

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Basis

2.1.1 Concept of Anxiety

The concept of anxiety is a significant factor that can impact various aspects of life, including language learning and communication. In the context of language learning, anxiety can manifest as language anxiety, specifically related to the use and production of a second language. This chapter explores the definition of anxiety, foreign language anxiety, speaking anxiety, types of anxiety, facets of state anxiety and the factors cause students' anxiety in speaking English.

2.1.1.1 Definition of Anxiety

Anxiety is a feeling of nervousness, apprehension and fear associated with the learning situation of a foreign language (Horwitz et al cited in Nascente, 2001). Anxiety can have a negative impact on language learning for students. Other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004), have found that anxiety can affect students' ability to learn a language. It is important to pay attention to and consider the role of anxiety in language learning in order to facilitate the learning more positive and efficient. He is believes that anxiety about speaking a foreign language can negatively impact a student's performance. This anxiety can affect the quality and fluency of oral language production, making it more difficult for students to perform well in language learning tasks. Anxiety can negatively impact the quality of oral language production, making individuals appear less fluent when speaking a foreign language. To improve language learning outcomes, it is important to create a learning atmosphere that is comfortable and helps to ease anxiety for students. This can help to improve the quality of language production and support more successful language learning.

Zeidner (1998) states that anxiety is a complex phenomenon that has been widely debated in terms of its definition and criteria. There is disagree ement

among researchers about how to accurately define and measure anxiety. Anxiety has been understood in different ways by researchers. Some conceptualize it as a response to a stressful stimulus or condition, while others see it as a probability of a future harmful outcome.

In the field of Second Language Acquisition (SLA), anxiety has been an area of particular focus. Lack of anxiety is often seen as an important component of human behaviour such as self confidence (Savile-Troike, 2006). The anxiety can have a significant impact on language learning and it is important to consider the role that it plays in the acquisition of a second language. Anxiety has been found to have a negative correlation with measures of second language proficiency, including grades in foreign language classes. This means that higher levels of anxiety tend to be associated with lower levels of success in language learning. Lower levels of anxiety may be reflected in increased self-confidence and a willingness to take risks or engage in more adventurous behaviors.

2.1.1.2 Foreign Language Anxiety

Learning a foreign language can be a challenge to an individual's ego, as it involves the need to adapt to new ways of communication and can require a shift in identity. This can be especially difficult for adult learners, who may be more accustomed to functioning in their first language and may feel vulnerable when they are unable to control their use of the second language until they have reached high levels of proficiency. Some language learners have reported experiencing anxiety, tension, nervousness, and fear when thinking about or interacting with a foreign language. Common expressions of this anxiety include "freezing up" when asked to speak and "forgetting" previously learned material during a test (Horwitz et al., 1986; Young, 1990; Aida, 1994; Woodrow, 2006; Tóth, 2011). According to Horwitz et al. (1986), many language learners "feel strongly that anxiety is a major obstacle" to learning to speak another language. They believe that easing anxiety is an important goal in language learning and that addressing and managing anxiety can help to improve language learning outcomes.

Foreign language anxiety has been described as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz et al., 1986). Horwitz et al. (1986) suggest that foreign language anxiety is different from other types of anxiety and may have specific triggers and consequences in the language learning context. Foreign language learners may worry that they are unable to express their own ideas effectively in the second language (L2). This anxiety often emerges in the classroom setting and can be a significant barrier to language learning.

2.1.1.3 Speaking Anxiety

Speaking anxiety, is a fear that manifests with visible physiological signs and can inhibit an individual's ability to express themselves orally. These signs can obstruct and inhibit speaking abilities and prevent an individual from focusing on the speaking process. According to speech therapist Margaretha Lanerfeldt in Basic (2011), speaking anxiety can have a significant impact on an individual's self-confidence as it can lead to feelings of failure when an individual is unable to speak out and demonstrate their knowledge. Symptoms such as an irregular heartbeat, perspiration, stumbling, and an inability to act can block an individual's capacity to speak and act effectively. According to Lanerfeldt (1992), speaking anxiety can become a vicious circle as one negative experience with speaking can lead to avoidance of future speaking opportunities. Students with speaking anxiety may be more likely to remain quiet in order to avoid the risk of failure, leading to a silence that becomes increasingly difficult to break. This can contribute to a role as "the quiet one" in class and lead to low self-confidence that causes students to remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is valuable.

