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CHAPTER II

THEORITICAL FRAMEWORK

A. The 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

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other people can make sense of them. A speaker needs to find the most appropriate words and the 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.

In speaking anxiety, speaking may affect the learners negatively which make them nervous to speak in the target language. According to Basic (2011, p. 4) states, speaking anxiety

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creates a low self-confidence which makes students remain quiet in all situations, even if they have capacity to express themselves and knowledge that is worth hearing. It means students with speaking anxiety experience failure he or she will rather remain quiet than take the risk of failing again. It is frequently suggested that children who have not been encourage to speak from an early stages also contributes to limited opportunities to practice oral skills.

In addition, Basic (2011, p. 10) notes these students usually give up very early and continue to be quite throughout their years in school. Students who have speaking anxiety are often very calm and passive. They believe that only correct English must be spoken and comparing their skills with native speakers of the target language. They fear that their pronunciation is not good enough. The lack of opportunity to participate in classroom activities also contributes to less learning even if they are no less intelligent than other students in class. This situation also contributes to the quiet students being seen as less intelligent since they rarely demonstrate their knowledge.

Horwitz et.al (1986, 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.

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Furthermore, Horwitz, et.al (1986, 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 writer 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 writer takes all of indicators of this research.

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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, 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.

In speaking anxiety, students will get some difficulties while speaking. Horwitz et.al (1986, p.127) states that students suffering from foreign language speaking anxiety report feelings of apprehension, worry, and uncomfortable about speaking in class. They believe that only correct English must be spoken and comparing their skills with native speakers of the target language. They fear that their pronunciation is not good enough.

Yaikhong & Usaha (2012, p. 24) states that the communication anxiety was caused by inadequate chance for students to contribute in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem.

In addition, Gregersen (2005, p. 391) argues that learners who feel anxious in their foreign language learning may find their study

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less enjoyable. In the other words, students who feel anxiety will lose their self-confidence. They will have particular perception that assumes something as a big problem or difficult matter. The condition can lead them into certain level of frustration which can affect their speaking.

Furthermore, Horwitz et.al (1986, p. 127) states there are three main factors which provoke speaking anxiety. Here are the explanations about three of them:

1. Communication Apprehension

Horwitz, et.al (1986, p. 127) explain communication apprehension as a type of shyness characterize by fear of or anxiety that occurs when somebody communicates with others. The condition appeared in speaking activities when students were asked to speak in front of their friends. They were shy and cannot do their best. This reaction obviously plays a large role in foreign language classroom. It is refers to an individual's level of fear or anxiety that associate with anticipate communication with other persons.

In addition, Chan & Wu (2004, p. 292) states in communication apprehension, people usually afraid of oral communication that is about speaking and listening. They will get difficulty to understand what people are saying and to make someone understands what they purpose to say. In line with,

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Daly (1991) states that apprehensive students are unwilling to talk in front of the others and they tend to wait until the end of the teacher to ask question, not raising their hand, and hoping that somebody else asks the question. Finally, this situation makes students lack to response or participation while speaking in classroom. It also drags students had lack of enthusiasm in foreign language class.

The individual with communication apprehension prefers to keep silent, quiet in any direct interaction with others and intimidated by super ordinates. Communication apprehension can be specific to only a few settings or can be exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many features of an individual's life. General anxiety traits such as quietness, shyness, and reticence frequently precipitate. The degree of shyness, or range of situations that it affects, varies greatly from individual to individual, and from situation to situation.

Based on the definition above, the writer summed up there are several activities which reflect students' communication apprehension:

- a. Students have shyness confine aspiration to require speak
- b. Students had lack of response or participation
- c. Students lack of enthusiasm

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2. Fear of Negative Evaluation

Fear of negative evaluation is avoidance of evaluative situation and expectation that others will evaluate them negatively. Learners can be sensitive to evaluation of their peers. Chan & Wu (2004, p. 292) explains fear of negative evaluation as apprehension about others evaluation, distress over their negative evaluations, and expectations that others would evaluate oneself regularly. This situation make students are panic to communicate with their friends or teachers and tend to avoid initiating conversations.

