

CHAPTER II

REVIEW OF THE LITERATURE

This research discussed several points related to theoretical study. In theoretical studies contains EFL Students in speaking classroom, speaking as a language skill, speaking anxiety as students' problem in speaking classroom, relationship between anxiety and speaking class, students' strategies for coping with anxiety, types of anxiety in a foreign language learning, level of anxiety in speaking also factors of speaking anxiety. Afterward, this discussed Previous Study.

2.1 Theoretical Framework

2.1.1 EFL Students in Speaking Classroom

EFL or English Foreign Language student is the students whose language is not English. They are students who learn of English by non-native speakers living in a non-English orally environment. Wiliam (2013) said that EFL is an associate abbreviation for "English as a remote Language". This can be primarily accustomed to discussing students (whose mother tongue isn't English) learning English whereas living in their own country. English as Foreign Language (EFL) students usually takes place in an exceedingly foreign country, sometimes with students from the identical country.

EFL student is wherever the scholars learn English in an exceedingly country where English is not the language. Djigunovic (2001) said that EFL students typically all be from the identical country. They need an identical culture and build similar mistakes within the target language. Therefore, these mistakes

will be corrected by the teacher as a full instead of singly with the ESL learner. EFL is sometimes learned in environments wherever the language of the community and also the college is not English. EFL lecturers have the tough task of finding access to and providing English models for his or her students.

So in this case, EFL students will definitely face various problems in learning their target language, the most common of which is in the speaking class. Speaking in English for EFL students is not an easy task and needs much effort to produce acceptable words and utterances in English. The achievement measurement for English mastery is obviously seen through speaking competence. Teaching speaking in English as foreign language is perhaps the most emergent aspect of language skill, because it isn't only to build students' ability in producing verbal sentences, ability in producing good pronunciation, accuracy in the contact of speech and fluency but it also involves students' mental control as fortress of performance.

While, the speaking activity requires talk performance in which the speaker organizes information in an easily comprehensible order, the use of discourse markers, repetition, and stress to emphasize important points, etc. Moreover, Goh and Burns (2012) stated that students often experience difficulty while speaking. For example, they must engage in various mental processes because they can support their speaking development. However, it does not work optimally to help them to produce speech fluently and accurately. Speaking itself has some aspects to be considered. Rodriques (2000) mentioned some aspects of speaking including mastering a different sound system, vocabulary, grammatical pattern, and oral ability.

Moreover, there are many kinds of speaking activities that can motivate and encourage students to speak and they are mostly used in school or an English competition. The first example is storytelling. Ellis and Jean (2014) defined that storytelling is an activity to tell a story to people. This can be telling a story from a book by reading loudly or telling a story without a book. Furthermore, they also stated that storytelling is not only used by parents with her children but the storytelling activity is also used by teachers as a technique to encourage and interest students in the classroom. The next activity is the debate. Debate is one of the popular activities in school to improve speaking (Baruah, 2006; Wahyuni et al, 2020). In English class, it is used in a speaking activity. Even though most students feel shy about taking part in debating activity, but it is often involved in English competitions. Furthermore, He explained that in debate activity, the students are allowed to express their arguments in advance. Therefore, it is important to pair the competitors. One makes a point and the other refute it. Speech is the other example of it. Baruah (2006) stated that speech is one of the speaking activities. It is also commonly used in the English competition.

To encourage more students to take part in this activity, the speech topic should be easy and interesting. Last but not least is drama. Grugeon, et al (2015) stated that drama is a good activity that can improve students' speaking skills. The children enjoy taking part in drama activity and most of them create drama for themselves in imaginary play. That is why drama is usually used in school or competition. In addition, Hadfield (1999) stated that there are many ways to encourage students in speaking activities some of them are stated as follows: first of all is role-playing. He stated that it is one of the popular activities in speaking

that requires the students to take turns in starting the dialogue. The second is guessing. This kind of activity encourages the students to work in pairs and guess each other about what they fill in their own copies of the form. Finally, describing and drawing. This activity encourages students to sit in pairs. One learner describes one picture orally, and the other one draws the picture based on what she listens.

2.1.2 Speaking as a Language Skill

Brown (2001) said Speaking is one of two productive skills in language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form. Speaking consists of producing systematic verbal utterances to convey meaning. From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

In summary, the speaker has to be able to convey the ideas clearly in the process of speaking, as a result, the listener can receive and understand what the speaker means. Speaking is language skills consisting of two-way-system of communication, where only one person speaks and the others only listen. Speaking is not only means of how we speak fluently and correctly to be understood by others but it also has components that explain the way we produce the utterances or sentences meaningfully and accurately to be understood by others. According to Brown and Abeywickrama (2004), there are five components

to measure students' speaking ability they are fluency, pronunciation, vocabulary, grammar, comprehension,

