

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. The Definition of Language Learning Anxiety

Anxiety is one of the psychological facts that has been studied a lot lately related to foreign language learning. This is because anxiety has a negative impact on language learners. In general, anxiety can occur and be experienced by humans as an action obtained from certain situations that cause discomfort and cause mental tension which are known as anxiety. Generally, sufferers of anxiety can be known if someone experiences feelings of worry, feels threatened and experiences excessive fear.<sup>1</sup>

According to Suleimenova revealed that anxiety is generally a feeling of excessive worry and fear of something that is done on a daily basis.<sup>2</sup> According to Afif Anxiety is a subjective feeling of mental tension that makes individuals feel anxious as a general reaction to a lack of security or an individual's inability to solve problems. These feelings are usually unpleasant which will cause physiological reactions (shaking, sweating, increased heart rate) and psychological reactions (panic, tension, confusion and unable to concentrate) for the sufferer.<sup>3</sup>

Meanwhile, language learning anxiety is the feeling of anxiety that a person has when learning a foreign language that is not their mother tongue. Language learners will usually experience anxiety in learning a new language. According to Horwitz, foreign language learning or language learning anxiety has symptoms and features that are clinically the same as other anxiety, language learners who have anxiety will experience symptoms such as excessive sweating, fear and worry, having a sense of threat, it is hard to focus, become forgetful, and even avoid things that scare him when it comes to learning a foreign

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<sup>1</sup> Kasmianti, "Students' Anxiety in Learning English of the Eight Grade at SMP Negeri 1 Sarjo," (*Dis.s. IAIN Palu*, 2021): 6.

<sup>2</sup> Z Suleimenova, "Anxiety in a Foreign Language Classroom in Kazakhstan" *Procedia Social and Behavioral Sciences* 93,(2013): 1860.

<sup>3</sup> M. Afifaminullah, "Kecemasan antara Siswa SMP dan Santri Pondok Pesantren," *Jurnal Ilmiah Psikologi Terapan* 1.2 (2013): 208-209.

language.<sup>4</sup> Meanwhile according to Gardner, foreign language anxiety is a feeling of worry and a sense of tension related to the difficulties encountered in learning a foreign language, this is about listening, speaking, and learning the language as a whole.<sup>5</sup>

From the opinions of the experts above, researcher can conclude that language learning anxiety is a feeling of discomfort experienced and present in a person which causes anxiety in learning a foreign language for example when the students asked by the teachers to speak in front of the class and makes the heart beat faster than usual, cause prolonged stress therefore sufferers of anxiety, have mental tension to do something and hard to concentrate.

## 2. The Types of Anxiety

In the 1970, researcher of foreign language anxiety widely used the point of view of state anxiety. In this theory many of students find that anxiety is the same as the type of anxiety in general.<sup>6</sup> The example, people who are shy will feel uncomfortable when asked to speak English in front of the class and seen by their friends, or people who are facing exams will study anxiously because the students continuously memorize the material the students are studying. In this study there are three types of anxiety that the researcher wants to explain. The first is state anxiety, the second is trait anxiety and the last is situation specific anxiety.<sup>7</sup>

### a. State Anxiety

According to Ormrod, the feeling of fear by a threatening situation causes a person's condition to become anxious, and that tension occurs in response to various stimuli and consequences that arise from outside and cannot be prevented by the students. This can put a person in a state of stress and cause anxiety that is not permanent.<sup>8</sup>

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<sup>4</sup> Elaine K. Horwitz, et al, "Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety Scale," (TESOL Quarterly, 20, 1986), 559-562.

<sup>5</sup> Peter D. Macintyre, R. C. Gardner, Investigating Language Class Anxiety Using the Focused Essay Technique. (The Modern Language Journal 75, 1991 a). 296-304.

<sup>6</sup> Risna Nur Hasanah, (2019) Student's Anxiety..., 45.

<sup>7</sup> Rod Ellis, *The Study of Second Language Acquisition*. (Oxford University Press, 1994): 69.

