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CHAPTER II

REVIEW RELATED LITERATURE

A. The Theoretical Framework

Syafi'i (2015, p. 102) stated that theoretical framework is viewed as the relevant theories related to references cited from various printed documents to provide the researcher and the readers with the alternative answer of the problem theoretically. It means the theoretical framework explain how the researcher can develop her research project based on the theory through printed document.

1. Anxiety

a. Definition of Anxiety

Tuan and Mai (2015, p. 9) argued that in order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities. One of the affective factors that influences of speaking is anxiety.

Anxiety is a problem that can cause and influence the students' foreign language speaking ability. There are some assumptions of

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anxiety. As we know the anxiety is a negative feeling that someone has in certain time. Spielberger in Ying Zheng (2008, p. 2) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. It means anxiety is a feeling where the people are uncertain or hesitant with their ability or what they want to do. This anxiety can be described that if someone is feeling anxious, they cannot do something with maximal in their life. For the people who learn about a foreign language, anxiety may impact in their acquisition of the language.

Brown (2007, p. 161) defined that "anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry". It means that the students will be led to negative impact on their performance especially in speaking ability.

Scovel in Renko (2012, p. 23) noted that anxiety is commonly seen as a state of apprehension and vague fear linked only indirectly to the object in question, be it the language itself of the learning situation. It means that anxiety is feelings that someone cannot predict and control it when it comes indirectly.

Based on the definitions above, the writer can conclude that anxiety is a general term for several disorders that cause nervousness, fear apprehension and worrying. In addition, anxiety is concern and fear about what might happen and it is not easy to master speaking well. The

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students always feel nervous and anxious when they learn speaking although they can do it.

b. The Factors of Anxiety

Darajad in Mulyani (2011, p. 11) says that some factors that cause anxiety are:

1. Anxiety is found because people look and know that there is danger to them.
2. Anxiety is like illness and it is looked in some forms and no relation to afraid that influence themselves.
3. Because of anxiety, if they are making mistakes in doing something that is apposed with themselves.

c. The Types of Anxiety

Brown (2007, p. 161) defined that there are two types of anxiety, trait anxiety is a more permanent predisposition to be anxious and state anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test. State anxiety is experienced in relation to some particular event or act. In a classroom, it is important for a teacher to try to determine whether a student's anxiety stems from a more global trait or whether it comes from particular situation at the moment.

Based on the idea above, anxiety is divided into two parts, they are: trait anxiety is this anxiety is almost the same as fear and it can

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make ability of people to overcome the problem is lost, and state anxiety is an emotional anxiety toward unawareness of danger.

d. The characters of anxiety

Brown (2007, p. 162) mentioned that there are three components of language anxiety that have been identified in order to break down the construct into researchable issues:

- 1) Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas;
- 2) Fear of negative social evaluation, arising from a learners' need to make a positive social impression on others; and
- 3) Test anxiety or apprehension over academic evaluation.

Similarly, Horwitz, (2012) argued that three characters of anxiety are identified:

- 1) Communication apprehension, students with communication apprehension are shy about communicating with others and have difficulty speaking in public and listening to spoken messages.
- 2) Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Students often put unrealistic demand on themselves and feel that anything less than a perfect test performance is a failure.
- 3) Fear of negative evaluation, defined as apprehension about others students' evaluation, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively.



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Students who fear negative evaluations from others may also develop language anxiety.

2. The Concept of Speaking Ability

Speaking ability, as the researcher wrote in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. So that, the writer will explain about the nature of speaking itself in order to give the obvious information about what speaking is.

Thornbury (2002, p. 1) stated that speaking is so much part of daily life that we take it for granted. The average person produces tens thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language. While, Jones says in speaking and listening we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper. It means that when we are speaking, we can produce the word by exploring our ideas that we want to share to the other people.

a. The Element of speaking

Adams and Firth in Hughes (2003, p. 131-133) stated that speaking ability is assessed through several elements. Those elements are grammar, vocabulary, comprehension, fluency and pronunciation.

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1. Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

2. Vocabulary

As we know, vocabulary is a basic element in language. Richards and Renandya (2002, p. 255) state that vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read and write. It means that by having knowledge of vocabulary the students can express their ideas and understand about the meaning of the word that they pronounce.

3. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. In Longman dictionary, fluency is the ability with a good but not necessarily perfect command of intonation, vocabulary and grammar.