First, fluency refers to the ability of how to speak fluently and accurately. The smoothness or flow of the sounds, syllabus, words, and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. It also can be seen with the way they speak. If someone can speak English without any pauses, such as; "ums" or "mm". It indicates that the quality of their fluency is smooth. Second, pronunciation is the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication such as different phonemes, rising and falling in intonation and stress. Third, vocabulary can be defined as the words used in language, phrase, clauses, and sentences. If someone has many words to utter what they interest to say, it will be smooth to give some information or receive the information. In vocabulary, the students should know about content word and function words in English. Fourth, grammar refers to the sentence structure and tenses. Heaton (1991) defines grammar as the students' ability to manipulate the structure and to distinguish appropriate grammatical forms from inappropriate ones. Besides that, grammar will help the students to speak fluently. The last, comprehension denotes the ability of understand the speakers' intention (understand what the speaker said) and general meaning (get the point what the speaker said). Cohen, Manion and Marrison (2017) argued that to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. From those two experts, it can be said that comprehension refers to the speakers' understanding of what are they saying to the listeners in order to avoid

misunderstanding information. In brief, these components above are important for the teacher-student to acquire English communication because it can be used to express ideas, feelings, and emotions to other people.

Speaking is an interactive process to convey or extend the information in order to construct the meaning during interaction among two people or more. Thus, It is important to speak fluently, correctly, and understandable. Studying speaking is aimed to improve students' speaking ability in mastering English by creating some activity in the classroom. There are several activities of speaking performance, Brown (2001) described six types of classroom speaking performance. Those six types are imitative, intensive, responsive, transactional, and interpersonal.

First, imitative speaking tasks are based on repetition. The students need to repeat a sentence that they hear. Imitative performance includes the ability to practice an intonation and focusing on certain particular elements of language form. Second, intensive is focusing on practicing some phonological or grammatical aspects of language. The example task or intensive speaking is reading aloud task. Third, responsive performance includes interaction and test comprehension but it is just short conversation, such as replies to a teacher or students-initiated questions or comments. Fourth, transactional (dialogue) It is carried out to convey or exchange specific information in a conversation. The focus on transactional dialogue is on what is said or done in some situations. Last but not least, interpersonal (dialogue), Interpersonal dialogue is carried out for the purpose of maintaining a social relationship than for the transmission of facts and information. Finally, Extensive (monologue), Extensive monologue includes an

oral presentation, speech, and storytelling, where the students have to share and explain the ideas about their knowledge.

2.1.3 Speaking Anxiety as Students' Problem in Speaking Classroom

Speaking anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. There are several definitions of anxiety. Anxiety can give a negative impact on the someone's personality if he or she cannot manage it. Muris, Van der Pennen, Sigmond and Mayer (2008) says that anxiety is a normal aspect of life and of being human, and it has a positive side to it, too. Moreover, Griffin and Tyrrell (2007) argued that if students can control their anxiety into a positive feeling instead of being controlled by it, they will reach optimal performance. Horwitz et al. (1986) state that anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system. Anxiety becomes the most general emotional dilemma of someone's feelings. Everyone will feel anxious about something that will happen in their life, especially when they have to face speaking exercise.

Pull (2012) said that usually, speaking anxiety is characterized by the avoidance of students during speaking class learning. Some students who have speaking anxiety will avoid speaking class, making excuses for not attending the lesson. Students also used to hide themselves in class, making themselves not chosen by the teacher to come forward to speak in class. When students are selected to speak in class, students again make excuses not to do the assignment.

In brief, anxiety is a normal feeling that is happened in someone. When someone has a problem then they feel anxiety to face it, it will give a good impact if they can manage their anxiety into a positive feeling. Thus, it is related to speaking skills because when they have high anxiety, they will speak hesitantly. They are too worried when they speak in English. Hence, their speaking is going to be slow and they will repeat many words on their dialog.

Speaking anxiety in this study refers to the feeling of apprehension, nervousness, or worry that interrupts students 'speaking performance just before or whilst performing a speaking task in class. Language anxiety is caused by various causes during the learning process. The primary sources of language anxiety, stated by Horwitz and Cope (1986) communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance), and fear of negative evaluation (worry about how others view the speaker). Here is the explanation about three of them: Communication apprehension arises from someone's fear and shyness if they have to communicate with others. Chan and Wu, (2004) argued in communication apprehension, people usually afraid of oral communication that is about speaking and listening. They will get difficult to understand what people are saying and to make someone understands what they purpose to say. For example, when the students have to speak English with the teacher in the class, he or she may be anxious and afraid to speak in English or he may not understand what the teacher is saying.

Moreover, the students will not feel confident when they have to say something to others because they are too afraid to talk with English. Chan and Wu

(2004) argued that test anxiety can occur when students have poor performance in the previous test. The students develop a negative stereotype about tests and they have irrational perceptions in the evaluative situation. It means that test anxiety is related to someone's fear of a test-taking situation. The students tend to deal with test anxiety every time they got to face frequent tests. Muris, van der Pennen, Sigmond and Mayer (2008) stated that every student understands that taking a test means she will be graded, judged, and compared to her classmates and that performing will get a negative consequence from her teacher and parents. Lucas and Go (2011) Fear of Negative Evaluation Fear of negative evaluation is the apprehension about other evaluations which may include avoidance of evaluative situations and the expectations that others might evaluate them negatively. Moreover, Bao and Liu (2021) argued that in his survey on students' perspective on anxiety and speaking in the foreign language, many students reported that they would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their peer. It means that if the students are not sure of what they are saying, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of others. For example, when the students perform their performance in front of the class, suddenly the student fall silent and get high anxiety. It happens because the other students who do not perform criticized their performance. Thus, it makes them stumble over the words. It happens because the other students who do not perform criticized their performance.