<sup>8</sup> Kasmiasi, (2021) Students' Anxiety..., 12-13.

b. Trait Anxiety

What about trait anxiety, trait anxiety according to Scovel, anxiety is that occurs in various situations even in situations that are generally not threatening to the person who have anxiety. Where a person experiences anxiety and feels threatened by situations that are not threatening in the environment.<sup>9</sup>

c. Situation Specific Anxiety

The third type of anxiety is called situation-specific anxiety, which refers to anxiety experienced in well-defined situations. Peter D. Macintyre Gardner states that situations in special studies can offer more understanding in one's anxiety because in terms of these are more aspects of the situation that can be asked.<sup>10</sup>

### 3. The Factors Causing Anxiety in Language Learning

Few students feel that English is a difficult subject for the students. Many students find the difficulties to master English lessons, cannot speak with correct pronunciation and find it difficult to understand.<sup>11</sup> Many foreign language students express that the students experience anxiety, especially when learning a new language, anxiety can occur through several factors, for example anxiety that comes from students' personality, learning process constraints related to students' personality, experiencing difficulties when learning a foreign language, cultural differences that exist between the culture of students who learn foreign languages and the culture of the target language, differences in status between speakers of foreign languages and the status of their interlocutors, and inner fear of losing identity.<sup>12</sup>

The other obstacles that become a factor of students experiencing difficulties and anxiety in learning English are 1). Being ridiculed by other friends 2). Learning English which the

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<sup>9</sup> T. Scovel, "The Effect of Affect: A Review of Anxiety Literature," (Language Learning, 28, 1978): 129–142.

<sup>10</sup> Macintyre Peter D. and Gardner, *Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature*, (Language Learning, 41(1), 1991b), 85-117.

<sup>11</sup> Musthachim, Anggiyana. "Students' Anxiety in Learning English: (a case study at the 8th grade of SMPN 9 South Tangerang)." 2014), 25.

<sup>12</sup> Masoud Hashemi, "Language Stress and Anxiety among the English Language Learners." *Procedia-Social and Behavioral Sciences* 30 (2011): 1813-1815.

students think is difficult 3). The personality factor of a teacher 4). Limited vocabulary in English 5). Anxiety when students speak in front of class 6). The teacher's explanations and input are not understood by students, and the last is 7). Excessive teacher explanation material.<sup>13</sup>

Meanwhile, according to Young<sup>14</sup> classifies sources of language learning anxiety into six categories namely: personal and interpersonal, learner's beliefs, instructor beliefs, classroom procedures, and language testing.

From Young and several researchers, this are found the internal and external factors that causing anxiety in speaking English as a foreign language :

#### **a. Internal Factors**

##### 1) Personal and Interpersonal

Bailey revealed that in his study of several adult learners' daily language learning books, found that fear of failure, not confident, fear of mistakes, be shy, pessimism that exists within the students' personality and comparing it to others students or classmates. Make the students have excessive anxiety in learning foreign languages. This can be even worse if the students respond emotionally and even withdraw and stop learning.

##### 2) Learner's Beliefs

According to Horwitz in a study at the University of Texas by first semester language students, Horwitz administering the Bellets About Language Learning Inventory (BALLI) found that people who place too much importance on pronunciation intonation and so on above all will experience discomfort with communicative exercises and will even be lazy in speak the target language compared to those who practice continuously and believe that fluency can be achieved over time with continued practice.

#### **b. External Factors**

##### 1) Instructor Confidence

Instructors' beliefs about language learning can also be a significant source of anxiety Horwitz confirms that teachers' beliefs in training and believing or not believing in their students can strongly influence foreign

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<sup>13</sup> Risna Nur Hasanah, (2019) Student's Anxiety...,54.

<sup>14</sup> Lacey Gustafson, (2015) A Teacher's Book..., 17.

language learning. This anxiety factor's related closely with the instructor student interaction. Horwitz et al, in the source of anxiety tends to focus on the method of how teachers justify students who make mistakes in learning a foreign language, if the teacher reprimands their students who make mistakes in a foreign language class loudly, it is feared that students will be afraid of making mistakes in front of their classmates and even lazy to learn a foreign language.

2) Classroom Procedures

Young found that most classrooms express a high level of anxiety associated with speaking in front of the class. Students express fear and anxiety if pointed by the teacher and the price of answering questions given by the teacher in front of the class, and the students prefer if the teacher asks students to answer questions voluntarily.

