

CHAPTER II

LITERATURE REVIEW

This chapter elaborates the theories from several experts supporting the implementation of the research. It presents the literature regarding speaking anxiety, role-playing activity, and English cafe itself.

2.1 Speaking Anxiety in Foreign Language

Speaking is often used in to measured someone's ability and performance in language. Most of people think that one of crucial aspects in learning language is speaking. Miskam and Saidalvi (2019) pointed out that students are often build the standard in their speaking ability for their succes. Moreover, Gregersen and Horwitz (2002) explains that it affects their efforts to focus on it more seriously rather than other aspects of language learning. Their feeling to be perfect in oral speaking is lead into anxiety. In addition, Karatas, Alci, and Bedemcioglu (2016) also explains that learners force themselves to reach the achievement and to get more successful that make them more anxious in oral exam. The unrealistic goal that they create makes them more uncomfortable in learning foreign language (Gregersen, 2005).

Foreign Language Speaking Anxiety (FLSA) is a multifaceted psychological phenomenon that many learners experience when learning a Foreign Language (FL). This phenomenon had been shown to affect language learning and to be a negative predictor of language achievement. Abrar et al. (2018) and Mukminin et al. (2015) concluded that this form of anxiety affects Indonesian EFL learners in oral communication and/or in-class speaking performances. Moreover, Hanifa (2018) mentioned that most EFL students likely experience anxiety in speaking and communicating in public in a foreign language. Reducing FLSA is one of the ways to help increase English proficiency in Indonesia, but unfortunately, there have not been many studies on how to cope with this phenomenon effectively, especially not for EFL learners at secondary level education in Indonesia.

Anxiety is a feeling that someone can feel. According to Yaman (2013) the feeling of anxiety such as sorrow, upsetting thought, and worry. Additionally,

according to Johnston (2014) anxiety is a feeling and has categorized. In summarize, based on Yaman and Johnston's statements, anxiety is feeling when someone feels such as uncomfortable, unhappy, restless, and has kinds such as physically, emotionally, cognitively and behaviorally.

Discovery the anxiety problem and know the categorize the causes, according to Johnston (2014: 4-7) the firsthand to anticipate the anxiety problems is to know the sign of the anxiety based on the categorize:

1. Physically

One of the anxiety problem based on physical symptoms, according to Johnston (2014: 4). There are, nausea or indigestion, Sweating (especially sweaty palms, forehead, or underarms), Shortness of breath, Racing pulse or a feeling like your heart is pounding, Trouble swallowing or feelings of choking, Dizziness or headache, Chills or hot flashes, Muscle tension, Skin changes, Trembling or shaking, and Difficulty sleeping.

2. Emotionally

Anxiety problem is emotional symptoms in certain situations. According to Johnston (2014: 5) fear is one of the anxiety problems in emotional categorizes that affect feels of someone and there are the signs of emotional symptoms of emotions associated with anxiety include feeling of nervousness, irritability, and experience that some things bad are ready to happen. Based on Johnston in emotional signs, it will appear when someone feels uncomfortable.

3. Cognitively

The other sides of the anxiety problem are cognitive symptoms. In other words, according to Johnston (2014: 6) cognitive is discuss the thinking way of someone and there are signs of anxiety in cognitively such as overthinking about a fearful situation without resolving anything, focusing too much on tiny details, not seeing the big picture, overestimating the real danger of everyday activities or situations, doubting our ability to cope, worrying that any physical symptoms are either the beginning of an anxiety attack or a sign of a life-threatening illness, overestimating the likelihood of a negative

outcome, and thinking excessively about the possibility of failure or of drawing negative attention.

Based on the Johnston in cognitive signs, it because of someone overthinking, pessimism, and too worried to try something.

4. Behaviorally

The last categories of anxiety problem are behavioral. According to Johnston (2014: 7) it is the type of anxiety that how the response of someone cognitively symptoms in do something and there are common behavioral signs like avoiding situations that have made us anxious in the past, freezing up, avoiding situations that we are afraid might make us anxious, refusing to try new things, procrastinating-putting things off for later, and using drugs or alcohol to try to cope.

In conclusion, based on the sign of anxiety above there are four categorize of anxiety such as physically, emotionally, cognitively and behaviorally. Each sign has characteristics and some of it can be seen directly.

Previos study has investigates the anxiety based on group or community situation. The first one is Tati, Paul, and Golingi (2016) by the title “English Language Speaking Anxiety among Community College Learners: How can it be overcome?” explains that the purpose of their research is to study how Community College learners can alleviate English language speaking anxiety with minimal intervention from the teacher. Second is the research from Gumartifa and Syahri (2021) by the title “English Speaking Anxiety in Language Learning Classroom” the research purposes is to investigates some difficulties faced by university students when speaking English as a second language.

I joined the English Cafe for a month. During joining role-play, I am facing a speaking anxiety. The signs of anxiety which delivers by Johnston (2014)

is elaborates for becoming a theory driven of the findings in a discussion. Regarding to Johnston's findings. I am going to explains my anxiety signs during joining English Cafe.

2.2 Role-Playing Activity in English Cafe

The definition of Role-play may vary from one expert to another. In this chapter, I explain the definition of role play activity. Beside, I deliver why this term must be conclude in this chapter.

In this section, I explain the role playing must be conclude because In English Cafe, I joining the role playing activity because in this research, I am explaining my anxiety effects during joining Role-Playing in English Cafe. Here, I act as a waiter in order to serve a menu (Bevarages and Drinks) into a consumers.