From the explanation above, it can be summed up that three components of foreign language anxiety give a big impact on students' teaching-learning

process especially in speaking. In this research, a communication apprehension is to measure their anxiety through questionnaire and interview. Actually, speaking anxiety in this study refers to the feeling of apprehension, nervousness, or worry that interrupts teaching anxiety of teacher-student performance just before or whilst performing speaking in class.

Shri (2010) stated Anxiety can result when a combination of increased internal and external stresses overwhelms one's normal coping abilities or when one's ability to cope normally is lessened for some reason. The factors can through Psycholinguistics and Socio-Cultural factors. Psycholinguistic factors are a fact that communication in a second language or foreign language requires second/foreign language learning. However, the complexities or difficulties involved in the process of learning a second/foreign language may also cause language anxiety for EFL/ESL learners. This section discusses the psychological and linguistic reasons for language anxiety that occurs at all three stages of language learning: input, processing, and output. Input is the first stage of language learning. It activates Language Acquisition Device (LAD) is an innate language-specific module in the brain which carries out the further process of language learning. Anxiety at the input stage (input anxiety) refers to the anxiety experienced by the learners when they encounter a new word or phrase in the target language. While, anxiety at the processing stage is called processing anxiety, refers to the apprehension students experience when performing cognitive operations on new information. Hence the output, anxiety while communicating in the target language is more likely to appear at the output stage, which entirely depends upon the successful completion of the previous stages: input, and

processing. Anxiety at the output stage refers to learners 'nervousness or fear experienced when required to demonstrate their ability to use previously learned material.

Furthermore, Socio-Cultural factor as Social Environment for Second Language (L2) / Foreign Language (FL) Acquisition. The limited exposure to the target language and lack of opportunities to practice speaking in such environments do not let the communicative abilities of L2/FL learners fully develop and result in embarrassment or stress for them when they are required to speak both in and out of the class. In contrast, the second kind of environment provides a learner with greater exposure to the target language is Errors in Social Setting. Although it is axiomatic that language learning cannot be without errors, errors can be a source of anxiety in some individuals because they draw attention to the difficulty of making positive socio impressions when speaking a new language. Errors in socio settings are mostly overlooked if they do not interfere with meaning because people consider it impolite to interrupt and correct somebody who is trying to have a conversation with them. It is only in the classroom environment that feedback on errors is provided frequently, Brown (2008) mentioned this leads many learners to frustrations and embarrassments by making them conscious about their deficiencies. Gender has also been found to cause anxiety in male and female interaction both within and out of the classroom settings. Cakici (2016) asserted that gender-related anxiety research has yielded conflicting results. In their study on state anxiety found, females are more emotionally stable than males in their reactions to highly stressful and relaxing circumstances.

Anxiety in speaking has a negative effect on students' academic, cognitive, social, and personal level. At the end, these behaviors will affect their cognitive competence because high-anxious students will perform and achieve lower than those of low-anxious students in the class. In this case, if students' anxiety increases, their academic achievement will decrease. Additionally, in the effect on students' cognitive, MacIntyre and Gardner (1994) say that anxiety has also been shown to have negative influences, both pervasive and subtle, on the three stages of cognitive processing: input, processing, and output.

For this reason, the students who have anxiety will get difficult in processing meaningful input, and to be less responsive to language output. In terms of social effects, there are many ways that social context gives an effect on language anxiety. It means that if the students have high anxiety, they will avoid communicating with other people because they worry about others' perceptions or fear of making mistakes when they speak in a foreign language. The personal effect has a negative effect on acquiring English; MacIntyre (1999) contends that among the most troublesome effects of language anxiety is the severe anxiety reaction for an individual language learner. Young (1991) revealed that some language students who have high anxiety will choose to ignore or stay away from their language class rather than to follow the class. Thus, it can be said that this type of effect is considered as the most debilitating effect of language anxiety.

