CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking

a. Speaking Anxiety

Speaking is one of important aspects that should be mastered by the students in learning language. It is required to express what the speakers purpose to say as effectively as possible in order to convey the message for the listeners but if someone intends to say something, they should be aware to construct the meaning in order to get an understanding from the listener and to avoid misunderstanding between the speaker and listener. In short speaking is the ability to perform linguistic knowledge in actual communication in oral form.

There are several definitions of speaking. According to Matthew (1994, p. 45) says speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message. In other words, the result, the listener can receive and understand what the speaker means. In line with Harmer (2001, p. 37) states speaking happens when two people are engaged in talking to each other. In addition, Cameron (2001, p. 40) states that speaking is the active use of language to express meanings so that other people can make sense of them. A speaker needs to find the most appropriate words and the

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correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand. Here, they are conducting speaking for more proper reasons, such as information sharing, asking or giving something, and other communication purpose.

Luoma (2004, p. 2) define speaking as interactive process of constructing meaning that involves producing, receiving and process information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

In summary, speaking is a productive language skill in which the activity includes two or more people having interaction in order to deliver or get message through the use of verbal and non-verbal languages. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listeners will understand.

Tuan (2015 p.15) argue that in order to help students overcome problem 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 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.

According to Allwright & Balley (1998 p.172) speaking anxiety is the situation when students feel whatever they do they will fail on their speaking. This situation will make students fear to deliver their ideas during the learning process. Tuan (2015 p.9) also states that the affecting factors of speaking competency their motivation, confidence and anxiety. On the other hand, according to Brown (2001 p.152) students' anxiety can give a good or bad influence to their speaking performance. It depends on what level of their anxiety during the learning process especially in speaking activity.

Horwitz et.al (2012 p.125) states that speaking anxiety refers to the subjective feeling of tension, apprehension, and worry adjoined with autonomic nervous system. Students who are overly concerned about their speaking may become so anxious when they make errors. Furthermore, Horwitz, et.al (2012 p.127) studied three types of speaking anxiety which are communication apprehension (the fear of communicating with other people), fear of negative evaluation (worry about how others view the speaker), and test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance).

Communication apprehension is a type of shyness which characterize by fear of or anxiety that occurs when somebody communicates with others. Then, fear of negative evaluation is

avoidance of evaluative situation and expectation that others will evaluate them negatively. In test anxiety, students are covering by fear of failure in a test while do speaking performance. So, based on the experts' explanation above, the researcher concludes that speaking anxiety is difficulty to speak in the group or in pairs. In speaking anxiety, students remain quiet in all situations even if they have the capacity to express themselves and knowledge that is worth hearing. It involves the communication apprehension, fear of negative evaluation, and test anxiety. The researcher takes all of indicators of this research.

Speaking anxiety is a problem that can cause and influence the students' foreign language speaking performance. There are some assumptions of anxiety. As we know the anxiety is a negative feeling that someone has in certain time. Spielberger in Zheng Ying (2008 p.2) stated that speaking anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. It means speaking anxiety is a feeling where the people are uncertain or hesitant with their competence 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 "speaking 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.

According to Zsuzsa in Elvaridha (2015 p.12) three criteria of anxiety are identified:

1) Physiological change: laster heartbeat, sweating, blushing.

2) Psychosomatic: headache, stomachache.

3) Physical activities: squirming, fidgeting, self or objects. Manipulations such as writing hands, playing with hair, clothes or pens, as well as speech disturbances.

According to Mulyani (2011 p.11) says that some factors that cause speaking 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 seen 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.

Actually, person often tries to solve anxiety by to knowing the main factors because anxieties come. Reaction of speaking anxiety describes the subjective feeling in forming worry, and unhappy. Slamento in Mulyani (2012 p.16) said that there are some factors that influence learning dealing with these factors, they are:

1) Intelligence

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

2) 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.

3) Talent

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

4) Motivation

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

5) Self-concept

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

b. Assessment of Speaking Anxiety

The purpose of assessing students' speaking anxiety is to help language teachers understand the nature of foreign language anxiety especially in speaking and find out the way to decrease students' speaking anxiety. In order to assess speaking, Richards states that

learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency

Brown (2007 p.161) defined that there are two types of speaking anxiety, trait anxiety is a more permanent predisposition to be anxious and states anxiety is transient anxiety, a response to a particular anxiety provoking stimulus such as an important test. States speaking 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 students' speaking anxiety stems from a more global trait or whether it comes from particular situation at the moment.

Based on the idea above, speaking anxiety is divided into two parts. They are trait anxiety is this anxiety is almost the same as fear and it can make competence of people to overcome the problem is lost, and state anxiety is an emotional anxiety toward unawareness of danger.

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

1) Communication apprehension, arising from learners' in ability to adequately express mature thought 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 p.128) argue that three character of speaking 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 message.

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 or negative evaluation, defined as apprehension about others students' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate one self negatively. Students who fear negative evaluation from others may also develop language anxiety.

Based on the theories above, the researcher concluded that the two theories related to speaking anxiety. In this research the researcher focus on the Horwitz theory.

2. Speaking

a. Speaking Performance

Speaking performance, 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 significant and its use for communication. So

that, the researcher will explain about the nature of the speaking itself in order to give the obvious information about what speaking is.