3) Language Test

Young further states that anxiety can also occur when doing yes which is not in accordance with the format and approach that is in accordance with what the students learn in their foreign language class. For example, using grammar and using communicative learning activities in class, spontaneously asked to the students will increase their anxiety level.<sup>15</sup>

#### 4. The Impact of Foreign Language Anxiety

Feelings of fear and anxiety in learning English certainly have a negative impact on the developmental stage of students in learning a foreign language, this problem can make the student who experienced anxiety will feeling fear while studying. Feelings of anxiety, of course, will logically interfere with students' activities in the process of learning English. Anxious students will find it difficult to think in concentration and allow the students to make many mistakes. In addition, students who are anxious in learning English can also have a bad effect when doing assignments from the teacher and require more effort in thinking and dealing with their anxiety.<sup>16</sup> Dewaele and Macintyre state that language anxiety has a negative impact on the process of storing language, processing language, and acquiring language, therefore it can be understood that anxiety

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<sup>15</sup> Lacey Gustafson, (2015) A Teacher's Book..., 17-22.

<sup>16</sup> Kasmiati, (2021) Students' Anxiety..., 12.

in the process of knowing a foreign language has a negative effect on the learning process in foreign language.<sup>17</sup> From this opinion it can be said that someone who is learning a foreign language but has excessive anxiety can have an impact on not absorbing the knowledge gained optimally. It can even experience a blank which causes loss of storage, processing and acquisition of foreign languages that have been obtained.

This is supported by Horwitz & Cope revealed that students often claim to know and understand a fact and certain foreign language knowledge, but tend to “not remember” it in exams or oral exercises because there are many parts of a foreign language that must be known and memorized, at the same time. It is very common to constantly make mistakes in the syntax, morphology or spelling of a foreign language out of nervousness<sup>18</sup>

According to the research mentioned above, anxiety among foreign language learners has a negative effect on learning and understanding in learning foreign languages. Students are individual and therefore symptoms may vary in appearance or severity. In other words, some students may forget what the students have learned and cannot do it in any way (speaking or writing), and some students just need a little guidance, help or encouragement to do it, without showing or noticing signs of anxiety.<sup>19</sup>

### **5. The Strategies to Reduce Students' Anxiety**

In the difficulties encountered when learning English students and learners must be vigilant and must have self-preparation and try to reduce the anxiety that exists in the classroom. According to Bozena states that teaching strategies are strategies carried out by foreign language teachers for their students to assist in the learning process and are more effective, while learning strategies.<sup>20</sup> According to Oxford is a strategy carried out by students or foreign language learners consciously or not and usually develops through the learning styles of

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<sup>17</sup> Jean-Marc Dewaele, and Peter D. Macintyre. “The Two Faces of Janus? Anxiety and Enjoyment in The Foreign Language Classroom.” (2014): 14.

<sup>18</sup> T. Scovel The effect of affect: A Review of Anxiety Literature. (Language Learning, 1978). 28.

<sup>19</sup> Zdena Kráľová, “Foreign language anxiety.” (Undergraduate of Constantine the Philosopher University, Nitra, Slovakia 2016), 20-21.

<sup>20</sup> Bozena Horváthová. Methods in Researching and Teaching Language Learning Strategies. Nitra: ASPA (2013): 56.

students or foreign language learners.<sup>21</sup> Theory of strategies for reducing anxiety in English learning strategies for reducing anxiety are taken from Kondo and Ying-Ling<sup>22</sup> that are preparation, relaxation, think positive, looking for partners, and resignations.

a. Preparation

In preparing for foreign language learning there are many ways that students can do, in this strategy students learn to prepare before starting to learn English, by increasing students' abilities in learning English, for example by reading material that will be studied in class, taking foreign language lessons in English outside of school, ask a teacher or friend for help, and focus on the things that cause anxiety in learning a foreign language and look for ways to reduce this anxiety.<sup>23</sup> This strategy it is hoped that it can help students effectively reduce their foreign language anxiety and help more students to be able to master English subject matter subjectively.

b. Relaxation

Many of the students will feel tension when the students are appointed to read English texts, speak in front of the class or when given assignments or appointed to answer teacher questions in class. One strategy that can be done is by means of relaxation. Relaxation can be done as an effective way to reduce tension in dealing with anxiety in learning English emotionally, one of which is by taking deep breaths for 3 to 5 minutes which is effective for reducing tension, another ways is closing eyes and pretending to be calm, Singing English songs together, and learning with a little humor is also another ways of relaxation that can reduce anxiety in learning English.<sup>24</sup> Relaxation techniques are focused on reducing anxiety physically and are situational, relaxation can reduce hormones from anxiety and circulate blood to the brain more optimally.