Lightbown and Spada (2003) discuss speaking anxiety and how it can impact language learning. They argue that anxiety is often related to specific situations and circumstances that can make an individual feel uncomfortable, such as an oral presentation in front of a large group of people. However, they distinguish between temporary anxiety or tension related to specific situations and

anxiety that interferes with a student's overall learning process. This type of anxiety affects most speaking activities and is not just limited to specific situations like oral presentations.

2.1.1.4 Type of Anxiety

MacIntyre & Gardner (1991b) outline three main approaches to understanding foreign language anxiety. The first approach sees language anxiety as a "trait anxiety," the second approach describes it as a "state anxiety," and the third approach views it as a type of "situation specific anxiety." Zeidner (1998) also discusses the state-trait model of anxiety, which distinguishes between anxiety as a personality trait (A-Trait) and anxiety as a personality state (A-State).

a) State Anxiety

Zeidner (1998) explains that state anxiety is distinguished by an individual's actual experiences of anxiety in a specific situation. According to Spielberger in Zeidner (1983), state anxiety refers to a temporary emotional state of tension and arousal that is influenced by both an individual's personality traits and the present situation. State anxiety is specific to a particular evaluative or test situation, such as an important college examination or athletic competition.

b) Trait Anxiety

Trait anxiety refers to an individual's stable tendency to react with anxiety in a variety of contexts (Spielberger in Zeidner 1983). According to Zeidner (1998), trait anxiety is an individual's predisposition to have anxious experiences or engage in anxiety-provoking behaviors in a stressful situation. It is a relatively stable condition and is thought to be a latent disposition or likelihood to respond with high levels of state anxiety under stress. Trait anxiety has also been found to be a multidimensional construct that interacts with specific types of situational stress to influence the level of state anxiety experienced.

2.1.1.5 Facets of State Anxiety

Anxiety is currently understood as a complex, multidimensional construct that involves a range of interconnected cognitive, affective, somatic, and behavioral reactions (Zeidner & Matthews, 2011). This means that anxiety can be experienced in a variety of ways, including cognitively (e.g., through worries and negative thoughts), affectively (e.g., through negative emotions such as fear and anxiety), somatically (e.g., through physical symptoms such as an increased heart rate and sweating), and behaviorally (e.g., through avoidance of anxious situations).

2.1.1.6 The Factors Cause of Students' Anxiety in Speaking English

According to Zhiping & Paramasivam (2013), there are three main factors that contribute to students' anxiety in speaking English. These factors are:

a) Fear of speaking inaccurately

One of the sources of anxiety for students in the classroom is their concern about speaking the language inaccurately and making mistakes. This is not so much because they fear negative evaluation from the teacher and classmates, but rather because they want to be able to construct correct sentences with varied structure, which requires a wide range of vocabulary and grammar. However, since they feel that they do not possess these skills, they prefer not to speak in order to avoid making mistakes and feeling disappointed in themselves. One of example is students fear to make a mistake when they speaking in front of their classmates, they also show the anxiety symptoms like Avoiding participation in class discussions or presentations and difficulty in expressing themselves clearly and accurately.

b) Fear of being in public and shyness

Personality traits like being introverted or shy can cause anxiety when it comes to communication. The amount of shyness someone experiences can vary

greatly from person to person. This fear can be caused by a variety of factors, including a fear of being judged or evaluated by others, a fear of making mistakes or embarrassing oneself, or simply a general nervousness about being in front of a group. Shyness is another factor that can contribute to anxiety about public speaking. An example of symptoms about this like students is being stage fright when performing in front of audience, Difficulty making eye contact or engaging in conversation with others self-consciousness.

c) Fear of negative evaluation

According to the interviews, fear of negative evaluation by teachers and peers was another significant source of anxiety for students in the classroom. The students expressed fear of being humiliated by being corrected in public, especially if the correction was accompanied by derogatory comments from the instructor. They also expressed concern about other people's opinions and were anxious about being evaluated by their peers. These fears can contribute to anxiety and make it more difficult for students to participate and engage in class discussions and activities. In an example students anxiety when they speaking in front of their classmates because they fear of being critized, receiving feedback and perceived negative evaluation by their teacher or classmates. Students also showed symptoms like difficulty in sharing ideas.

2.1.2 Concept of Strategy

The concept of strategy is vital in various aspects of life, including language learning and problem-solving. Strategies are intentional and purposeful actions taken to achieve specific goals or outcomes. This chapter delves the definition of strategy, Types of language learning strategies and strategies in easing student's anxiety in speaking English.