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4. Comprehension

In Longman dictionary, comprehension refers to the identification of the intended meaning of written and spoken communication. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

5. Pronunciation

The last element of speaking ability is pronunciation. Pronunciation is the way a certain sound or sound is produced. It means that pronunciation is the way how we pronounce the word correctly.

3. The Correlation between Students' Anxiety and Speaking Ability.

Speaking is the way to communication between people to other. By speaking, people can express their feeling. In foreign language, students are asked to show it orally. They do not only focus on understanding the speaking but also answer or show their apprehension about what they speak. Penny Ur in Basic (2011, p. 2) argued that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language.

For students in speaking class, most of them feel anxious or nervous when they perform in front of class. Because to perform in front of other people is obviously not the same as when no one else is present.

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It can make them not perform maximally. Learners who feel anxious in their foreign language learning may find their study less enjoyable.

Xu (2011, p. 2), mentioned that speaking anxiety has begun to surface as a problematic area for students. He also acknowledges that speaking is cited as the most anxiety-producing skill. It means that it is important to understand the relationship between students' anxiety and their speaking ability, so the teachers may understand their students better and can provide more suitable and specific helps for their students.

Basic (2011, p. 4) interpreted the word speaking anxiety as a fear of expressing oneself orally which could be recognized by the psychological signs as sweating, tension and increased pulse. It means that speaking anxiety is feeling nervous that is faced by someone when they speak orally. Speaking anxiety refers to the students' speaking anxiety.

Lightbown and Spada in Basic (2011, p. 4) stated that speaking anxiety is special situations that could make one feel uncomfortable as, for example ,an oral presentation in front of a larger group of people. It means that feeling anxiety when someone speaks must be controlled by them. Because of that they have to control their emotion before, while and after they speak to get the best performance when speak. Based on the argument above, it is clear that anxiety and speaking ability have a strong correlation with each other.

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B. The Relevant Research

To prove that this research is qualified, researchers should present the previous research that is relevant. Syafi'i (2015, p. 103) mentioned that relevant research is required to observe some researchs conducted by other researchers in which they are relevant to our research. There are several relevant researches which have relevancy to this research especially in students' anxiety and speaking ability area where the researcher focuses on.

Some of them are:

1. The research that was done by Mulyani (2011) entitled "The Correlation between students' anxiety level and their speaking ability at the second year of Senior High School 1 Enok Indragiri Hilir Regency". She took 47 students as the sample of this research. She concluded that there was a Correlation between students' anxiety level and their speaking ability at the second year of Senior High School 1 Enok Indragiri Hilir Regency.
2. The research that was done by Fialatu Rahmi (2015) entitled "the correlation between students' anxiety and their listening comprehension at Babussalam Senior High School Pekanbaru". She took 88 students as the sample of this research. She concluded there was a correlation between students' anxiety and their listening comprehension at Babussalam Senior High School Pekanbaru.

Dealing with the two relevant researches, the researcher take a conclusion there is a correlation between the students' anxiety and their

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speaking ability. Meanwhile, this research is different from the two researches above in term of location.

The Operational Concept

Syafi'i (2015, p. 103) stated that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing-a research paper. The writer would like to explain briefly about the variables in this research. It is important to clarify the theories used in this research. This research is a correlational research which focuses on correlation between students' anxiety and their speaking ability. Therefore, to answer the research question, there are two variables:

The indicators of variable X (students' anxiety) are as follows:

1. Students are shy in communicating with other people
2. Students feel fear of failure when they are speaking.
3. Students feel afraid of negative evaluation from other people.

The indicators of variable Y (students' speaking ability) are as follows:

1. Students are able to speak English with good pronunciation.
2. Students are able to speak English with appropriate vocabulary.
3. Students are able to speak English with appropriate grammar.
4. Students are able to speak fluently.
5. Students are able to express their idea to others by comprehending spoken language.

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D. The Assumption and the Hypothesis

1. The Assumption

In this research, the researcher assumes that the low the students' anxiety is, the better the students' ability will be.

2. The Hypothesis

a. H_a (alternative hypothesis)

“There is a significant correlation between students' anxiety and their speaking ability at the eleventh grade at Senior High School 1 Bukit Batu.”

b. H_0 (null hypothesis)

“There is no significant correlation between students' anxiety and their speaking ability at the eleventh grade at Senior High School 1 Bukit Batu.