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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Definition of Anxiety

Anxiety is one of the affective factors that influence speaking performance. One of the major obstacle students have to overcome in learning to speak is anxiety. According to Spielberger(1982) in Brown (2007.p,161) stated that Anxiety is we all have experienced feelings of anxiousness. Anxiety is feelings of uneasiness frustration, self-doubt, apprehension or worry. Spielberger(1982) in Brown (2007.p,161) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. More simply put, anxiety is associated with feelings of uneasiness, frustation, self-doubt, apprehension, or worry by Scovel (1978) in Brown (2007).

However, recent research on language anxiety, as it has come to be known, focuses more especially on the situational nature of state anxiety. Three component of foreign language anxiety have been identified (Horwitz, horwitz and cope 1986) in Brown (2007). In order to break down the construct into reseachable issues:

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

According to Miller (2015), Anxiety is a feeling of tension. It is associated with a sense of treath of danger when the sorce of the danger not known. According to Santrock (2004.p,529) anxiety is feelings of apprehension.

According to Hilgard (2015) anxiety is a psychological construct that is described as a state of apprehension, a vague fear that is only indirectly with an object. It means that anxiety as the worry and negative emotional reaction aroused when learning a foreign language. The major criteria attributes of anxiety enumerated by I. G. Sarason and Sarason in Elvaridha (2015) are:

- a. The individual appraises a situation as difficult,, threatening or challenging.
- b. The individual perceives himself or herself as being inefficient or inadequate to the task at hand, lacking coping responses needed to deal forthrightly with a call for action or a situational or oppurtunity.
- c. The individual focuses on undesirable consequences of personal inadequacy or on outcomes.

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- d. The individual is preoccupied with self-deprecatory thoughts about self that competes with cognitive task-related activity.
- e. The individual expects and anticipates failure and loss of self-esteem or regard by others.

Anxiety is a complex phenomenon and there has been wide disagreement about its definition and criteria. Thus, anxiety has been variously conceptualized as astimulus condition, as a probability of a harmful future outcome, and as response to a stressful condition.

Examination or test is something that can build the anxiety of the students. Some factors can influence their anxiety in learning process, such as the students do not master material, the students dislike the lesson and so on.

According to Zsuzsa (2015), three criteria of anxiety are identified:

- a. Physiological changes: laster heartbeat, sweating, blushing
- b. Psychosomatic symptoms: headache, stomachache.
- c. Physical activities: squirming, fidgeting, self or objects. Manipulations such as wringing hands, playing with hair, clothes or pens, as well as speech disturbances.

Additionally, the researcher adapted the criteria of anxiety by G. Sarason and Sarason in Elvaridha as the indicators of anxiety in speaking ability. There were five indicators of anxiety and the questionnaire was consisted of 20 items.

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2. Factors of Anxiety

Drajad in Mulyani (2011,p,20) said that some factors that cause anxiety. They are as follows:

- a. Anxiety is found because people look and know there is danger to them.
- b. Anxiety is like illness and it is locked in some form and no relation to afraid that influences themselves.
- c. Anxiety because fell making mistake in doing something that is opposed with Themselves.

Ellis in Sasson related to anxiety as the result due to the following factors:

- a. Learners' competitive natures
- b. Teacher's questions are threatening
- c. Lack of a second language relaxed environment

Actually, person often tries to solve anxiety with to know that the main factors because anxieties come. Reaction of anxiety describes the Subjective feeling in forming worry, and unhappy. slamento in Mulyani (2012) said that there are some factors influence learning dealing with these factors, they are:

- a. Intelligence

If students have a low intelligence level, students cannot digest the lessons well, he would have in learning difficulty.

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b. Interest

Great interest influences on the study or activity. Even subjects that interest students more easily learned and stored as interest add to the learning activities

c. Talent

Particular expert is none's grow this largely determined by his talents in connection with this talent can have high or low learning achievement of certain fields of study.

d. Motivation

Motivation is an important factor because it is a situation that encourages students to learn the circumstances.

e. Self-Concept

Self-conception's judgment against himself or views the cloth against her either physically, socially and of the spiritual. The types of self concept is divided into two, they are negative and positive.

In short, people get anxious when they feel the situations are dangerous for them. For example, in teaching learning process the students have to face the evaluation or test. The students worry and fear about when test Reviews their answer, They also anxious about the result of the test. Presenting the result of Reviews their discussion or telling a story in front of the class also can build anxiety of the students, it happens Because they think the situation is dangerous for them.



