CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Speaking Anxiety

 a. Definition of Speaking Anxiety

Speaking Anxiety is generally defined as one of the affective factors that influences speaking ability . one of the major obstacle students have to overcome in learning to speak is anxiety. Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension of worry Brown (2000, p. 150). Similarly, Zhang (as cited in Trang, 2011) defined speaking anxiety as the psychological tension that the learner goes through in performing a learning task. The fear of speaking in public is related with anxiety or communication apprehension. It is a serious feeling associated with physical sensations that are all too painfully familiar to those affected - increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area.

According to Gardner and Macintyre (as cited in Nimat, 2013) , speaking anxiety is a fear or communication apprehension occurring when a learner is expected to perform in the second or foreign language. Macintyre argues that anxiety can make the difference between success and failure in language learning especially in speaking.

Speech therapist Margaretha Lanerfeldt (1992) describes speaking anxiety as something that has a great impact on one's self-confidence since

it often makes one experience failure when not being able to speak out and show what one knows. In line with the statement above that Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing.

Based on some of the definitions above, the researcher can conclude that anxiety is one of the factors which can influence students' ability in English language learning especially in speaking skill. The definitions show us that anxiety is the affective factors which explain a feeling , thought, and behaviors which leads LLs to disappointment, uncomfortableness, and worry (Putriani, 2015, p. 39). Anxiety actually can occur when they have a perception of serious danger in particular situation such as they are afraid of making mistakes and shy to speak English, those are because of anxiety affecetive factors.

According to Horwitz et al (as cited in Putriani, 2015) stated that foreign language anxiety has three major domains :

1) Communication anxiety, it is a feeling of fear associated with real communication with person. This feeling usually appears when language learners lack maturity in communication skill (written or spoken) although they possess mature ideas and thoughts

2) Test anxiety, it refers to the fear of following facing, experiencing, perceiving, academic test which will be evaluated.

3) Fear of negative feedback anxiety, in this domain, language learners have nagative evaluation from others. They try to avoid any situation leading them to experience the humiliating situation. If they keep going on, they often perceive any situations and persons negatively (Watson and Friend, 1969 as cited in Horwitz et al., 1986). Those feeling will create self-perception that they are incapable of doing it.

b. Component of Foreign Language Anxiety

Three components 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:

1) 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"

Communication apprehension is 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 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):

a) low intellectual skills

b) speech skill deficiencies

c) voluntary social introversion

d) social alienation

e) communication anxiety

f) low social self-esteem

g) ethnic/cultural divergence in communication norms

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.

2)   Fear of negative social evaluation

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).

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, 1 995 ; 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 asocial evaluative situation. All that needs to be present for an individual to experience anxiety is the potential for interaction or observation with or by others, which creates a potential for negative evaluation.

3)   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.

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

a) Mood troubles. It will make peope easy to be angry, sad and sensitive.

b) Difficult to sleeping.

c) Tiredness. People will be easily tired.

d) Lost motivation and interest.

e) They can not concentrete.

f) They do not have self confidence.

c. Kinds of Anxiety

Anxitey is divided into three categories (cited in Choi, 2013, p. 2) :

1) Trait anxiety, trait anxiety refers to "a stable predisposition to become anxious in a wide range of situations"

2) State anxiety, state anxiety refers to "an immediate, transitory and emotional experience with immediate cognitive effects"

3) Situation specific anxiety, the term "situation specific anxiety" was coined by MacIntyre and Gardner (as cited in Horwitz, 2001, p. 113) and refers to the continuous and varied nature of some anxieties. According to Gardner (1979) and Horwitz et al. (1986), foreign language anxiety should be understood as situation specific anxiety, which can give researchers or instructors an opportunity to see how anxiety triggered by specific learning environments affects language learning itself.

d. Sources of Anxiety

According to Lindgren in Mohammad Agus Salim El Bahri, sources of anxiety are divided into :

1) From external sources, they are the sources that come from outside of the individual such as parent's treatment, classmates, teacher, certain subject matter, test, enviroment, etc.

2) From internal sources, these factors come from individual itself, such as : lack of self-confidence, unworthy, guiltym etc.

e. Factors and Symptoms of Anxiety

According to Nimat (2013, p. 23-29), in her research "*An Investigation of English Language Anxiety*" has shown that, there are a number of factors that can cause anxiety for the language learners. The causes can be broken down into three main sources:

1) Learner characteristic, Learner characteristics can cause second language anxiety which includes inability to comprehend, self-perceived low level of anxiety, competitiveness, perfectionism, self-awareness, speaking activities, test anxiety, fluent speakers' presence, students' beliefs about language learning, lack of group membership with peers, fear of negative evaluation, negative classroom experiences, etc.