2.1.4 Anxiety and Speaking Class

Researchers have hypothesized that students' emotions are highly related to academic performance (Lewis & Haviland-Jones, 2004). Although a small

amount of facilitating anxiety can enhance performance (Shipman & Shipman, 1985), a great deal of anxiety can debilitate performance and distract learners. Such test anxiety, the emotional response concerning the possible negative consequences on an exam, can have a negative effect on achievement (Zeidner, 1998, 2007). Significant negative relations between test anxiety and course grades/GPA among primary, secondary, undergraduate, and graduate students have been found (Cassady & Johnson, 2002; Chapell et al., 2005; Hembree, 1988). Researchers have suggested that overly anxious students tend to underachieve because they are often preoccupied with thoughts of failure and fears of negative evaluation (Eccles & Wigfield, 1985; Hembree, 1988). This evaluation anxiety may stem from a number of sources and appears to be the result of an interaction between personal (e.g., having a disposition to worry) and situational (e.g., failing an important test) characteristics (Zeidner, 2007). Anxiety in learning may result in problems concentrating on and accomplishing learning tasks because the student's attention is devoted to feelings of worry and fear of failure rather than to focusing on the task at hand, leading to lower grades on exams and diminished feelings of personal control over the situation (i.e., external locus of control; Hembree, 1988).

In fact, many students reported feeling unable to master academic skills, leading them to drop out of the program (Baillie & Fitzgerald, 2000). It is therefore important to examine students' anxiety toward required learning the language and how anxiety plays a role in their actions and performance. Although some researches were found statistically significant relations between anxiety and academic performance, the effect sizes for these correlations are often small to

medium (e.g., Chapell et al., 2005), suggesting the need to examine potential variables that mediate or moderate test anxiety to influence academic achievement in order to identify targets for intervention. It is hypothesized that students' test anxiety will influence their feelings of personal control (i.e., if students feel high levels of anxiety they are more likely to report low levels of control) and will predict grades on the midterm exam given the effect of anxiety on performance.

Bailey, Daley and Onwuegbuzie (1999) argued that the existence of foreign language anxiety can give negative effect on the students in speaking and learning in a general. In some previous studies (Agbalizu, 2006; Nimat, 2013) found that "language anxiety can invert students' language performance which is indicated by the negative correlation between language anxiety level and students". Correspondingly, Kleinmann (1977) stated that "ESL students with high levels of debilitating anxiety attempted different types of grammatical constructions than did less anxious ESL students". In addition, Steinberg and Horwitz (1986) claimed that "students experiencing an anxiety-producing condition attempted were less interpretive (more concrete) messages than those experiencing a relaxed condition". In couple with this, Jamila (2014, as cited in Christie and Listyani, 2018) argued that "students with no motivation who have lack of confidence and have extreme anxiety could not reach their purpose in speaking skill".

MacIntyre and Gardner (1991) showed that students who have anxiety in class are less likely to answers the teacher questions and to participate in speaking classroom activities. Students were afraid when they talked, they thought that everyone will see it. Therefore, they fear if they talked with the wrong grammar

and fear of correction. Besides, they probably had less of vocabulary using foreign language. In line with this, Sari (2017) added that “students can feel threatened, unsafe and uncomfortable when they were asked to speak English in front of their peers in the classroom”. Moreover, in the result of the study of MacIntyre (1991) presented that speaking in the second language is the most anxiety, and half is the use of speaking skills as confidence-building experience. Anxious students may avoid studying and, in some cases, skip class entirely in an effort to alleviate their anxiety (Horwitz, 1986).

Woodrow (2006) examined the relationship between second language anxiety and speaking performance and the major causes of anxiety with 275 advanced English for academic purposes students by using a self-designed questionnaire. A significant negative relationship was found between second language speaking anxiety and oral performance. The major cause of anxiety was interacting with native speakers. It was concluded that speaking anxiety made a debilitating effect on speaking English for some students. Balemir (2009) conducted a study with the participation of 234 students to investigate the sources of foreign language speaking anxiety and the relationship between proficiency levels and degree of foreign language speaking anxiety. The finding of the adapted version of the Foreign Language Speaking Scale (FLSAS), which was developed by Huang (2004) showed that there was a moderate level of foreign language speaking anxiety among participants. The female participants had slightly more anxious than males. No significant effect of the level of learner’s language proficiency over speaking anxiety was found. However, it was found that the major anxiety provoking factors were testing procedures, personal

reasons, and the fear of negative evaluation. The relationship between speaking anxiety and achievement has received particular attention in the literature.

2.1.5 Students' Strategies for Coping with Anxiety

Finding a way to adjust to the demands of college may be a source of stress, which can negatively affect motivation and achievement (Pritchard & Wilson, 2003). Coping strategies, defined as “conscious volitional efforts to regulate emotion, cognition, behavior, physiology, and the environment in response to stressful events or circumstances” (Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001, p. 89) have been suggested to be critical to academic success (Struthers, Perry, & Menec, 2000). Numerous researchers have attempted to identify groups of coping strategies (Ryan-Wenger, 1992). Lazarus and Folkman (1984), in an early attempt to categorize specific coping strategies, made a distinction between two types of coping strategies. Problem-focused coping strategies refer to active efforts to change the problem situation in an effort to reduce the stress associated with it, whereas emotion-focused coping strategies involve an attempt to change the emotions associated with the stressor, with no direct attempt to change the stressor itself.