Brown (2001 p.267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002 p.204) state that effective oral communication requires the ability to use the language appropriately in social interaction that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. Moreover, non linguistic elements such as gestures, body language, and expression are needed in conveying messages directly without any accompanying speech. Successful oral communication involves:

1) The ability to articulate phonological features of the language comprehensibly.

2) Mastery of stress, rhythm, intonation patterns

3) An acceptable degree of fluency

4) Transactional and interpersonal skills

5) Skills in taking short and long speaking turns

6) Skills in the management of interaction

7) Skills in negotiating meaning

8) Conversational listening skill (successful conversation require good listeners as well good speakers)

9) Skills in knowing about and negotiating purposes for conversation

10) Using appropriate conversational formulate and filters

Thomburry (2002 p.1) stated that speaking performance 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 politician may produce even more than that. So natural and integral 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 crating 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.

b. **Assessment of Speaking Performance**

The purpose of assessing students' speaking performance is to help language teachers understand the nature of foreign language especially in speaking and find out the way to decrease students' speaking performance. In order to assess speaking, Richards states that learners often evaluate their success in language learning as well as the

effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Brown (2003 p.271) stated that speaking performance is in the form of imitative, intensive, responsive, interactive (transactional and interpersonal), and extensive (monologue).

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

1) 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 use drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and orally repeat some words.

2) 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 the pairs (group work). For example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and test comprehension but at the some what limited level of very short

conversation, standard getting and small talk, simple request and comments. This is a kind of short replies to teacher or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

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

5) Interpersonal (dialogue)

It is carried out 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, conversation and games.

6) Extensive (monologue)

Teacher give students extended monologue in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language function that they are going to use. When the students have been read and prepared for the activity, they can use the language appropriately

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

1) Grammar

It is obvious that in order to able speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sound and the sound pattern, the basic unit 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. Vocabulary is a core component of the language proficiency and provides much of basic for how well learners speak, listen, read, and write. It means that by having knowledge of the 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 competence 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.

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 knowledge of what a situation is really like.

5) Pronunciation

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

In this research, the researcher concluded that the theories related to speaking performance. In this research the researcher focus on the Hughes theory. In conclusion, the students should have beliefs and improve their ability to do speaking performance in front of the class. the students can do speaking performance in the form grammar, vocabulary, fluency, comprehension, and pronunciation.

3. **The Significance Correlation between Students' Speaking Anxiety and Speaking Performance.**

Speaking is the way to communicate 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. Ur in Basic (2011 p.2) argued that the speaking skill is the most important one since foreign language learners who are interested in becoming actual speakers of language.

In speaking class, most of the students feel anxious or nervous when they perform in front of the class. It is cause by performing in front of the other people is obviously not the same as when no one else is present. It can make them not perform maximally. Learners who feel anxious in their foreign language may find 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' speaking anxiety and their speaking performance, so the teacher may understand their student better and can provide more suitable and specific help 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 sign as sweating, tension and increase 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 situation that could make one feel uncomfortable as, for example, an oral presentation in front of a large group people.

Based on the explanation above, the researcher concluded the speaking 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 performance have a strong correlation with each other.

B. Relevant Research

In avoiding the plagiarism, the researcher present some previous researches conducted by other researchers in which they are relevant to the research that writer conducting.

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. 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.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 was by Nur Halimah Siti in 2010 entitled : *The Comparison Between Male and Famale Students' Speaking Ability* at third semester of English Department or IAIN Walisongo. The research was a comperative research. She found that there was significant different between male and famale speaking ability.The average of female students 47, 2 and male students is 43, 1.It means that the speaking ability of female students is higher than male students. But, the level of significant is 40 %. It means that the differences of males and females are not so high.

Dealing with the two relevant researches, the researcher take a conclusion there is a correlation between students' speaking anxiety and their speaking performance. Meanwhile, this research is different from the two researches above in the term of location.

C. Operational Concept

Operational concept is the concept that used to clarify the theories used in this research in order to avoid misunderstanding in this research. The researcher would like to explain briefly about the variable in this research. This research is a correlational research focuses on correlation between students' speaking anxiety and their speaking performance. Therefore, to answer the research question, there are two variables:

The indicators of variable X (students' speaking anxiety) according to Horwitz (2012 p.128) are as follows:

1. Students are shy in communicating with the other people.

2. Students feel fear of failure when they are speaking.

3. Students feel afraid of negative evaluation from the other people.

The indicators of variables Y (students speaking performance) according to Hughes (2003 p.131-133) are as follows:

1. Students are able to speak English with grammar.

2. Students are able to speak English with appropriate vocabulary.

3. Students are able to speak fluently

4. Students are able to express their idea to other by comprehending spoken language

5. Students are able to speak English with good pronunciation.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the researcher assumes that student's speaking anxiety has a correlation to their speaking performance. Students who have higher speaking anxiety will have lower speaking performance in speaking.

2. The Hypothesis

a. Ha (alternative hypothesis): There is a significant correlation between students' speaking anxiety and their speaking performance.

b. Ho (null hypothesis): There is no significant correlation between students' speaking anxiety and their speaking performance.