2) Teacher characteristics, Palacios (1998) found the following characteristics of the teacher to be associated with anxiety: absence of teacher support, unsympathetic personalities, lack of time for personal attention, favoritism, a sense that the class does not provide students with the tools necessary to match up with the teacher's expectations and the sense of being judged by the teacher or wanting to impress the teacher.

3) Classroom characteristics, Palacios (1998) found the following classroom characteristics to be anxiety producing factors; demands of oral production, feeling of being put on the spot, the

pace of the class, and the feeling of being evaluated (i.e., fear of negative evaluation).

According to Jeffrey S. Nevid (2005) cited in (Praditha, 2014, p. 7-8), there are some factors which can make people feel anxiety :

1) Over self-prediction toward fear

2) Irrational faith

3) Over sensitivity of anxiety

4) Wrong attribution body signal

5) Low self-efficacy

Jeffrey also mentioned about the symptoms of anxiety, they are :

1) Emotional Symptoms

a) Feelings of tension

b) Apprehension

2) Cognitive Symptoms

a) Worry and thoughts about inability to cope

3) Psychological Symptoms

a) Increased heart rate

b) Muscle tension and other autonomic arousal symptoms.

4) Behavioral Symptoms

a) Avoidance of feared situations

b) Decreased task performance

c) Increased startle response

In addition, Boyce (2007) mentions that there are some symptoms which are indicated of speaking anxiety such as nausea, sweating, weak knees and a dry mouth, or the students may also skip classes, exhibit some distruptive behavior in class or quit studying althogehter.

It can conclude that the factors and symptoms of anxiety consist of some factors and symptoms, such as over self-production toward fear, irrational faith, over sensitivity toward threat, wrong antribution body signal and etc. If people feel anxious about something they will get the symptoms such as emotional, cognitive, psychological and behavioral symptoms.

2. The Concept of Speaking Fluency

a. Definition of Fluency

Speaking competence mainly covers speaking fluency and accuracy (Wang, 2013). Brown (2001) also states that fluency and accuracy are two important speaker's goals to pursue in Communicative Language Teaching. Furthermore, he suggests giving more weight to speaking fluency in the teaching of speaking since good fluency represents the main characteristic of natural communication.

There are many definitions refer to the term of fluency. The word fluency has its origins in the Latin *fluere* meaning to flow. The adjective form, fluent, is defined by the Collins English Dictionary as:

1) able to speak or write a specified foreign language with facility

2) spoken or written with facility

In the context of teaching English as a foreign language, Skehan's concept of fluency is similar to these dictionary definitions, albeit with a more specific definition of facility . He meantions that, fluency "concerns the learner's capacity to produce language in real time without undue pausing or hesitation" (Patterson, D, 2013, p. 72-73). According to the Oxford dictionary, is defined as the quality or condition of being fluent, in particular the ability to express oneself easily and articulately. In line with Fillmore (1979) defined fluency is :

1) the ability to talk at length with few pauses;

2) be able to produce the sentences coherently, reasoned and semantically;

3) having appropriate expressions in a wide range of contexts;

4) be creative and imaginative in language use

According to Hartmann and Stork (1976) pointed out 'fluent' means a speaker is able to use the correct structures of a language at normal speed, which means speaking naturally meanwhile concentrating on the content delivery rather than the form or structure of a language. Regarding to Notion (2000) there are two main definition categories of fluency, One is called the narrow approach refers to the speaking speed and smoothness of the language delivery. The other is the board approach that considers a wider area including semantic density, appropriateness of expression, the language user's creative ability and some further issues in sociolinguistics. (Yang, Yingjie, 2014, p. 58). Based on the explanation

about fluency above, the researcher can conclude that fluency is the ability to speak, write or even read smoothly and grammaticaly.

b. Kinds of Fluency

Segalowitz (2010) calls three differents of perspective fluency, they are perceived, utterance, and cognitive fluency respectively.

1) Cognitive fluency refers to the efficiency of psycholinguistic processing that gives rise to utterance fluency – i.e. fluent speech.

2) Perceived fluency is the listener's judgement of another speaker's fluency, and can be used to check the effectiveness of measures of utterance fluency, for example by seeing whether these coincide with listener judgements.