Devonport and Lane (2006) suggested that coping could influence academic success because the amount of effort students invest to reach a certain outcome is dependent on how they cope with the negative emotions and obstacles. That level of effort and the way students cope with stress is also influenced by their beliefs about how capable they are and how much control they have over the outcome. The model included approach and avoidance strategies, with the

expectation (on the basis of previous research; Sullivan, 2010) that these variables would be positively (i.e., approach) or inversely (i.e., avoidance) related to self-efficacy, mastery goals, and self-regulation. As people take action and strategize toward reaching a goal rather than sitting idly or avoiding the situation, positive outcomes may be attained. Although academic coping strategies (and relations between coping strategies and the other variables of interest) have not received much attention, adaptive coping strategies may be especially critical for students in demanding academic fields.

Weiner (1986) defined attribution as the belief that people form about the reasons for their successes and failures. In theory, the reasons fall along three dimensions: locus, stability, and control. While the stability dimension is most closely related to expectancies for success, unsuccessful events attributed to stability can lead to learned helplessness and academic attrition (Weiner, 2000). Personal control is suggested to be related not only to future effort and expectancies, but also to positive affective responses and academic success (Weiner, 2004). Attributing successes and failures to personal controllable factors gives individuals a sense of responsibility and ownership (Weiner, 1994). Given the importance of developing self-regulated learners, teaching students to attribute outcome of performances to strategy use and effort has been the focus of attribution retraining as these factors are controllable by the individual and are therefore considered healthy attributions (Hsieh & Schallert, 2008). Self-efficacy is defined as people's beliefs about their capabilities to complete a task successfully (Bandura, 1997). Bandura's (1997) theory emphasizes the

significance of people's sense of efficacy in executing a behavior and exercising control to produce an outcome.

Therefore, self-efficacy can be seen as having common elements with Weiner's (1996) attribution theory controllability dimension (Eccles & Wigfield, 1985; Poulou & Norwich, 2002). It may be suggested that individuals who attribute outcomes to personal controllable factors are likely the ones who believe that they have the capabilities to reach success. This has been suggested explicitly by Bandura (1986), yet only a few research studies have examined this relation (Hsieh & Schallert, 2008). Researchers have suggested that students who attributed their performance to a personally controllable cause reported having higher self-efficacy and had better performance than did students who attributed their performance to uncontrollable causes (Bond, Biddle, & Ntoumanis, 2001), and when students attribute failure to factors that are not within their volitional control, their self-efficacy suffers (Hsieh & Schallert, 2008).

Attribution retraining theorists (Diener & Dweck, 1978) suggest that student' attributions for an outcome can influence their motivation, beliefs about their competence, and emotions. Feeling in control over the learning situation (i.e., having personal control attributions) predicts selfefficacy. To simplify the model and avoid model misspecification problems associated with multicollinearity yet still explain the relation between the two beliefs (attribution and selfefficacy), we chose to drop the other two attribution dimensions (i.e., locus and stability) and focus on the relation between personal control and self-efficacy. Moreover, personal control has been shown to be a good predictor of self-efficacy and is the most empirically supported (Schunk, 1984). it also

hypothesized that the midterm exam grade would predict self-efficacy, given the well-documented importance of performance accomplishments in influencing students' self-efficacy (Schunk, 2008). Also suggested by Schunk (2008), self-efficacy is influenced by physiological cues such as one's emotional reactions to a task. Considering test anxiety measures students' uneasy feelings, worry, and nervousness, it is hypothesized that test anxiety will also be a good predictor of self-efficacy.

There are several things that students can do to reduce the emergence of anxiety. Liu (2006) gives five strategies, namely preparation, relaxation, positive thinking, peer seeking and resignation. The students have use strategy to increase students' subjectively estimated mastery of the subject matter, and hence reduce the students' speaking anxiety in the classroom even in front of the teacher and other students. To make a good preparation, students should do more practice and gradually students become accustomed.

While, relaxation involves tactic that aim at reducing somatic anxiety symptoms of the students, with relaxation the students feel calmer done when anxiety appear. Students can do breathe relaxation before starting the activity. Every student has their own way of relaxing. Additionally, students also have to think positively because this is intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the students' anxiety in speaking. Students can start from thinking of their aim in purchasing the degree and can think of all their unstoppable hard work.

Peer seeking is distinguished by students' willingness to look for other students who seem to have trouble understanding the class and controlling students' anxiety. For the students' anxiety, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

In the other hand, self-regulation skills have consistently been identified as critical to predicting academic success (Schunk, 2008). Placing self-regulation skills at the end of our theoretical model allowed us to identify how the other variables worked together to predict self-regulation, thereby pointing to potential targets for intervention to facilitate the development of self-regulation skills. For example, results of our study direct us to emphasize students' emotions (i.e., test anxiety) and beliefs about personal control in predicting the actions they take in learning situations.

Once the belief that they have personal control is established, they develop self-efficacy about completing even the most challenging tasks. These cognitive beliefs may then influence their actions and behaviors, thus resulting in the adoption of mastery goals, adaptive coping strategies, and selfregulation skills. But again, the beliefs about personal control are influenced by test anxiety. This points to some possible suggestions for educators and learning programs as universities strive to improve academic outcomes. For example, given the importance of test anxiety as the driving force of the proposed model, large-scale test anxiety prevention programs could be implemented at the college level. These programs could be administered through the university counseling center, with mandatory participation for all freshmen (perhaps even as part of new student

orientation). Following these initial large-scale efforts, students who need more intensive intervention (e.g., instruction in relaxation techniques, adaptive coping strategies, cognitive-behavioral methods) could receive these services at the small-group or individual level.