The Role Playing learning model is a group learning model that makes it easier for students to interact with their social environment (Sari, 2018; Mushfi, 2017). Role playing learning model is a learning process by playing a role play that contains pleasant goals, rules, and elements in conducting the learning process and can attract students' attention, they can play roles as characters in an event. This learning model is suitable for learning materials that involve real life problem situations (Dewi, 2017). This statement is supported by (Santoso, 2011) who states that the role playing model is a way of mastering learning materials through developing the imagination and appreciation of students in which there are pleasant rules, objectives, and elements in conducting teaching and learning process. From the explanation above, it can be concluded that the Role-Playing learning model is a learning activity involving groups to learn through games so that students can develop their imagination and express feelings through role playing. Thus, the implementation of role-playing learning can create a pleasant learning atmosphere so students easily understand the material through games. In the learning model, Role Playing has characteristics. (Susanty, 2017) states that the Role Playing model has 5 characteristics as follows: first, the Role Playing learning model is a fun learning process and has positive values for children in participating the learning; the second, learning process generates intrinsic motivation so the students can conduct these activities of their accord; the third, the nature are spontaneous and voluntary, students will feel free to choose or use as an alternative for their play activities; the fourth, it creates student activity and participation; the fifth, it arouse

students' creative abilities, language skills, problem solving, and abilities make friends as many as possible.

Many studies investigated the role play in language learning (e.g., Chauhan PM, 2015; (Arham, Yassi, & Arafah, 2016; Neupane, 2019; Krisdiana, Irawati, & Kadarisman, 2018; Liu & Ding, 2009; Krebt, 2017). For instance, Arham, Yassi, & Arafah, (2016) pointed that role play is very important technique in language teaching, particularly in teaching speaking because it can give learners opportunities to practice communicating in different social contexts and social roles. Furthermore, it also allows students to be creative and to put themselves in another person's place for a while. That is why role play is considered suitable for vocational classes that urge much direct learning for their profession. Students are not only as passive learners but they become active learners since there are various activities that put them in an active process. A study (Krebt, 2017) discovered that there is a significant improvement in speaking skill of experimental group. The two groups were significantly different to the sake of using role play technique. While Krisdiana, Irawati, and Kadarisman, (2018) pointed out that role-play integrated with word cards is effective in improving students' speaking skill for communication. Another study showed that there is a significant improvement in speaking skill of experimental group. It can be concluded that role play have significant effect on students' speaking skill (Neupane, 2019).

2.3 English Cafe Programme In Siliwangi University

English Cafe is an entrepreneurship program of the English language study program at Siliwangi University where the English Cafe also plays a role in the English Zone where students must use English as their daily language. English Cafe was designed by two lecturers at Siliwangi University. Besides, to develop entrepreneurship in student, especially in English Education Department whereas, the student's in English Cafe is available to use English as their second language to communicate with other people and also the goals are not only to achieve the vision the English Language Education Department and student's entrepreneurship skills. But, also this can be a media for anyone else who wanted to learn English which that rolled to be a socialized, not as learning English inside a classroom.

On December 1st, 2019 English Cafe was build by the two lectures from English Education Department from Siliwangi University and it is designed as an English Zone. Mean, we are talking English as a Daily language. There are four programmes inside English Cafe. First, It English Cafe itself while people arround there want to buy a beverages and snacks they must have speak with English. Second, English Cafe also provides an English Consultation in order to help so many colleger who has a home work in English Language, So, a Language Pertner in English Cafe will helps many colleger to solve their home work which use an English Language. Third, TOEFL Preparation, According to the owner, Language Partners in the English Cafe will also help and open training for anyone who wants to take a course for TOEFL preparation training. Fourth, English Talkshow also scheduled in once a month. Right at the beginning of the month, this program is also held and we usually invite an inspirational figure in the field of entrepreneurship and education so that people around our campus listen to them while they are in a talkshow.

English Cafe also built with the aim of achieving the vision of the English Language Education Department which reads *“Menjadi program studi inovatif dalam pembelajaran, untuk menghasilkan calon pendidik bahasa Inggris yang kreatif, kritis, berwawasan global yang berjiwa kebangsaan dan kewirausahaan di Jawa Barat pada tahun 2022”*.

English Cafe also is inspired by the English Immersion model. The two lectures also inspired to build this programme due to learn English outside the classroom and also provides the language environment to talk English as a daily language. English Cafe was also created on the basis of research made by Supriyono, Saputra, and Dewi (2020) which explained that English language immersion setting, the designed situation will provide overwhelming language exposure or language learning experiences in which second language learners get immersed in that situation by interacting with others reflecting as the member of the language community who involves their emotional engagement in their language learning. In the English immersion environment, the learners are guided and monitored by the teachers in various activities such as drawing, listening to songs, telling stories familiar routines, etc. to acquire better level English proficiency in both words, phrases, sentences, and texts as well. In addition Supriyono, Saputra, and Dewi (2020) also stated that The purpose of learning English using the immersion method is the ability that can be seen from the ability to listen, speak, read and write. To achieve these objectives, certain learning methods are needed addressing the characteristics, abilities, and needs of students so that the learning process is interesting and effective.

I joined the cafeteria as a waiter who prepared menus and delivered orders to consumers. The activities can be said to be role-playing because here if I practice with consumers to practice speaking. Therefore, English Cafe also is the fields of obtaining this research due to tell The researcher (myself) experiences in speaking anxiety while joining English Cafe as a waiter at English Cafe.