3) Utterance fluency is the most easily measured, and the one that is most easily observable. Utterance fluency is the fluency that can be measured in a sample of speech. According to Skehan and Tavakoli and Skehan (as cited in Marjan, 2016) noted that utterance fluency is a construction with several aspects.they are differentiated into breakdown fluency, speed fluency and repair fluency.

c. Disfluency markers

According to Lennon (2002) to be a fluent speaker, someone has not to have the existence of disfluency markers like long silent pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts in

his/her speech. Completed by Stockdale (2009) disfluency markers divided into three parts as follow :

1) Restart, it is defined as when the speaker restarts the uncompleted section of the speech for various reasons.

2) Self-correction, he mentions that self-correction as the instant occurence significant change in the speaker's speech.

3) Repetition, it is referred to when speakers make instant occurence of non-significant change in the speech by simply repeating the words.

d. **Measures of Fluency**

The combination of several measures, as used in the present research, can give evidence of chunking and proceduralization, as explained below :

1) the mean length of pauses measured in seconds.

2) the phonation/time ratio is calculated as the percentage of time spents peaking as a proportion of the total time taken to produce the speech sample. Thismeasureis related to the number of pauses in a speech : If the mean length of pauses is stable but the number of pauses decreases, phonation/time ratio increases.

3) the mean length of fluent runs is the mean number of syllables produced between pauses.(De jong, 2011, p. 538)

According to Kormos and Denes (2004) these measures actually were good predictors of fluency ratings by native and nonnative speaker

judges, although articulation rate was not. (Two other measures not included in this study were also good predictors: speech rate and pace—that is, the number of stressed words per minute.). It is also supported by Towell et al (1996) argued that these measures in combination can be used as indicators of proceduralization.

Furthermore, to measure speaking fluency, Kessler (2010) mentions four component of fluency that the rater can use as the considerations:

1. Rate of speech. To calculate speech rate, a total number of syllables is divided to a total amount of time while allowing for appropriate pauses that are under three second and thus not considered signs of hesitation.

2. Pausing. Pausing that exceeds three seconds as well as the total number of pauses per minute comprise conventional means of evaluating the distinction between pausing and hesitation.

3. Utterance. Utterance length is often discussed as mean length of run and is calculated as a combined observation across speech for an individual.

4. Volume. It has been identified as an underlying characteristic of fluency with the understanding that excessively loud, quiet, and erratic volume can negatively influence fluency.

In conclusion, there are many ways that can be used to assess students' speaking fluency and the teacher can choose it based on the

students' condition and lesson material at the time. The students can be score based on 4 components of speaking fluency, they are rate of speech, pausing, utterance and volume.

3. The Correlation Between Speaking Anxiety and Speaking Fluency

There are many factors which influence foreign language learners, such as motivation, inhibition, self-esteem and anxiety and those factors are called affective factors. Among the several affective factors which influence foreign language learning in general and speaking in specific, anxiety appears as a crucial factor that often affects students" oral production in the foreign language they are required to use (Melouah, 2013). According to Horwitz et al. (as cited in Saleem & Mossad, 2014, p. 171) speaking is affected by these affective variables; and foreign language speaking anxiety is one of the most prominent factors that has a debilitating influence on the oral performance of students learning English whether as a second language or a foreign Language.

Melouah (2013) also argues that Speaking anxiety experienced in EFL classrooms has often a pervasive detrimental impactand influences students" adaptation to their learning environment and ultimately the achievement of their educational goals. In the previous two decades, there has been a great deal of research which specifically talking about second or foreign language anxiety. This research revealed that anxiety has a debilitating effect on the language learning process. It is, Brown (1974) said that an affective block that obstructs and deters effective language

learning from occurring. In addition, language anxiety ranks high among factors influencing foreign language learning and he also observes that some classroom activities like speaking tasks and oral presentations in front of the class trigger anxiety, some teachers and students" beliefs are also associated with anxiety. The way students perceive their performance in terms of having to speak accurately and fluently, with an excellent accent, and their belief that languages are difficult to acquire, etc., also make them anxious. (Oxford ,1999) as cited in (Melouah, 2013).

From that explanation of the literature, it is clear that anxiety in language learning is a complex phenomenon. There are different causes that trigger it and its consequences are detrimental to students" learning and speaking performance. it also proves that speaking anxiety has a great influence toward academic achievement especially for speaking fluency. Since fluency is one of components in speaking (hughes,2005), the reseracher concludes that speaking anxiety can also influence people's speaking fluency.

