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CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. The Nature of Anxiety

Anxiety when associated with learning a foreign language is termed as second/foreign language anxiety. According to Horwitz (2001) he stated that anxiety is the negative emotional reaction of the students toward language acquisition. Foreign language anxiety becomes complex and multidimensional phenomenon of self perception, beliefs, feeling, and behaviors related to the foreign language classroom.

Stephen Krashen (1981) hypothesized that the effective factors in second language acquisition (anxiety, motivation, and self-confidence) correlate with the success in foreign language learning. This statement made anxiety become one of the most highly examined variables in psychology and education.

According to Spielberger et al (2005) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Language anxiety is the fear that an individual feels when he has to use a second or a foreign language in which he is not fully proficient. He considers language anxiety as a stable personality trait related to the individual's tendency to react nervously when speaking, listening, reading or writing in the second language (SL).

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Anxiety is the problem which happened to English learners during retelling the story that they already read in front of the class, this statement is supported by Tallon (2009) found that the most activities which produce anxiety in a foreign language classroom include oral presentations, skits, dialogues and role-playing, that statement did not tell about students' anxiety in storytelling, but the concept of include oral presentations, skits, dialogues and role-playing are similar with storytelling.

Anxiety will give negative impact in students' performance especially in storytelling. This statement is supported by Gregersen and Horwitz (in Rahmi, 2015), students' who are more anxious in their foreign language learning may not find their study enjoyable.

Based on definition above, the researcher can conclude that anxiety is human thoughts, feeling and behavior that caused nervousness, fear apprehension and worrying. In addition, anxiety is concern and fear about what might happen and it is not easy to master speaking especially storytelling in front of the class well. The students always fell nervous and anxious when they try to tell the story in front of the class.

a. Types of Anxiety

Anxiety may negatively effect students' self-esteem, self-confidence, and ultimately prevent proficiency in language acquisition. According to Zaidner (1998), typically, there are two types of anxiety. There are trait anxiety, state anxiety and situation-specific anxiety.

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- 1) Trait anxiety is a permanent predisposition to be anxious. Some people are predictably and generally anxious about many things. It is almost same as fear and it can make ability of people overcome the resources lost.
- 2) State anxiety occurs as an emotional reaction to the current situation. It is experienced in relation to some particular event or act.

b. Treatment of Anxiety

Based on the explanation of anxiety above, anxiety is felling apprehension, nervous, worry, or panic. As a teacher, we should know how to decrease the anxious feeling of our students in order to make them relaxed when they are learning English. Here are treatments or ways to increase anxiety based on Alderman (in Muryati (2014).

- 1) The students can be helped to understand what anxiety is and what their own anxiety level is using by such ways as filling an anxiety table or writing journals to discuss their anxiety so that students can learn recognize feeling in adequacy so they may arrive at more realistic expectation.
- 2) A friendly and active classroom atmosphere could be established to that students may feel relaxed. The teacher can give humor during learning process, so the students are encouraged to perform in their own way without worrying about negative social

evaluation their anxiety is relieved and they are more likely to take risks in learning rather than being inhibited.

- 3) Opportunities for oral communication could be provided through teaching techniques which can maximize and optimize communication skills to propel students to do their best.
- 4) Proper feedback could be given by both teacher and peers.
- 5) Students' confidence need to be natured as protected.

c. Levels of Anxiety

Erica B (2010) defined levels of anxiety becomes four level, those are mild level, moderate level, severe level and the last is panic level.

1) Mild Level

Mild level of anxiety is healthy, at this level, perceptual field is heighten, pupils dilate to accommodate much light, hearing and smelling intensified, and sense of touch is highly sensitive. This stage improve academic performance.

Based on the classification of this level, the level which improved academic performance is mild level, because in this level students can communicate without any distraction, their sensitivity is high.

2) Moderate Level

Moderate level of anxiety on the other hand is unhealthy, the perceptual field of a person at this level is narrowed; individuals

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experiencing this level of anxiety have selective inattention. They have decreased focus and automatism can be observed as repetitive purposeless movements such as shaking of the hands and feet, twirling of hair and, tapping of fingers. Academic performance at this level depends on the individual's ability to control the anxiety and carry out the assigned task.