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<sup>21</sup> Oxford Rebecca L., "Language Learning Strategies: What Every Teacher Should Know". New York: Newbury House/Harper & Row (1990): 45.

<sup>22</sup> Kondo, David Shinji, and Yang Ying-Ling. Strategies for Coping with Language Anxiety : *The Case of Students of English in Japan* *Elt Journal* 58, no. 3 (2004): 265.

<sup>23</sup> Darmawati, "The Strategies in Reducing the Students' Anxiety in Speaking English at SMA Pergis Yapki Maros". *EDUTECH: Journal of Education and Technology*, 5.3 (2022): 25.

<sup>24</sup> Lacey Gustafson, (2015) *A Teacher's Handbook...*, 41.

c. Think Positive

Some students who experience anxiety in learning a foreign language can use positive thinking strategy. This strategy is intended to distract students from situations of stress and tension positive, relieving and fun situations for students who are anxious in learning a foreign language.<sup>25</sup> One way to think positively is be confident, enjoy learning foreign languages with a happy mind, think positively that you can learn English easily, pray, do not think about mistakes in learning a foreign language that do not necessarily happen, be calm and use anxiety to motivate students, not to think of it as something scary, imagine something beautiful that can be done and do not think about the bad things that can be received in learning a foreign language.

d. Peer Seeking

Some students may be able to reduce the anxiety the students experience when the students have friends who are also anxious, or even compare their anxiety with others who have the same anxiety. Students can involve their friends into small groups of students who have varying levels of ability in learning English, then work together to solve various questions.<sup>26</sup> English assignments to support one another. This strategy is a good solution, especially if students brainstorm and are looking for good strategies to deal with anxiety and find comfortable ways to learn a foreign language together.

e. Resignation

Students who feel worried about the situation the students are experiencing when learning a foreign language can surrender by giving up, not even wanting to continue learning and not paying attention to the explanations given by their teacher, what's worse is that the students can even sleep in class and do nothing.<sup>27</sup> This seems to be an extreme strategy. Students who say and give up than do to resign most likely intend to avoid and reduce the impact of anxiety by refusing encounter a problem.

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<sup>25</sup> Darmawati, *The Strategies in Reducing the Students' Anxiety in Speaking English*, (2022): 26.

<sup>26</sup> Lacey Gustafson, (2015) *A Teacher's Handbook...*, 41.

<sup>27</sup> Risna Nur Hasanah, (2019) *Student's Anxiety...*, 55.

## 6. The Definition of Speaking

There are many definitions of speaking that have been put forward by the experts in language learning. According to Pirnawati state that speaking is a way for someone to say something by expressing their ideas, descriptions of something, views, and opinions to other people to get feedback in the form of responses or ways to be able to communicate with other people to exchange ideas, messages, and opinions, in order to understand one another. Speaking in language requires words to develop into sentences and requires structure in language and information conveyed by speakers to be received and understood by listeners.<sup>28</sup> Speaking involves two parties, both speakers and listeners. The speaker have to convey information to the listener in a way that is easily accepted by the listener. According to Genadea state that speaking is a product of the creative output of linguistic strings. Speaking in the language are requires words, then developed into a series of continuous sentences and requires the right structure in speaking the language and the information therefore the speaker can be received and understood by listeners.<sup>29</sup>

Speaking is one way to process and produce sentences. Associated with the sentence production process involves four main processes, namely (1) conceptualization. (2) formulation (3) articulation, and (4) self-monitoring. Conceptualization related to the planning of things to be conveyed. This refers to background knowledge about pattern discourse. The conceptualization includes the 'monitor', which checks everything that happens in the interaction and ensures the communication goes smoothly according to the plan. This allows speakers to self-correct for grammar, expressions and pronunciation. Formulation focuses on finding words and phrases to express meaning, ordering the word and placing appropriate grammatical markers (such as auxiliary verbs, and articles). The next process is articulation. Articulation involves motor control of the articulatory organs such as the lips, teeth, tongue, alveolar palate, velum, glottis, oral cavity and breath.

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<sup>28</sup> Pirnawati. "The Influence of Students' Anxiety In Speaking English at Junior High School" Universitas Muhammadiyah Makassar (2021). 27.