2.1.2.1 Definition of Strategy

Strategies are specific ways of approaching a problem or task, with the aim of achieving a particular goal or outcome. They can involve behaviors and techniques that are used to facilitate learning. According to Brown (2001), strategies involve a planned design for controlling and manipulating certain information. Savile-Troike (2006) also suggests that strategies are the behaviors and techniques that learners adopt in their efforts to learn. The choice of strategies is often influenced by a person's motivation, cognitive style, and personality. In other words, the strategies that a person uses may be influenced by their internal factors such as their goals, preferences, and ways of thinking, as well as external factors such as the nature of the task or the learning environment. According to Oxford (1990), learning strategies are the steps that students take to improve their own learning. These strategies are particularly important for language learning, as they provide students with the tools to take an active and self-directed approach to their learning. This active involvement is essential for developing communicative competence in a new language. When students use appropriate language learning strategies, it can result in improved proficiency and greater self-confidence. Therefore, learning strategies can be an important tool for language learners to help them achieve their goals and feel more confident in their abilities.

2.1.2.2 Types of Language Learning Strategies

According to Oxford (1990), there are two types of learning strategies:

1. Direct Strategies

Direct strategies are language learning strategies that directly involve the target language, and require mental processing of the language in order to facilitate learning.

a) Memory Strategies

Memory strategies involve using techniques such as grouping or using imagery to help with the storage and retrieval of new information. These strategies are important because they help language learners to store the important

information they hear or read in the target language, which can help to expand their knowledge base. Memory strategies also enable learners to retrieve information from memory when they need to use it for comprehension or production. In summary, memory strategies are useful for helping language learners to store and retrieve new information, which can support their language learning process.

b) Cognitive Strategy

Cognitive strategies involve using techniques such as summarizing or reasoning deductively to help with understanding and producing new language. These strategies are essential for learning a new language because they allow learners to manipulate or transform the target language in various ways. Examples of cognitive strategies include repeating expressions, analyzing language structures, and summarizing material. Cognitive strategies are often found to be the most popular strategies among language learners, due to their effectiveness in helping learners to understand and use the target language. In summary, cognitive strategies are a varied group of techniques that involve manipulating or transforming the target language in order to facilitate language learning (Oxford: 1990: 45).

Cognitive strategies can be divided into two main categories: those that involve practicing or rehearsing language, and those that involve creating structure for input and output. Practicing strategies involve techniques such as repeating expressions or practicing drills in order to improve pronunciation or fluency. Creating structure strategies involve techniques such as creating mental maps or outlines to help with organizing and understanding new information.

2. Indirect Strategies

Indirect strategies are those that support and facilitate language learning without directly involving the target language. These strategies can be applied to all four language skills (listening, reading, speaking, and writing) and are useful in

a wide range of language learning situations. There are three types of indirect strategies:

a) Meta-cognitive strategies

Meta-cognitive strategies are techniques that go beyond purely cognitive processes and allow learners to manage their own learning process. These strategies are crucial for successful language learning and involve organizing, setting goals and objectives, considering the purpose, and planning language tasks to help learners efficiently and effectively plan their language learning. One particularly important meta-cognitive strategy is seeking practice opportunities, as learners who are serious about learning a new language should take responsibility for finding as many practice opportunities as possible, often outside of the classroom. Meta-cognitive strategies can be divided into two categories: centering your learning and evaluating your learning.

b) Affective strategies

Affective factors refer to emotions, attitudes, motivations, and values, and they play a crucial role in language learning. Affective strategies are techniques that help learners manage their emotions, attitudes, and motivations in order to facilitate language learning. These strategies are particularly important because the affective side of learners can have a significant impact on their success or failure in learning a language. Good language learners often have the ability to control their emotions and attitudes about learning. Affective strategies can be divided into two categories: lowering your anxiety and encouraging yourself.

c) Social strategies

Social strategies involve interacting with others in order to improve language skills. These strategies are based on social learning, which not only enhances language performance but also promotes self-worth and social acceptance. In the context of language learning, social strategies offer a number of benefits, such as increased student and teacher satisfaction, stronger motivation to learn a language, more opportunities for language practice, more feedback on

language errors, and greater use of different language functions. Social strategies can be divided into two categories: asking questions and empathizing with others.

