

## **CHAPTER II LITERATURE REVIEW**

This chapter presents a brief explanation of some theories that support this research. This chapter consists of four main sections. The first is theoretical study consisting of Speaking anxiety based on its concept. The second is theoretical study consisting of the theory of emotional geography in the context of EFL students which is relevant to the current research. The third is the study of relevant studies. The fourth is the framework of emotional geography used in this research.

### **A. Speaking Anxiety to Speak to Native Speakers**

Anxiety is one of the most well-documented psychological phenomena. In general, anxiety manifests in the human body as a response to a certain situation. In general, anxiety can be recognized as a feeling of danger, fear, tension or worry. Anxiety has several definitions that the researcher will find.

According to Carlson (1997) anxiety is "a feeling of fear or doom accompanied by certain physiological responses, such as an increased heart rate, sweaty palms and a tense stomach" (p.558). In addition, anxiety arises in response to a specific situation. Paser (2009) defines anxiety as a state of tension and fear as a natural reaction to a perceived threat. This means that people are naturally anxious when they are threatened.

Although according to Ormrod (2011) anxiety is a feeling of uncertainty and fear of a situation with an uncertain outcome. Although anxiety and fear sound similar, they are actually different. Halgin (2007) describes the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation, while anxiety is more anticipatory, a feeling of dread and worry that something terrible could happen.

In addition, according to Barlow (2009) as mentioned in Passer and Smith, anxiety reactions consist of emotional components, feelings of tension; cognitive component, concern, physiological reactions, increase in heart rate and blood pressure; and behavioral responses by avoiding certain situations.

From the above definition, it can be concluded that anxiety is a feeling of danger, fear, tension and worry in response to a certain situation or something that may happen in the future.

Commonly, English language teachers are aware of the existence of a phenomenon called foreign language speaking anxiety. However, sometimes it appears problematic to classify whether a student seems reluctant to speak in the target language because of lack of motivation or increased anxiety level (Yalcin & Incecay, 2014). Anxious foreign language students identify speaking in the target language as the most frightening language skill.

According to Horwitz and Cope (1986) “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p.125). Foreign language learners, who feel anxious, face symptoms such as sweating, palpitations, worry, forgetfulness and difficulties in language learning. It can be assumed that speaking anxiety is an important emotional reaction to second language acquisition. As Kasbi & Shirvan (2017) said that anxiety in speaking English is a critical affective reaction to second language acquisition because it’s not easy to speak to foreign language especially if the students talk to native speaker, native speaker might be knowing students’ mistakes, that thing can make anxiety appear in the students thought.

Regarding this, the most anxiety-arousing situation that learners may face is when they speak a foreign language (Cheng, Horwitz, and Schallert, 1999). Outside the field of applied linguistics, speaking anxiety is defined as “the threat of unsatisfactory evaluations from audiences” (Schlenker & Leary, 1982, p. 646). Of course, when they speak English in front of native speakers, they may feel under-pressure with anxiety because they speak in front of the person who mastered the English language, so they can feel like being tested by native speakers. Speaking anxiety is the fear of oral use of the language. Wilson (2006) said that anxiety in learning English as a foreign language. Its associations with student variables, with oral proficiency, and with performance on an oral test, unpublished. For example, when the learners speak

in a tour guide assignment. They must be interpreting their own language into English to speak to native speakers. Interpreting is the process of transferring spoken language from one language into another. Interpreting is a communication form that plays an important role in transferring the message from the source language (SL) into the target language (TL) (Larson, 1998). From this assignment students can improve their speaking in public.

### 1. Types of Anxiety

Thomas divides the types of anxiety into two types, state anxiety and trait anxiety:

**a.** State anxiety is temporary feeling of anxiety elicited by a threatening situation”. Another definition of state anxiety defined by Thomas which is “State anxiety refers to anxiety that occurs in a specific situation and usually has a clear trigger”. It means that state anxiety is an anxious feeling that felt by the people only when they face a specific situation and in a short time.

**b.** Trait anxiety is pattern of responding with anxiety even in nonthreatening situations.” People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In regard to this, Marwan argues that trait anxiety is a person’s tendency to feel anxious of the situations they are exposed to. Trait anxiety is a part of a person’s character and is a permanent disorder. People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by his character.

However, in certain cases, anxiety comes intense and lasted for long. This kind of anxiety is called trait anxiety. Based on the intensity, duration and situations, anxiety can be divided into two types: state anxiety, feeling of apprehension and nervousness as reaction to particular situation, and trait anxiety: more intense anxiety that depends on one individual regardless of the situation.