<sup>29</sup> Genadea Putri Setyana, (2022), Investigating Students' ..., 3-4.

Self-monitoring relates to language users being able to identify and correct errors on their own.<sup>30</sup>

From the definitions above the research concludes that speaking is a way for someone to convey ideas, opinions, and feelings that exist in a person to others in order to get a response and carried out by the process and produce sentences that are conceptualization, formulation, articulation, and self-monitoring. In addition, it must be conveyed easily than it can be received by listeners and get a response and do it in an easy way therefore the listeners can accept it and get a response.

## 7. The Elements of Speaking

There are several elements of speaking that must be considered by the students, there are four elements in the speech process:

### a. Pronunciation

Pronunciation in language learning, means the way of pronouncing words in the language by way of significant sound perception to achieve the intended meaning in the context of language use, consists of perceptual production segmental sounds, intonation, and of stressed and unstressed syllables.<sup>31</sup> Pronunciation aims that the words that come out of the speakers can be well received by listeners.

### b. Vocabulary

Vocabulary is the most basic component in speaking, because it is impossible for students to speak without mastering the vocabulary that students want to say. Vocabulary is a collection of words used in a language in general or in a particular field that can be learned. Vocabulary serves as a useful and fundamental tool for communicating and acquiring.

### c. Grammar

Grammar is a type of language rule that regulates the criteria for using words and sentences and helps students discover the nature of language, namely making

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<sup>30</sup> Wandu Syahfutru, "Students' Speaking Anxiety in English Education Study Program." *ELT-Lectura* 8.1 (2021): 75-76, <https://doi.org/10.31849/elt-lectura.v8i1.5920>.

<sup>31</sup> Pimawati, (2021) *The Influence...*, 28.

what people speak, hear, read and write has a clear meaning and is easy to understand.<sup>32</sup>

d. Fluency

Fluency refers to the quality or condition of the ability to speak fluently without being constrained by grammar, vocabulary and still be well conveyed by those who listen. The ability to speak fluently but not necessarily perfect generally on vocabulary, grammar and intonation.<sup>33</sup>

**B. Previous Studies**

Researcher conducted research on the anxiety of learning English at the Islamic Junior High School in Jepara. Previous study who have discussed students' anxiety in learning English are as follows :

**Table 2.1**  
**Previous Researchers**

No.	Researcher	Title	Similarity	Differences
1.	Fuad Abdullah, Arini Nurul Hidayati, Agis Andriani, Dewi Rosmala, and Novi Nurvianti (2022)	English Speaking Anxiety Among Indonesian Junior High School Learners : In Search Of Causes and Solutions	1. The researcher conducted the research at junior high school level 2. The researcher investigates the various factors of anxiety in speaking English 3. The researcher investigates the various strategies to overcome the anxiety in speaking English	1. The researcher used a type of semi-structured interviews research design 2. The researcher carry out the research study in the seventh grade

<sup>32</sup> Nurma Dhona Handayani. "Common Error in Using English Tenses by EFL Students." *Ide Bahasa 1.2* (2019): 87.

<sup>33</sup> Pimawati, (2021) *The Influence...*,28.

2.	Genadea Putri Setyana, Langgeng Budianto, Alam Aji Putera (2022)	Investigating Students' Speaking Anxiety Factor In Bilingual Program At Junior High School Students	<ol style="list-style-type: none"> <li>1. The researcher conducted the research at junior high school level</li> <li>2. The researcher used a type of qualitative descriptive research design with case study</li> <li>3. The researcher investigates the various factors of anxiety in speaking English</li> </ol>	<ol style="list-style-type: none"> <li>1. The researcher carry out the research study in the seventh grade</li> <li>2. The researcher did not investigates the various strategies of anxiety in speaking English</li> </ol>
3.	Faishal Rahman (2021)	An Analysis Of Students Speaking Anxiety For Tenth Grade Students	<ol style="list-style-type: none"> <li>1. The researcher investigates the various factors of anxiety in speaking English</li> <li>2. The researcher used a type of qualitative descriptive research design with case study</li> </ol>	<ol style="list-style-type: none"> <li>1. The researcher conducted the research at senior high school level</li> <li>2. The researcher did not investigates the various strategies of anxiety in speaking English</li> <li>3. The researcher carry out the research study in the tenth grade</li> </ol>
4.	Intan Pratiwi Sundari, Iwan Perdana, and Hengki (2020)	Students' Anxiety in Speaking English at SMP Negeri 2 Martapura Timur	<ol style="list-style-type: none"> <li>1. The researcher conducted the research at junior high school level</li> <li>2. The researcher investigates the various factors of anxiety in</li> </ol>	<ol style="list-style-type: none"> <li>1. The researcher carry out the research study in the ninth grade</li> <li>2. The researcher used a type of the</li> </ol>