2.1.2.3 Strategies in Easing Student's Anxiety in Speaking English

O'Malley and Chamot (1990) believed that social and affective strategies should be combined to create socio-affective strategies, while Hsiao and Oxford (2002) argued that these strategies should be kept separate based on their findings from a study using factor analysis. Oxford's (1990) Strategy Inventory for Language Learning (SILL) is a comprehensive inventory of affective strategies, including:

- a) Anxiety reduction (such as using relaxation techniques, music, and laughter);
- b) Self-encouragement (including making positive statements, taking calculated risks, and rewarding oneself);
- c) Monitoring emotions (by paying attention to physical sensations, using a checklist, keeping a language learning diary, and discussing feelings with others).

According to Kondo and Ling (2004), there are five strategies that can be used to ease anxiety when speaking English. The goal of this research was to identify and classify the strategies that students use to cope with or ease their anxiety. These strategies are similar to those observed in test-taking situations:

1) Preparation

Preparation refers to efforts to control the perceived threat by improving learning and study strategies. This can be considered a behavioral strategy because it focuses on behavioral components of language learning that are related to effective performance in class. These strategies are expected to increase students' subjective mastery of the subject matter and ease anxiety associated with the language class. Typical preparation activities include trying to use English, studying hard, seeking help from friends, consulting a dictionary, asking the

teacher questions, practicing English in one's mind, paying attention to the teacher, trying to perform better, and making a habit of studying English every day, and etc.

2) Relaxation

Relaxation is characterized by its focus on reducing bodily tension associated with emotional arousal. It involves tactics that aim to ease somatic anxiety symptoms and bring the body back into balance, reducing stress and anxiety hormones and increasing blood flow to the brain. Relaxation is a mentally active process that leaves the body relaxed. Typical relaxation activities include taking a deep breath, calming down, closing the eyes, pretending to be calm, shaking the body, touching one's hair, playing with one's hands, looking at the watch, and so on.

3) Positive thinking

Positive thinking involves attempts to suppress or alter negative thought processes related to language learning. It is characterized by its ability to suppress problematic cognitive processes that contribute to students' anxiety. Examples of positive thinking activities include: being self-confident, enjoying the lesson, believing in oneself, taking things easy, telling oneself that one can do it, saying a prayer, not thinking about the consequences, telling oneself that one is not anxious, enjoying English, thinking of a joke, imagining oneself giving a great performance, using anxiety as motivation, not taking things too seriously, and so on.

4) Peer seeking

Peer seeking involves looking for other students who may be struggling to understand the class or control their anxiety. For anxious students, realizing that others are facing the same problems can provide emotional regulation through social comparison. This can serve as a source of support and help them feel less alone in their difficulties. Examples of peer seeking activities include: telling

oneself that difficult problems are also difficult for others, believing that others must also be anxious, looking for students who are having trouble understanding the class, talking with friends and etc.

5) Resignation

Resignation is characterized by a reluctance to do anything to alleviate language anxiety. Students who report using this strategy seem to be trying to minimize the impact of anxiety by refusing to address the problem. Examples of resignation activities include giving up, crying, not paying attention, accepting the situation, sleeping in class, not resisting unnecessarily, and trying to tolerate the situation and so on.

2.1.3 Concept of Speaking

The concept of speaking plays a crucial role in language learning and communication. Speaking involves the production and articulation of language through oral means, allowing individuals to interact and engage in meaningful conversations with others. This chapter explores the concept of speaking, Definition of speaking and characteristic of successful speaking.

2.1.3.1 Definition of Speaking

Speaking involves actively producing language through the aural medium. When viewed in terms of use, speaking is an interactive process of constructing meaning that involves producing and processing information. To be able to speak effectively, a person must not only know how to produce specific aspects of language, such as grammar and pronunciation, but also understand when, why, and how to use language. Brown (2012) suggests that speaking requires a speaker to have a deep understanding of language production and use.

Vanbarren (1999) argues that speaking is essential for communication, particularly for students. The ability to communicate clearly and effectively in a second language is important for success in school and in many aspects of life. As a result, language teachers should focus on teaching speaking skills. Based on the

definitions provided, it can be concluded that speaking is a way of expressing ideas, opinions, views, and descriptions to others in order to convey a message and facilitate understanding. Speaking activities can involve both a speaker and a listener or just a single speaker.

2.1.3.2 Characteristic of Successful Speaking

According to Burn et al. (1997), characteristics of successful speaking include:

1) Learners talk a lot

During the allotted time for a speaking activity, learners should engage in as much speaking as possible, rather than having the teacher or long pauses fill up the time.