Similarly, given the importance of self-efficacy, mastery goals, and self-regulation skills to the prediction of academic outcomes, educators should implement strategies to increase engineering students' self-efficacy (e.g., opportunities for early success, opportunities to see peers perform successfully, learning to regulate emotions surrounding academic tasks) and teach them to take responsibility for their learning progress and outcomes (developing self-regulation skills and attributing outcomes to "personal control"). Students should be reminded that the monitoring of their progress is essential to success. Based on our model, the development of ways to cope with academic challenges should also be emphasized. Further, previous research points to coping strategies as serving an important protective role by enhancing resilience among students; if they know how to cope with adversity, they are more likely to respond to challenges in adaptive ways (Wright & Masten, 2006). By including variables that are malleable with instruction (e.g., self-regulation skills, coping strategies) rather than focusing on more fixed demographic variables, our models may lead to the investigation of novel, large-scale prevention and intervention approaches for university students.

Prevention and intervention workshops could teach students the importance of taking control of the learning situation through goal-setting and self-regulation strategies in order to properly deal with difficult classes. Students

who lack these necessary skills and do not have enabling goals and beliefs to accomplish their academic tasks may not succeed in their fields. An important direction for future research will be to evaluate these university-based approaches, particularly those that target incoming freshmen in highly demanding academic programs, such as engineering.

In many cases, it is likely that the resources necessary for these large-scale programs already exist to some extent at many institutions (e.g., in the form of counseling centers, student resource centers) but require a more coordinated and concentrated effort to use these resources efficiently to address the needs of all students. To accompany such interventions, these models should be tested across other academic disciplines (e.g., architecture, chemistry, education) to determine whether these relations remain and, more importantly, whether these paths are moderated on the basis of academic content. Moreover, course content relates directly to test anxiety (Everson, Tobias, Hartman, & Gourgey, 1993), which ultimately influences how a student copes and self-regulates; this provides further evidence for the significance of testing academic moderating variables.

2.1.6 Types of Anxiety in a Foreign Language Learning

According to Spielberger et al. (1976), as cited in Woodrow (2006), anxiety can be classified into three categories. They are trait anxiety, state anxiety, and situationspecific anxiety. The stable one is trait anxiety. Trait anxiety can make people feel nervous in a wide range of situations. People with trait anxiety are predictably and generally anxious with many things. State anxiety is understood as a temporary one; it is not constant, especially in the school context.

Foreign language anxiety can also be understood in relation to state anxiety. Lastly, situation-specific anxiety reflects a trait that recurs in specific situations. The situation-specific anxiety is similar to trait except that it applies to a single context or situation only. These views are in line with Cattell and Schier (1963), as cited in Cassady (2010).

On the other hand, Alpert and Habert (1960), as cited in Palwak (2015), divided anxiety into two categories such as debilitating and facilitative. The first type is for a negative way where the students may have problems with concentration, be unwilling or willing but do not want to participate in the in-class activity. The second type motivates students to learn more and prepare for the classes or exams. Furthermore, Spielberger, et al. (1976), cited in Gopang, et al. (2015), stated that speaking anxiety generally consists of two components namely state anxiety and trait anxiety. The state anxiety is subjective feelings of tension, apprehension, nervousness, and worry associated with the arousal of the nervous system. Trait anxiety is associated with a personality trait. In other words, a person who has trait anxiety feels anxious in various situations.

2.1.7 Level of Anxiety in Speaking

Anxiety is one of the most common problems when someone interact with each other or in a public audience, especially conversations in using English. Most students who feel less confident assume they have high anxiety because they believe that they have a low ability to learn English. Activities of speaking that students do in the front of the class get more anxiety because they are not feel confident. The main factors why students are anxious in speaking are coming from themselves, such as lack of self-confidence or support from the surrounding

environment such as teachers, friends or family. To overcome the problem, students do more practice to reduce anxiety. Teachers' role or environment do not always support students to reduce anxiety because students should have the effort to overcome their anxiety.

There are something that makes students give up is when they feel like a failure because they think about the opinions of others. Students who feel anxious for a long time can damage their mentality because they think about the judgment of others or peers who are considered better than their quality. Students who look wrong once will still be considered fail and underestimated, this is what makes students give up easily. Basavanthappa (2007) argues that anxiety that occurs in students is also from the attention of parents, for example, parents always demand the performance and effort of their children at school to always get best results but when they get poor results, parents tend to blame their children's efforts without look and respect the process.

After Corey (2012) concluded that there are several causes of speaking anxiety such as students trapped in difficulty speaking English in class because of lack of vocabulary, prolonged fear like students being unable to communicate properly, always anxious when they are learning, and the impact of anxiety occurs in every subject not only in English subject because of excessive trauma, worry about disappoint others because of failure.