			speaking English 3. The researcher investigates the various strategies to overcome the anxiety in speaking English	interview research design
5.	Nurul Aida (2020)	An Analysis Of Students' Anxiety In Speaking English At Junior High School In Banjarmasin	1. The researcher conducted the research at junior high school level 2. The researcher carry out the research study in the eighth grade 3. The researcher investigates the various factors of anxiety in speaking English	1. The researcher used a type of the interview research design 2. The researcher investigates the various types of anxiety in speaking English 3. The researcher did not investigates the various strategies of anxiety in speaking English
6.	Novia Larasati Bayu Putri, Adi (2020)	Analisis Kecemasan Berbicara Pada Siswa Dan Dampaknya Pada Penampilan Berbicara	1. The researcher conducted the research at junior high school level 2. The researcher used a type of qualitative descriptive research design with case study 3. The researcher investigates the various factors of anxiety in	1. The researcher carry out the research study in the seventh grade 2. The researcher did not investigates the various strategies of anxiety in speaking English 3. The

			speaking English	researcher used questionnaire to collected the data
7.	Yanti Ulandari, (2018)	Students' Strategies For Reducing Anxiety In Speaking English : A Case Study At Eight Grade Of Al-Azhar Junior High School Jambi	<ol style="list-style-type: none"> <li>1. The researcher conducted the research at junior high school level</li> <li>2. The researcher investigates the various strategies to overcome the anxiety in speaking English</li> <li>3. The researcher used a type of qualitative descriptive research design with a case study</li> <li>4. The researcher carry out the research study in the eighth grade</li> </ol>	<ol style="list-style-type: none"> <li>1. The researcher did not investigates the various factors of anxiety in speaking English</li> </ol>
8.	Uli Modesta Siagian1, Adam (2017)	An Analysis of Students' Anxiety in Speaking	<ol style="list-style-type: none"> <li>1. The researcher investigates the various factors of anxiety in speaking English</li> <li>2. The researcher investigates the various strategies of anxiety in speaking English</li> <li>3. The researcher used a type of qualitative descriptive research design with case study</li> </ol>	<ol style="list-style-type: none"> <li>1. The researcher conducted the research at senior high school level</li> <li>2. The researcher carry out the research study in the seventh grade</li> <li>3. The researcher used questionnaire to collected the data</li> </ol>

From the review of related research above it can be concluded that the differences between previous studies and researcher in this study are the type of research method, research location and research subject. Researcher use qualitative descriptive methods through observation, interviews and also documentation. In this thesis researcher analyze the factors that cause students anxiety and the ways to overcome the anxiety in eighth grades of Islamic Junior High School in Jepara.

### **C. Theoretical Framework**

Speaking English is not easy for the students, especially for class VIII grades. Moreover if the students have a sense of anxiety in speaking English which will hinder the students in speaking English as foreign language.<sup>34</sup> Students who find the difficulty to speak English as a foreign language class which can result in students getting low grades and do not be able and confident to speak English fluently.

A teacher must find the best way to teach the students, therefore the students can learn easily, have the enthusiasm and motivation to learn English, besides that the teacher must help the students dealing with the anxiety experienced by the students, the teacher must be able to create a technique or teaching media method that can build and improve and encourage students to learn English comfortably and without anxiety pressure. Including the students who must be able to know the factors of anxiety and how students to reduce the level of anxiety that students experience in speaking English. In this research, the researcher is looking for what are the things that can cause anxiety in speaking English, and how to overcome the problem of anxiety in speaking English in Junior High School Students at eighth grade in Jepara.

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<sup>34</sup> Intan Pratiwi Sundari, Students' Anxiety in Speaking English at SMP Negeri 2 Martapura Timur. (2021): 90.

**Figure 2.2**  
**Conceptual Framework**