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3. Component of Anxiety

However recent research on language anxiety, as it has come to be known, focuses more especially on the situational nature of state anxiety. Three component of foreign language anxiety have been identified (Horwitz, horwitz and cope 1986) in Brown (2007). In order to break down the construct into reseachable issues:

a. Communication apprehension

Arising from learners' inability to adequately express mature thoughts and ideas. Communication Apprehension (CA) has been defined as an "individual level of fear or anxiety associated with either real or anticipated coomunication with another person or persons" (McCroskey:1977) in (Holbrook).

Communication apprehension is far more than the first stage fright frequently found in speech classrooms, school assemblies, and drama productions. It is a pattern of anxiety, established often in the elementary grades, which can profoundly affect much or all of a student's oral communication, social skills, and self-esteem. This digest examines some causes and consequences of communication apprehension and ways in which it can be diminished.

Communication anxiety can be situational rather than pervasive in a child's behavior. According to (Friedman, 1980) "A tendency to be anxious when communicating may be specific to only a few settings (e.g., public speaking) or may exist in most everyday

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communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life". Much research has dealt with CA in terms of a personality trait, but more recently the ideal of CA has expanded to include both trait and situation views (McCroskey, 1977).

General personality traits such as quietness, shyness, and reticence frequently precipitate Communication Apprehension. According to Friedman (1980), when the ability and desire to participate in discussion are present, but the process of verbalizing is inhibited, shyness or reticence is occurring. The degree of shyness, or range of situations that it affects, varies greatly from individual to individual.

Seven factors which could result in a quiet child have been identified (McCroskey, 1980; Bond, 1984):

- 1) low intellectual skills
- 2) speech skill deficiencies
- 3) voluntary social introversion
- 4) social alienation
- 5) communication anxiety
- 6) low social self-esteem
- 7) ethnic/cultural divergence in communication norms

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The consequences of Communication Apprehension are emotional, educational, and social. Shyness and reticence affect the social skills necessary for children to make friends. Shy students tend to confine their career aspirations to vocations that require little oral communication. They seem to have a higher need to avoid failure, and they have less achievement or success motivation than other students.

According to (Richmond, 1984; Friedman, 1980) “ Their lack of enthusiasm tends to limit teachers' attention to them, which further reinforces their own self-evaluation. In the classroom, the teacher may regard quiet students as "perfect" in that they are not discipline problems. But often the communication apprehension students' lack of response or participation has a negative, spiraling affect--they are perceived as less capable, and are thus called on less frequently in class discussion.

b. Fear of negative social evaluation

Arising from a learners' need to make a positive social impression on others. The fear of negative social evaluation refers to the apprehension about others' evaluation. Fear of negative social evaluation is apprehension about and distress over negative appraisals by others. One who is high in Fear of negative social evaluation often attempts to avoid evaluative situations and frequently has the expectation that her/his performance will be judged negatively even in situations where the performance was good (Rapee & Lim, 1992; Stopa & Clark, 1993) in Howe (2014.p,7).

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Fear of negative evaluation may be seen in (Watson & Friend, 1969):

- a. Any social evaluative situation
- b. Including testing
- c. Being on a date
- d. Talking to one's superiors
- e. Being interviewed for a job
- f. Giving a speech

Conceptual models of social anxiety have viewed fear of negative social as a central component of social anxiety (Clark & Wells, 1995 ; Rapee & Heimberg, 1997). Cognitive behavioral Model of Anxiety in Social Phobia views Fear of negative evaluation as the primary fear of an individual when students are in a social evaluative situation.

These fears exist for persons with social anxiety in any situation where an audience exists. The term "audience" denoting not only a group of intentional observers, but also anyone who may be in a position to evaluate the individual's appearance, behavior, or mannerisms (e.g., an individual seated in a cafeteria would be an audience to someone carrying a lunch tray to his or her seat).

Therefore, an interaction or intentional observation is not needed for anxiety to be generated in a social evaluative situation. All that needs to be present for an individual to experience anxiety is the potential for

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interaction or observation with or by others, which creates a potential for negative evaluation.

- c. Test anxiety, or apprehension over academic evaluation.

Test anxiety is about the fear of exams, quizzes, and other assignments used to evaluate students' performance, it can come from the fear of testing (Wu, 2010) in Burgucu (2011.p,2). There has been a growing interest in why and how test anxiety affects foreign language learning process.

As an affective factor, test anxiety has been investigated in different contexts in the past two decades. This researcher aims to examine the relations among the factors such as likelihood of senior high school students' gender, age, higher education experience, and number of tests taken in predicting their degree of test anxiety. In addition, this researcher aims to investigate the impact of Test Anxiety on Islamic senior high school Darul Hikmah students' test performance of EFL learners who are taking either mid term or final exams or quizzes all over an academic year.

