et al., 2022). The level of anxiety appears to correlate negatively with speaking performance (Yoskapela et al., 2022).

1) Low Level

A low level of speaking anxiety indicates slight nervousness, fear, or apprehension felt during verbal communication, especially in a foreign language. Students who experience low speaking anxiety usually feel more at ease when expressing themselves and generally perform better in speaking activities than those with moderate or high anxiety (Nur Halimah, 2020; Laras Widia Utari, 2022). Dimas Et.al (2024) add symptoms that often occur in students when speaking in low level anxiety. There are suddenly confused while asked in English by teacher, concern about making mistakes in grammar construction, and fear of being judged by peers and lecturer. In the same way, study from Reyhan 2020) said that in several occasions, there are students who showed some anxiety symptoms such as sweating, tension, trembling, nervousness, and pale face. Saragih (2022) add mouth trembling and pinched face as symptoms in low level of anxiety.

2) Moderate Level

Moderate of speaking anxiety involves a significant level of nervousness and discomfort during speaking activities, often resulting from fear of negative evaluation or lack of confidence. Symptoms may include sweating, forgetfulness, and heightened sense of apprehension (Saragih, 2022 ; Nur Halimah Et al. 2020; Febrikawati 2021). This level of anxiety frequently results in avoidance actions, like hesitance to engage in conversations or presentations (Laras Widia Utari, Et al., 2022; Nira Erdiana, 2020). Dimas et. al (2024) said that moderate levels

are almost exactly the same as mild anxiety but require selective attention. They add symptoms like fear of being wrong in front of people and not confident to speak in front of them. In the same way, Yoskapela (2022) add going blank, stuttering, and speech fillers as the symptoms in the moderate level of speaking anxiety.

3) High Level

High Level of speaking anxiety are characterized by Intense fear and apprehension when communicating in public or during presentations. This anxiety may result in notable physical symptoms like a racing heartbeat, heavy sweating, and trembling (Nuridzdzati Et. al., 2023). Cognitive signs may consist of intense self-doubt, fear of negative evaluation, and difficulty concentrating (Nuridzdzati Et. al., 2023).. People with high speaking anxiety often experience avoidance behaviors, causing hesitation to take part in speaking activities, which can impact their communication skills and overall success in academic or professional environments. Dimas et. al (2024) said that a person with a high level of anxiety tends to focus on something more detailed and specific, which is ends up causing intense anxiety. The symptoms of this level is nervous about something small (in this case, interviewee nervous about vibrating sound from phone). Yoskapela (2022) in their study also add stuttering and making grammatical mistakes, making unnecessary movements, and speaking too slow as the symptoms in high level of anxiety.

In my research, I will use this level as benchmark to analyze speaking anxiety and choose several symptoms from each level to determine my questionnaire. To make it easier, I will explain it in the blueprint table below.

Table 2.1 Indicator for the Level of Speaking Anxiety

Speaking Anxiety level	Indicators
Low	1. Trembling (Reyhan; 2020) 2. Light sweating (Reyhan; 2020) 3. Nervousness (Reyhan; 2020) 4. Suddenly confused while asked in English (Dimas; 2024) 5. Mouth trembling (Saragih ; 2022) 6. Fear of being judged by peers or lecturers. (Dimas; 2024)
Moderate	1. Heightened sense of apprehension (Febrikawati; 2021) 2. Hesitance to engage in conversation or presentation (Laras Widia Utari, Et al., 2022; Nira Erdiana, 2020) 3. Fear of being wrong (Dimas ; 2024) 4. Lack of confidence (Dimas; 2024) 5. Going blank (Yoskapela; 2022) 6. Using Speech Fillers. (Yoskapela; 2022)

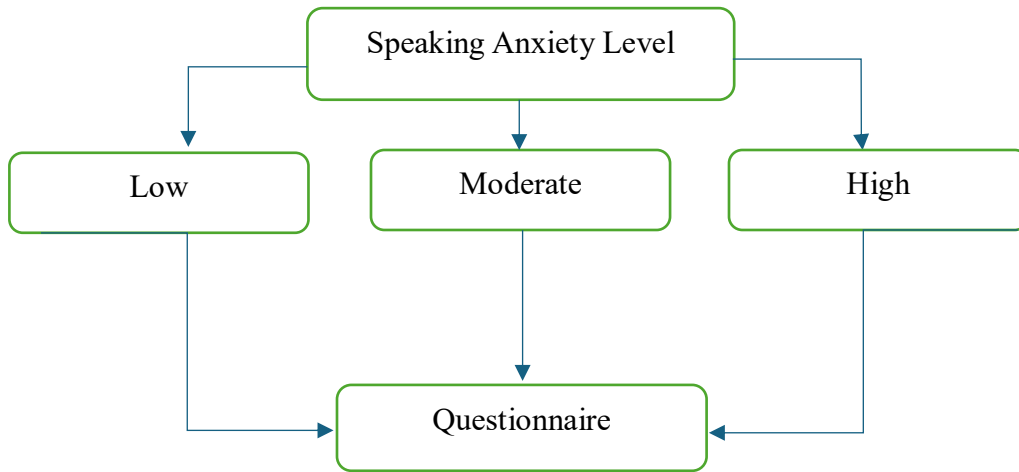
High	1. Racing heartbeat (Nuridzdzati Et. al; 2023)
	2. Heavy sweating (Nuridzdzati Et. al; 2023)
	3. Speaking too slow (Yoskapela; 2022)
	4. Making unnecessary movements(Yoskapela; 2022)
	5. Difficulty concentrating (Nuridzdzati Et. al., 2023).
	6. Stuttering (Yoskapela; 2022)

C. Conceptual Framework

This research analyze the students' speaking anxiety in the Christian University Indonesia of Toraja at English Education Department. This study aimed to find out the differentiation level of among students of English Department at UKI Toraja and find out the level of speaking anxiety among them. Many students are passive in the learning process. They are afraid to speak out their mind. Thats' why not many students want to join the debate competition that held by English department and also did not want to participate in another university events held by English department.

Additionally, when students are required to speak in front of the class, such as during presentation or debate, they may become quiet or start stutter. It occurs due to their anxiety. The mental state affects the individual. Researcher plan to study factors and levels anxiety of students. Through administering the questionnaire, we will determine the different levels of anxiety.

Figure 2.2 Conceptual Framework of the Research



D. Hypothesis

A hypothesis is a temporary answer to research problems until proven through collected data. So the hypothesis is a temporary answer to the problems that exist in research to prove the truth. So the researcher can put forward the hypothesis as follow :

“there is significant level of speaking anxiety among students of English study program at UKI Toraja.