Every speaker has a different level or a different area of anxiety depending on the outside stimulus in a particular circumstance. These differences tend to vary from person to person. Cizek and Samantha (2012) mentioned three levels of anxiety. The first is low anxiety for a person who is completely unmotivated. In

school, such a person would appear to be unconcerned about an upcoming test and perhaps unworried. The second, high level of anxiety for a person would appear immensely concerned about an upcoming test. Finally, there is a moderate level of anxiety. It is a person who feels a little nervous about the test. In addition to them, Basavanthappa (2007) stated that there are some levels of anxiety such as a mild level of anxiety, a moderate level of anxiety, and a panic level of anxiety. Mild anxiety often motivates students to engage in a goal activity. Besides, it helps them to focus on studying a test. Then, at a moderate level of anxiety is the person who gets nervous. She/he will feel difficult to concentrate independently. Finally, there is a panic-level of anxiety where in this stage people are unable to do things even with direction.

2.1.8 Factor of Anxiety in Speaking

Anxiety has long been associated with fear to be regarded as having a powerful influence in life. Anxiety as an unpleasant feeling reacting against dangerous situations, yet the vagueness of its source frequently exists Yahya (2013). It is the vagueness that makes anxiety distinguishable from fear as objects related to fear are specific and apparent, while anxiety itself is deemed as a vague and unspecific apprehension. It is further supported by Corey (2012) asserting that it is triggered by dealing with options with no clear guidelines and no knowledge of what the consequences are. Besides, it is related to individual susceptibility to threatening circumstances in which task performance is possibly distracted by intimidating-perceived situations.

Concerning language performance, three categories of performance anxiety such as communication apprehension, test anxiety and fear of negative

evaluation (Genard, 2015). Besides, it is also stated that the components have to do with strong speaking anxiety. In addition, they are mostly used as the basis for foreign language anxiety measurement.

Communication apprehension is defined as a type of shyness characterized by fear or anxiety about communicating with people. It is further argued that anxiety in speaking emerges as a result of lack of confidence in linguistic knowledge. In this sense, speaking is regarded as an activity provoking anxiety in foreign language learning, especially when performed in front of the class among other learners.

Test anxiety is a type of anxiety triggered by a fear of failure so that perfect performance is conceived as the only acceptable achievement. Besides, in language class, the pervasiveness of test anxiety is largely prevailing phenomena due to its continuous evaluative nature on performance. Two main factors of test anxiety encompass lack of preparation and worry. Lack of preparation is characterized by learners who cram the night before the test, have indigent time and study management, and fail to process text information. Meanwhile, the second factor has something to do with worry about performance on past exams, the way classmates and other learners perform, and the negative consequence of failure.

Fear of negative evaluation deals with the feeling of apprehension about others' evaluation. In addition, it includes avoiding evaluations and negatively thinking too much about others' evaluation. Fear of negative evaluation differs from test anxiety in a way that it has broader scope, not limited to test situations. It may occur in circumstances such as group works, interview tasks, and other

activities which have something to do with evaluation among peers, groups or even individuals. As a result, learners hardly speak voluntarily to initiate conversation and interaction, and the worst case of this is that learners skip class as a way to avoid evaluative situations causing the anxiety. The reason behind this, as stated by Hashemi (2011), is that learners have a fear leading to the shortfalls in positive self-image or self-identity when speaking in a foreign language. Any evaluations in social situations such as speaking in foreign language class where teachers and learners take part in evaluating the performance can cause the fear of negative evaluation. Lucas (2011) stated that fear of negative evaluation may also include the fear learners experience during language class with the presence of peer pressure. As they further argue, the use of certain learning activities and methodology by the teacher leads to language learners' anxiety.

In addition, Kusiak (2009) stated that there are some causes of speaking anxiety in a foreign language. First of all, some people do not like to talk in a foreign language. Second, speaking anxiety can be caused by tiredness in pronouncing words. Third, people sometimes participated in a discussion that is difficult to do.

2.2 Previous Study

Many previous researchers have indeed done a study on EFL Students anxiety. From year to year, there will always be variations and new things in the research carried out. In a previous study conducted by Tsang (2022), he discussed the relationships between EFL learners' anxiety in oral presentations, self-

perceived pronunciation, and speaking proficiency. In that study, it was explained that one of the students' anxiety in speaking was the difficulty in pronouncing words so that they were embarrassed to mention it for fear of being wrong and sounding strange. The findings of this research have inspired present researcher to examine students who have distinctive dialects from several tribes in this current study. Later, current researcher will dig deeper into what makes them difficult to pronounce English. The researcher will choose five students with different accent of tribe with their various problems in speaking classroom.

This present study adapts some methods in collecting the data. The researcher used Questionnaire and Reflection Journal adapted from Damayanti and Listyani (2020). That previous study also discussed about EFL students' anxiety in speaking and used questionnaire and Reflection Journal as the instruments. Then, the researcher adapted the example of the questionnaire statements and added some statements again that relate with the condition of the present study. Previously, research participants came from low to high levels, so that the statements in the questionnaire need to be changed to suit the conditions of the participants in the current study, which are mostly Basic English learners.