According to Burgucu (2011.p, 287) test anxiety is the set of psychological, behavioral responses that accompany concern about possible negative results or failure on an exam or similar evaluative situation...". Anxiety is a phenomenon that has been studied by psychologists, on a more personal level, almost everyone has personally experienced being anxious at one time and test anxiety is a special form,

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subcategory of the more general concept, anxiety. According to Mulyani (2012,p,10) there are some phenomena of anxiety, namely:

- 1) Mood troubles. It will make people easy to be angry, sad and sensitive.
- 2) Difficult to sleeping.
- 3) Tiredness. People will be easily tired.
- 4) Lost motivation and interest.
- 5) They can not concentrate.
- 6) They do not have self confidence.

4. The Definitions of Speaking Performance

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2003,p.141) stated that speaking performance is in the form of imitative, intensive, responsive, interactive (transactional and interpersonal), or intensive (monologue). Someone can do correction and development since it is observable. Speaking performance such as presentation, discussion, role play, etc.

Another definition is Richards and Renandya (2002,p,204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures,

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body language, and expressions are needed in conveying messages directly without any accompanying speech. successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking.

According to Brown (2007.p,237) social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

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According to Brown (2001.p,271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

- a. Produce chunks of language of different lengths.
- b. Orally produces differences among the English phonemes and allophonic variants.
- c. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
- d. Produce reduced forms if words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor your own oral production and use various strategic devicespauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.

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- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.
- l. Accomplish appropriately communicative functions according to the situation, participants and goals.
- m. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
- n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings.
- p. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking performance is always related to communication. Speaking itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

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5. Types of Speaking Performances

Brown (2003.p,271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

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d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, story telling and short speeches appropriately.

Based on theory above, it can be concluded that the students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

On 5 aspects which are: task completion, comprehensibility & pronunciation, fluency, vocabulary, and language control. The rating is as follow:

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a. Task completion

Table II.1
Task Completion

Score	Requirement
4	Superior completion of the task; content rich with elaboration and detail. Done the task ontime and can present by using appropriate body language.
3	Completion of the task; content appropriate and adequately develop with some elaboration or detail. Done the task ontime and present by using adequate body language.
2	Partial completion of the task; content somewhat adequate and mostly appropriate; basic idea expressed with little elaboration or detail. Almost done the task and present by less body language.
1	Minimal completion of the task; frequently underdeveloped or repetitive. Have not done and cannot present the task.

b. Comprehensibility & Pronunciation

Table II.2
Comprehensibility & Pronunciation

Score	Requirement
4	Content readily comprehensible; requiring little or no interpretation on the part of the listener
3	Content comprehensible; requiring some interpretation on the part of the listener
2	Content mostly comprehensible; requiring interpretation on the part of the listener
1	Content barely comprehensible; requires frequent interpretation and may interfere with communication.

c. Fluency

Table II.3
Fluency

Score	Requirement
4	Speech sustained and controlled with few pauses or stumbling
3	Speech sustained most of the tie; some hesitation but ménages to continue and complete thoughts.

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2	Speech choppy and/or slow with frequent pauses; few or no incomplete thought, some sustained speech
1	Speech halting and uneven with long pauses or incomplete thought; little sustained speech.

d. Vocabulary

Table II.4
Vocabulary

Score	Requirement
4	Rich and controlled use of vocabulary with use of idiomatic expression; use is accurate and appropriate.
3	Adequate range with few idiomatic expression, use is generally appropriate and accurate.
2	Limited range, with some inadequate and/or innacurate use of vocabulary
1	Inadequate and/or inaccurate use of vocabulary

e. Language Control

Table II.5
Language Control

Score	Requirement
4	Control of basic structures with use of advanced structures that may or may not be fully controlled
3	Control of basic language structure with occasional use of advanced structures
2	Emerging control of basic language structures
1	Emerging use of basic language structures.

Having the data with the maximum score of 20, so the researcher transfer it to the same values as the self-anxiety highest questionnaire score by the formula:

$$\text{“Final Speaking Performance score} = \text{Total Rubric Score} \times 5\text{”}$$

So, there were same highest value for both of instrument and make the analysis of the data became easier.

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6. Factors Influencing the Students' Speaking Performance

To gain the ability of learning, it is very necessary for one to consider some factors, which can instill the ability. Lala Siska Yunita in Muhabbin (2001) divides the factors into three sections, namely:

- a. **The Internal Factors**
These factors come from students themselves that consist of physiological aspects as the organ of the body, and physical such as intelligence, attitude, interest, talent and motivation.
- b. **The External Factors**
These factors consist of social environment such as; family, teacher, society, and non-social environment such as; house, school equipment, and atmosphere.
- c. **Approaching**
It consist of high approaching (speculative and activity), middle approaching (analytic and deep) and low approaching (reproductive and surface).