B. The Relevant Research

Syafi'i (2007, p. 102) stated that relevant research is required to observe some researches conducted by other researchers in which they are relevant to our research. There are some relevant researches as conducted by some researchers which are relevant to this research :

1. The first researcher's relevant research is the research from Mulyani in 2011 which is 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" it was a correlational research design. The writer prepared a questionnaire to measure the students' anxiety level variable symbolized as X variable and speaking test to know the students' speaking ability at the second year of SMAN 1 Enok symbolized as Y variable. The population of this research is 100 persons. The writer took 47% of the number of population. It means that the writer took 47 persons of them as the sample. In order to collect the data of this research, the writer used questionnaire and speaking test.

Based on the analysis of the data, the percentage obtained for the students'anxiety level is 62.84%. It means their anxiety level is at middle category. While,the percentage score obtained of their speaking ability is 68.17%. It means that their speaking ability is at middle category. Moreover, the score of the significant correlation between students' anxiety level and their speaking ability is 0.503.This is compared to the result of "r" product moment, where at 5% of significance level is 0.288 and 1% of significance level is 0.372. The score obtained is higher than "r" table either 5% or 1%. It can be formulated as 0.288<0.503>0.372. It means the correlation between the students' anxiety level and their speaking ability at the second year of SMAN 1 Enok is high.

2. The second is from M. Marjan. in 2016, he conducted a research which is entitled " An Analysis of The Fifth Semester Students' Speaking Flency of English Study Program of Riau University" This study was about speaking fluency level of the fifth semester students of English Study Program of Riau University. This is a descriptive quantitative research with 2 minutes recorded speech as primary data. 24 students were chosen from population of 75 students. The cluster random sampling was used to choose the students from 3 different classes.. The speeches were analysed through 2 steps: Spectrograms analysis & statistical analysis. The study showed thata small number of students speaking fluency levelin English Study Program of Riau University are still in level Intermediateand although most students are categorized Good, at least the number of who are in level Advance is three times bigger then those in Intermdiate. Despite of the fact the students's speaking fluency can be concluded as good, the writer would like to recommend other researchers to conduct similarresearch upon other speaking fluency test so that we can compare it for deeper analysis, more objective and holistic picture speaking fluency.

   In line with explanation above, it has some similiarities with this research. But the differences also appear in this research, starting from the title, the total sample, the technique to get the sample, the technique of collecting the data and analyzing the data and etc. In this research, the researcher focused on students' speaking anxiety and

speaking fluency at the tenth grade of State Senior High School 12 Pekanbaru and the researcher used simple random sampling as the technique to get thirty students as the desired sample. The data was collected by questionnaire based on the indicators of students' speaking anxiety by Horwitz and Cope and Speaking Test, the the data was analyzed by Pearson Product Moment in order to measure the correlation between two variables.

C. The Operational Concept

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. In planning a research, the operational concept can be formulated into particular words to get easy in measuring the research operation. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students' speaking anxiety and variable Y refers to students' speaking fluency.

The indicators of variable X are formed from component foreign languageanxiety (Horwitz, horwitz and cope 1986) in Brown (2007) :

Table II.1
The Indicators of Variable X

No	The indicators of variable X are	
1	Communication Apprehension	a. Students have low intellectual skills b. Students have lack speech skill deficiences c. Students have social alienation d. Students have cultural divergence in communication norm
2	Fear of Negative Social	a. students have contradiction individual's appearance, behavior, or mannerism when speechs
3	Test Anxiety	a. Students have lost motivation and interest b. Students can not concentrate c. students do not have self confidence

The indicators of variable Y or speaking fluency as dependent variable are

adapted from Kessler (2010) as follows :

a. The speaker's rate of speech.

b. The ability to speak with appropriate pause rate.

c. The speaker's mean length of run (utterance).

d. The ability to use appropriate volume.

D. The Assumption and Hypothesis

1. Assumptions

In this research, the researcher assumes that students' speaking

anxiety has a correlation to their speaking fluency. Students who have

higher speaking anxiety will have lower speaking fluency in speaking.

2. Hypothesis

Null Hypothesis (Ho) : There is no significant correlation between

students' speaking anxiety and their speaking fluency at the tenth grade of

State Senior High School 12 Pekanbaru.

Alternative Hypothesis (Ha) : There is a significant correlation between students' speaking anxiety and their speaking fluency at the tenth grade of State Senior High School 12 Pekanbaru.