2) Participation is even

In a classroom discussion, all students should have an opportunity to speak, rather than a small group of talkative students dominating the conversation.

3) Motivation is high

Learners should be motivated to speak because they are interested in the topic and have something new to contribute, and because they want to help achieve the task objectives.

4) Language is an acceptable level

Learners should express themselves in clear and easily comprehensible language that is relevant to their peers.

2.2 Some Previous of Related Studies

This chapter presents a review of literature on the topic of students' anxiety. The review begins with a summary of findings from previous research on

students' anxiety, followed by an exploration of relevant ideas and concepts related to this topic. Dollah (2009), carried out a research on effect of self-esteem, anxiety, gender, and the relationship among the independent variables on oral communication of EFL learners. This research utilized a survey or questionnaire to gather data from the research participants, aiming to measure the levels of self-esteem, anxiety, gender, and oral communication skills in English as a foreign language (EFL). Based on the results of the research, the writer concludes that (1) Self-esteem has a discrete impact on the oral communication skills of English as a Foreign Language (EFL) learners, (2) Anxiety significantly affects the oral communication of EFL learners. These students experience anxiety due to both linguistic and non-linguistic factors, (3) Gender does not significantly affect the oral communication skills of EFL learners meaning that both male and female students have an equal chance of success in learning English oral communication, (4) While self-esteem, anxiety, and gender all collectively affect the oral communication of EFL learners, only anxiety has a significant impact on their oral communication skills.

Tsiplakides and Keramida (2009) emphasized the importance of teachers taking on the role of researcher in their classrooms to better understand their students and the reasons behind their anxiety and low performance in speaking a foreign language. The method used in this research is a literature study and document analysis method. They suggest that adopting a "teacher as researcher" approach, which combines theory and practice, can be helpful in reducing foreign language speaking anxiety, increasing motivation, and improving performance. This approach can also have positive effects on the professional development of English teachers and on students' anxiety levels, motivation and language acquisition.

Liu (2012) conducted a study to explore the relationship between foreign language anxiety, motivation, autonomy, listening proficiency, and reading proficiency. The method used in this research is a survey or questionnaire and statistical analysis to examine the correlation between foreign language anxiety, motivation, autonomy, and listening and reading proficiency. The results showed

that foreign language anxiety was prevalent among English as a foreign language (EFL) students in Taiwan, with over 80% of the subjects responding in a way that reflected anxiety. The study found that students who experienced higher levels of anxiety in the language classroom tended to have lower motivation and were less autonomous in language learning. Anxiety was also significantly associated with foreign language performance. The regression analysis results indicated that autonomy and foreign language anxiety were the best predictors of language proficiency among the studied variables.

Zhiping and Paramasivam (2013) identified the causes of anxiety faced by students and suggested ways for teachers to mitigate this anxiety and improve students' oral proficiency. The method used in this research is a combination of survey or questionnaire administration and statistical analysis. The survey or questionnaire was employed to gather data related to foreign language anxiety, motivation, autonomy, and listening and reading proficiency from the participants. The collected data were then subjected to statistical analysis to explore the correlations between these variables. The findings of this study can also help teachers recognize their own actions that may increase or decrease students' anxiety about speaking in class. Additionally, this study provides students with an understanding of anxiety-provoking factors and strategies for reducing their own anxiety.

MacIntyre and Gardner's (1991) study looked at how anxiety affects second language learning. In this study, a survey method was employed to gather data on the levels of anxiety experienced by the research participants. This survey likely involved the use of specifically designed instruments or questionnaires to measure the participants' anxiety levels in the context of second language learning. They found that students who had higher levels of anxiety performed worse on a test of their language skills. Anxiety was also negatively correlated with motivation and self-confidence, meaning that students with more anxiety had less motivation and self-confidence. The researchers suggested that reducing anxiety and increasing motivation and self-confidence could help improve

language learning outcomes, and that further research is needed to understand the relationship between these factors.

MacIntyre, Baker, and Clément (1998) conducted a study on the relationship between anxiety, self-confidence, and motivation in second language learning. Study on the relationship between anxiety, self-confidence, and motivation in second language learning likely utilized a combination of quantitative research methods, including surveys and statistical analysis. They found that students who experienced high levels of anxiety had lower levels of self-confidence and motivation. They also found that anxiety was negatively correlated with language performance, meaning that students who experienced higher levels of anxiety performed worse on a measure of language proficiency. Overall, the results of this study suggest that anxiety can have a negative impact on second language learning, including reducing motivation and self-confidence and impairing language performance. The authors of the study emphasized the importance of considering the role of individual differences in language learning, and suggested that further research is needed to better understand the complex relationships between anxiety, motivation, and language performance.