Furthermore, in reflection journal, researcher adapts some previous studies. The questions given to students in the current study are three questions taken from three previous research journals. The first question handled from Akkakoson and Mongkut (2016). In fact, this study focuses more in reflecting on the teachers to help the students overcome their anxiety in speaking class. But on the other hand, students are also given reflection to dig deeper into what makes them feel anxious.

Hence, the present researcher in this study made a few changes to the wording in the guidelines. In this present study will focus on realizing the extent of students' speaking abilities. In the second question, the present researcher took reference from Asysyfa, Handyani, and Rizkiani (2019) which asks what things are disturbing students in learning speaking and then adapted into a guideline for reflection in the present study. The questions in this present study specify what the students are most anxious about when speaking and are asked to explain in detail. For the third question, the researcher took reference guideline from Ansari (2015). Actually, the question in number 3 is the previous research aim which helps students in reducing anxiety in speaking. In that previous study explained many things that students can do to reduce their anxiety when speaking, then the present researcher thinks to ask how much effort students make in reducing anxiety in speaking. While, the present researcher focuses on identifying students' problems in speaking class and then asking about the efforts students have made to overcome their anxiety in speaking courses.

In the stages of the research process, the researcher referred to previous research on EFL students' anxiety in Malang by Fathikasari, Gozali, and Ratri (2022) which focused on students' anxiety when public speaking. This previous research also explains the impact on students' anxiety when speaking can make students depressed and even frustrated so they stay away from their environment. While in this current study, the researcher did not only examine students' anxiety on speaking assignments in front of the class, but also students' anxiety when talking to their classmates or even to new people and strangers. This research will

also explain what causes students to feel anxious in speaking with an explanation guide about the impact of anxiety that has been explained in previous research.

The previous research that the researcher focused on was by Zhiping and Paramasivam (2013) in Malaysia with the same topic about students' anxiety in speaking. This qualitative research showed several anxiety factors of international students in on of university Malaysia include Nigerian and Asian students. The phenomenon revealed in this previous study is that Asian students have a high sense of speaking anxiety compared to Nigerian students. This is because English for Nigerian students is quite familiar to them while Asian students have non-English mother tongues. This fact can also happen to the participants in this study who are Indonesian students. This time, the researcher will focus only on Indonesian students with various mother tongues of the students' tribe. In this previous study, it was shown that the factors that became indicators of students' anxiety in speaking were fear of negative evaluation and communication apprehension. While in this present study, the researchers included these two indicators and then added another indicator, namely anxiety during the test. The last factor will analyze whether students feel more anxious during tests or just anxious when communicating in class. The researcher also adapted the method of previous researchers in using interviews. This will be added with questionnaires and reflections so that the information obtained can be more precise and in-depth.

This research is also inspired by previous research by Abin and Syam (2019) with the same topic about students' anxiety in speaking in class which was conducted in Kolaka. This mix-method research showed three factors of students' anxiety that the previous research used as the indicator of the research:

communication apprehension, test anxiety, and fear of negative evaluation. These are also what the present study will use, but for further information, the researcher also will do deep talk through interviews. The research by Abin and Syam (2019) also shows students' strategies for dealing with their anxiety. Each student has their way, and some are even unique and effective. Research from Abin and Syam (2019) can serve as a comparison window and guide for this research.

In brief, this present research was indeed inspired by several previous studies, but what makes this present research different from previous studies is that the participants to be studied are students who have anxiety cause of their distinctive dialect from several tribes that made them feel insecure and embarrassed when start to speak. In this case, the difference in dialect when pronouncing words is the reason most people in this area, especially Kendari, have anxiety in speaking because feeling insecure and embarrassed through their different dialect that is not the same as other EFL students. The regional dialect that students usually use in everyday life affects students' accents when speaking English, so students feel anxiety when told to speak. This is a new cause of students' anxiety in speaking English which the present researcher examined. In fact, researchers usually find that the cause of anxiety is the lack of vocabulary and grammar knowledge, which makes them embarrassed to speak. But in the case of the current study, the dialect of the English accent is also a cause of students' anxiety.

This previous study made the questionnaire the first tool as a sample to find out how much student anxiety is and what are the factors. After giving the questionnaires, the students were questioned in depth and detail. Their research is

a survey and investigation. Therefore, the current researcher also provide a questionnaire at the beginning of the study as the first sampling. Gradually taking deeper information, the current researcher continues by reflecting on where the questions differ from the statements in the questionnaire. From this reflection, the current researcher will know more clearly the reasons students feel anxious when speaking English in class from various phenomena such as lack of vocabulary and grammar knowledge. In order to reduce the impact of speaking anxiety described in previous studies such as depression and frustration, then researcher conducted this students' anxiety research analysis so that anxiety could later be reduced and able to help students achieve learning goals.