3) Severe Level

Severe level of anxiety is characterized by reduced perceptual field and a difficulty in communication. Gross motor movements, such as pacing are characteristic of people at this stage. Academic performance at this stage depends on the educator's ability to recognize such individuals and provide a safe environment for them. Communication should be kept short and simple since communication is altered. Performance at this stage is reduced since most educators may not be able to provide such environment for the student.

4) Panic Level

Panic level of anxiety is the worst and most severe form of anxiety. Total disruption of perceptual field is present. It is also characterized by loss of ability to communicate, loss of rational thought and total loss of conscious thinking.

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Academic performance at this level is very poor since the student will be unable to remember exactly what he/she is supposed to do. In this level the students cannot control the anxiety while perform, their ability was loss and their totally blank.

2. Storytelling

In learning English, there is an activity called storytelling, storytelling is one of the oldest tools that already used in learning process. Hamilton and Weiss (2005) stated that storytelling is the oldest form of education. People around the world always told tales as a way of passing down their culture, believe, traditions, and history to future generation.

Storytelling is the activity where the student stand in front of the class and retell the story that they already read. According to Roney (1996), Storytelling is a practical and powerful teaching tool, especially for language learner. Storytelling is a process where a person (the teller), using vocalization, narrative structure, and mental imagery, communicates with the audience who also use mental imagery and, in turn, communicate back to the teller primarily through body language and facial expression in an ongoing communication cycle.

According to Horwitz et al (1986), test anxiety is a form of performance anxiety, in which the learner feel the fear of failure and doing badly in a text. Learners who experience text anxiety consider the foreign



language process and especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills.

B. Relevant Research

1. K. David Beal conducted in his research entitled “*The Correlates of Storytelling From The Teaching Proficiency Through Reading and Storytelling (TPRS) Method of Foreign Language Instruction on Anxiety, Continued Enrollment and Academic Success in Middle and High School Students*”. This research presents the result of questionnaire that asked to middle school and high school students enrolled in first year and second year French, German and Spanish. Results of the study indicate significant differences for levels of continued enrollment were not found for middle school students. In this research consist of 1443 students from twenty-two classes at the three middle school and forty-six classes at the three high schools. At the beginning of the second semester, the students completed the survey either on the Internet or on a paper copy. For less classroom disruption, the participating teachers had all of their students in their classes complete the surveys. In accordance with rules from the Human Subjects Committee of Lawrence and the cooperating school district, only data from students with returned parent consent forms is included in this research. 56.9% or 821 of the 1443 students who completed the survey had signed parent consent forms. While significant differences existed for high school

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students with regards to self-reported ratings of their receptive skills, it was the students of teachers who did not use the technique who had the highest ratings.

2. Lindy Woodrow conducted her research entitled “*Anxiety and Speaking English as a Second Language*”. The participants in this study were advanced English for academic purposes (EAP) students studying on intensive EAP courses immediately prior to entering Australian universities ($N = 275$). In this research, the instrument is SLSAS (Second Language Speaking Anxiety Scale). The participants for this study were all in their final months of studying English immediately prior to enrolling on university courses in Australia ($N = 275$, 50.5% male, $n = 139$; 49.5% female, $n = 136$). They attended English for Academic Purposes (EAP) courses at accredited intensive language centres in Australia. The majority of students were from Asian countries (83.2%, $n = 229$) with students from China representing the largest group in the sample (34%, $n = 92$). The results indicate that the instrument is reliable and valid and thus provides researchers with a new instrument to measure second language speaking. It would be interesting to use this with second language speakers of a lower linguistic level and also with students after they have started their university courses to investigate contextual influences on second language speaking anxiety.

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C Operational Concept

In carrying this research, it was necessary to clarify the variable used in analyzing the data. There was one variable in this research. Variable (Y) was students' anxiety, but the researcher wanted to identify students' anxiety level that happened to the students while their doing storytelling.

According to Erika B (2010), she defined levels of anxiety becomes four level, and the symptoms of each anxiety level are:

1. Mild Level
 - a. Sensitive with much light.
 - b. Hearing and smelling intensified.
 - c. Sense of touch is highly sensitive.
2. Moderate Level
 - a. Shaking of hands and feet.
 - b. Twirling of hair.
 - c. Tapping of the fingers.
3. Severe Level
 - a. Difficulty to communicate.
 - b. Pacing around.
4. Panic Level
 - a. Loss of ability to communicate.
 - b. Loss of rational thought.
 - c. Loss of conscious thinking.
 - d. Unable to remember exactly what he/she supposed to do.