## 2. Anxiety Factors

According to Jeffery some factors which can make people feel anxious are: 1) Over self-prediction toward fear, Person with anxiety disorder often predict copiously about how great fear or anxiety in a situation. Example, people with phobic snakes will feel trembling it is same as students who feel trembling if he/she forward in front of the class for perform and think if the other students have bad impression. 2) Irrational faith, Self-defeating can increase anxiety disorder. if a person face problem. Example, she/he would think “I should get out from here” or “my heart will come out from my chest”. That suggestion will disturb the plan, encourage the behavior to avoid, decreasing hope. 3) Over sensitivity toward threat, over sensitivity toward threat is like a fear of threat. Other people feel in safe situation but for he/she will happen that makes afraid. 4) The sensitivity of anxiety, a fear of anxiety people who high sensitivity toward anxiety has excessive fear. They were afraid on emotions unmanageable resulted something that detrimental they easily feel panic when having signs of anxiety are heart breathing, short breath. 5) Wrong attribution body signal, it means that the beat of heart will rise, the breath quickly, perspire. 6) Low self-efficacy. Low self-efficacy is tended to feel more anxious in a situation where doubt the ability its own. And anxiety will impede performance. People with low self-efficacy will less confidence on its ability to perform the task with success.

In conclusion, speaking anxiety is feeling of tension, the fear/afraid, nervousness and worry experienced by the undergraduate students in serving or guiding the tourist as native speakers when they do Translation and Interpreting course assignment. This study will investigate how the anxiety appears when they speak to native speakers.

## **B. Emotional Geography**

Emotional geography is a subtopic within human geography, dealing with the relationships between emotions and geographic places and their contextual environments. Geographies of emotion share a conceptual and terminological terrain with geographies of affect, as both are concerned with the felt relations among body, self, and society environments (Rogers, 2011). Hargreaves (2005) notes emotional understanding and misunderstanding in teaching result from what I term emotional geographies. These consist of the spatial experiential patterns of closeness and/or distance in human interactions and relationships that help create, configure, and color the feelings and emotions we experience about ourselves, our world and each other.

The proximity of social relationships between the members of the community can cause ‘understandings and misunderstandings’ of different aspects of schooling (Hargreaves 2005, 969). These understandings and misunderstandings will in turn give rise to different emotions, both positive and negative, and constitute what Hargreaves calls the ‘emotional geographies’ of teaching (Hargreaves 2000, 2001a, 2001b, 2005)

The emotional geography framework (Hargreaves, 2001) is used in this study to gain the insight on the students’ emotional response with three emotional geography concepts:

1. Physical Distance, presents closeness and/or distance caused by space and time related to the students’ experience which resulting interaction between the students and native speaker while doing tour guide assignment.
2. Moral Distance, deals with the closeness and/or distance created by the differences of purposes and senses accomplished from student experience. Despite of the challenging assignment, there will be both satisfied and need improvement result from the practice of tour guiding. The moral geography will frame the student’s purposes and seek on

what emotions their sense of accomplishment appeared after tour guide assignment

3. Sociocultural Distance, deals with the closeness and/or distance caused by differences of gender, race, ethnicity, language, and culture related to the student experience.

In conclusion, the framework of emotional geography will be adopted both as conceptual and theoretical framework of this study to frame the different understandings of the anxieties that produces by EFL students when they do tour guide assignment that require them to serve and guide native speakers in tourism areas and comprehend the depictions behind it.

### **C. Relevant Studies**

Language learning is an emotionally dynamic process which produces fluctuations in learners' speaking anxiety. In the process of speaking a foreign language, individual cognitive and affective factors are both involved. Anxiety is one of the potentially affective issues under-investigations in the field of applied linguistics (e.g., Dewaele, Petrides & Furnham, 2008; Elkhafaifi, 2005; Gregersen, & Horwitz, 2002; Horwitz, 2010, Horwitz, Tallon & Luo, 2009; Horwitz, Horwitz, & Cope, 1986; Humphries, 2011; Liu & Jackson, 2008, MacIntyre & Gardner, 1994; Marwan, 2016, Onwuegbuzie, Bailey & Daley, 1999; Tran, Baldauf, & Moni, 2013). Learners of a foreign language may not be aware of affective reactions like those created by their anxiety in their process of language learning, they are unconsciously affected by the dynamics of these reactions (MacIntyre & Gregerson, 2012). Thus, when the sense of that affective unstable, they may be controlled by anxiety.

Even though there are many researches about speaking anxiety in EFL students, no one has researched about speaking anxiety in EFL students seen from emotional geography lens.

### **D. Framework**

This framework is a conceptual model of how theories relate to various factors that have been identified as important problems in this study. Based

on the literature above, the framework of this study is to portray the EFL students speaking anxiety when they do tour guide assignment in tourism areas, this study will see how the anxiety appear on the students while they require to speak foreign language (English) in front of native speakers for the first time.

The way to find out the students' speaking anxiety after the observation is using Andy Hargreaves' framework and using thematic analysis to analyze the data. From that will see the emotional geography mapping the students' anxiety.