7. The Testing of Speaking Performance

Speaking is a productive skill that can be directly and empirically observed (Brown. 2003.p,140). Furthermore, Hughes (1989.p,104) states that there are three general formats of testing speaking as follows:

- a. **Interview**

The most obvious format for the testing of oral interaction is the interview. Interview is a testing situation in which the tester and the testee carry on a conversation. The tester generally has a list of questions to ask the testee. Then the interviewer assesses the language proficiency of the testee.

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b. Interaction with peers

In this format, two or more candidates may be asked to discuss a topic, make a plan, a quiz to work on together, a puzzle to work out, or a task. The point of these is not to find the right answer, but to stimulate speech for the tester to evaluate.

c. Response to Tape-Recordings

This format is presenting all candidates only with the same audio or video tape-recorded stimuli. There can also be economy where a language laboratory is available, since large number of candidates can be tested at the same time.

In addition, weir stated that one of the ways to speaking ability is oral presentation task. This task that is also known as “individual long turn” or “monologic” task has become an established format of spoken language test. According to Cyril Weir in Handayani(2009) The advantage of this method is one speaker produces performance will not be affected by the others. Here, the students are expected to give a talk on topic which they have been asked to prepare before and have been informed shortly before the test.

B. The Relevant Research

As a matter of fact, there are several studies as conducted by some researchers which are relevant to this research:

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1. A Research from Mulyani

In 2011. Mulyani conducted a research entitled "The Correlation between Students' Anxiety Levels and Their Ability speaking at the Second Year of the Senior High School 1 Enok Indragiri Hilir Regency" where the research was a correlational research design. She found that the anxiety level of the second year students at SMAN 1 Enoch was Categorized into moderate level. So, she concluded that the higher students 'anxiety level was, the lower students' ability of speaking English would be and the lower students 'anxiety level was, the higher students' ability of speaking English would be.

2. A Research from Majda Saidi

The current study aimed at investigating the relationship between speaking anxiety and oral fluency of Arab intermediate school students. It also investigates the differences between male and females students in speaking anxiety profile and their oral fluency performance. The sample of the study consists of (121) students in intermediate school in the state of Kuwait (68 males and 53 females). The mean age of the sample is (9.74) years and standard deviation is (1.46) years. The descriptive research design was used. The researcher used speaking anxiety scale that was developed by Berko et al. (2004) and an oral fluency skills interview. Results of the study showed that there are positive relation between student speaking anxiety and their performance in oral performance skills of male

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students and the total sample of the study. It is also found that no relations were found between female students speaking anxiety and their oral fluency performance. Findings indicated that there were statistically significant differences between male and female students in oral fluency in favor of male students. Whereas, no statistically significant differences were found between male and female students in their speaking anxiety.

C. The Operational Concept

The operational concept is a concept as a guidance that is used to avoid misunderstanding scientifically used in this research. There were two variables used in this research, they were variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to Students' Self-Anxiety and their speaking performance.

The indicators of variable X are:

Table II.6
The indicators of variable X

no	The indicators of variable X are	
1	Communication Apprehension	a. Students low intellectual skills b. Students had lack speech skill deficiencies c. Students communication anxiety
2	Fear of Negative Evaluation	a.including testing
3	Test Anxiety	a. Students had lost motivation and interest b. Students can not concentrate c. students do not have self confidence

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The indicators of variable Y are:

Table II.7
The indicators of variable Y

no	The indicators of variable X	
1	Task Completion	Students are able expressed their idea with little elaboration and detail
2	Comprehensibility & Pronunciation	students are able to spelling of words or pronunciation in speaking
3	Fluency	students are able speaking fluency to speak in front of the class
4	Vocabulary	students Had lack of mastering vocabulary to support their speaking performance
5	Language Control	students are able to express their ideas to others by comprending spoken language

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D. The Assumption and Hypothesis**1. Assumptions**

Based on the theories and explanations above, the researcher assumes that the higher students' anxiety is, the lower students' speaking performance will be.

2. Hypothesis

H_a : There is a significant correlation between students' self-anxiety and their speaking ability of the eleventh grade at Islamic Senior High School Darul Hikmah Pekanbaru.

H_o : There is no significant correlation between students' self-anxiety and their Speaking performance of the eleventh grade at Islamic Senior High School Darul Hikmah Pekanbaru.