García-Madruga, Janer, and Martínez-Arbelaiz (2012), the researchers examined the relationship between anxiety, motivation, and language performance among EFL students in Spain. The study used a self-report questionnaire to measure the participants' levels of anxiety, motivation, and language performance. In the study conducted to investigate the relationship between anxiety, motivation, and language performance among EFL (English as a Foreign Language) students in Spain, the researchers employed a self-report questionnaire as the main research method. The results of the study showed that anxiety was significantly related that reducing anxiety and increasing motivation could be beneficial for language learning, and that interventions aimed at increasing motivation and reducing anxiety could be helpful for improving language learning outcomes. This means that students who experienced higher levels of anxiety performed worse on a measure of language proficiency.

Dewaele and MacIntyre (2014) examined the relationship between anxiety, motivation, and foreign language learning among multilingual students. The study used a self-report questionnaire to measure the participants' levels of anxiety, motivation, and foreign language proficiency. The results of the study showed that anxiety was negatively correlated with motivation and foreign language proficiency. This means that students who experienced higher levels of anxiety had lower levels of motivation and performed worse on a test of foreign language proficiency. The study also found that motivation partially mediated the relationship between anxiety and language performance. They also emphasized the importance of considering the role of individual differences in language learning, and suggested that further research is needed to better understand the complex relationships between anxiety, motivation, and foreign language learning.

Li, Dörnyei, and Murphey (2013), the researchers explored the relationship between anxiety, motivation, and language learning strategies among Chinese EFL learners. The study used a self-report questionnaire to measure the participants' levels of anxiety, motivation, and language learning strategies. The results of the study means that students who experienced higher levels of anxiety had lower levels of motivation and used fewer language learning strategies. The study also found that motivation partially mediated the relationship between anxiety and language learning strategies. This means that motivation played a role in the relationship between anxiety and language learning strategies, but that other factors may also be at play. The authors of the study suggested that reducing anxiety and increasing motivation could be beneficial for language learning, and that interventions aimed at increasing motivation and reducing anxiety could be helpful for improving language learning outcomes. They also emphasized the importance of considering the role of individual differences in language learning, and suggested that further research is needed to better understand the complex relationships between anxiety, motivation, and language learning strategies.

Chen (2015) investigated that the connection between ESL students' speaking-in-class anxiety and their presentation performance, the factors that

cause oral anxiety during presentations, and strategies for regulating L2 students' speaking anxiety in presentations. Study investigating the connection between ESL students' speaking-in-class anxiety, their presentation performance, factors causing oral anxiety during presentations, and strategies for regulating L2 students' speaking anxiety in presentations, the researcher likely employed a mixed-methods approach. The findings showed that all participants experienced anxiety during in-class oral presentations, but speaking anxiety was not strongly connected to presentation performance. Instead, presentation performance was also influenced by the coping strategies used to manage anxiety during presentations. The study also emphasized the importance of teachers creating a low-anxiety atmosphere in speaking classes, especially during presentations. While there have been many studies on students' anxiety, this research is unique in its focus on the relationship between speaking-in-class anxiety and presentation performance.

The previous research on student anxiety has largely focused on Only focusing on the phenomenon of anxiety in students, not investigating more about the efforts that students have made in overcoming this anxiety (e.g., Tsiplakides 2009, Liu 2012, Zhiping & Paramasivam 2013, MacIntyre and Gardner's 1991, MacIntyre, Baker, and Clément 1998, García-Madruga, Janer, and Martínez-Arbelaiz 2012, Dewaele, J.-M., & MacIntyre, P. D. 2014, Li, Y., Dörnyei, Z., & Murphey, T. 2013 and Chen 2015). The study also utilized dominant research methods such as surveys, analysis, and self-report questionnaires, which differ from the current research method of qualitative descriptive research that utilizes observation instruments and interviews. This study involved participants from vocational high school students, which has not been previously examined in prior research studies. However, there have been relatively few studies on students' anxiety related to classroom interaction in Indonesia. It is important to examine the factors that affect students' anxiety in Indonesia. This research can help both teachers and students to understand the causes of students' anxiety and how the efforts of students to ease it in the classroom.