Moreover, Young D. (1990, p. 104) argues that in his survey, many students reported that they would be more willing to speak if they were not too afraid of making mistake and being evaluated negatively in front of their teacher and their peer. In addition Young (1991) states that students are more concerned about how (i.e. when, what, where, or how often) their mistakes are corrected rather than whether error correction should be administered in class.

It means that if the students are not sure of what they are saying, they will start panic about negative evaluation from others and also feel anxious because they do not want to look stupid in front of others. Based on the definition above, the writer summed up that activity which reflect students' fear of

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negative evaluation is students panic when speak with their friends and teacher.

3. Test Anxiety

According to Brown (1994, p. 103) states that test anxiety refers to a type of performance anxiety which covering by fear of failure in a test. It generally occurs when students have poor performance in the previous tests. They develop a negative stereo type about tests and have irrational perceptions in evaluate situations. In addition, Chan & Wu (2004, pp. 293-294) states these students might have an unpleasant test experience from either language class or other subjects, and they transplanted the unhappy image to the present English class unconsciously.

According to Horwitz et. al (1986, p.128), test anxious students have false beliefs in language learning. These students habitually put impractical demands on themselves and feel that anything less than perfect test performance is a failure.

In addition, Mayer (2008, p. 77) states that every student understands that taking a test means she will be graded, judged, and compared to her classmates, and that performing will get negative consequence from their teacher and parents. He also mentions that children with test anxiety can experience any number of physical, mental, and emotional symptoms. Those

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symptoms will lose students' concentration on test material, and then they are getting difficult to finish their best because accidentally they forget the material of the test that has been remembered before.

From the feeling of wanting to do well, comes the feeling of anxiety in doing the test. Consequently, the presence of anxiety is very much felt in testing situations. Based on the definition above, the writer summed up that activity which reflect students' test anxiety refers to students appear nervous to speak.

From the explanation above, it can be summed up that three components of foreign language anxiety give big impact for students' learning process. As a result, student who have speaking anxiety face difficulties when they are required to speak even after learning English for a long time.

In this research, the writer will use these three main factors which provoke speaking anxiety to be indicators. These main factors will be 3 (three) indicators. Each factor as follow:

1. Communication Apprehension
2. Fear of Negative evaluation
3. Test Anxiety

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2. Male and Female

a. The Nature of Male and Female

According to www.Webster.com (1828) states that male is characteristic of male, men, or the male sex, and has a deep voice. On the other hand, female is characteristic of female, women, or the female sex. Exhibiting femaleness, composed for female voices, and has a female name. In reference to www.Dictionary.com (1998) states male is a person who's bearing chromosome X and Y in the cell nuclei and normally has scrotum, testicles and developing hair on the face at adolescence. While female is a person bearing two X chromosome, having uterus and ovaries and developing at puberty a relatively rounded body and enlarged breasts, and retaining a beardless face.

In addition, www.Wikipedia.com (2001) states that male is physically stronger, less resilient, have greater spatial, numerical and mechanical abilities and tend to see the world in terms of objects, ideas, and theories. Female on the other hand mature physically and psychologically at an earlier stage, have higher and more precocious verbal skills and see the world in personal, aesthetic, and moral terms.

In short, male is person who have characteristic of male such as a deep voice, and developing hair on their face while puberty. Furthermore, female is a person who have characteristic of

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female such as female voices, name, and does not have hair on their face while puberty.

b. Comparison Between Male and Female Students' Speaking Anxiety

In terms of cognitive factors, learners are different in second or foreign language learning such as language attitude and learning style. They are also different in affective factors, such as motivation and anxiety. Gender is among the factors that influence language learning process. In teaching speaking through male and female, teachers cannot do the same attention to both of them. Both males and females are equipped with some tendencies that would help them to acquire some aspects of language much faster.

In line with Glynn et.al (2007) states that female students are more likely to attend class on time, sit in front of the class, take notes, study the text book, and study in an organized way. All behaviours associated with a relatively high motivation to learn. In addition, female have natural feature for speaking more than make. These characteristics might channelize female to learn language better and more motivated to a target language than male.

In the same pursuit, Ayu Rita & Nadhia Dalila (2008) in their study on anxiety and speaking English as a second language among male and female business studies students in University Industri, Selangor. The results showed that female students

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experienced more anxiety than male students while speaking in class. Female students were not most anxious than male students when expected to speak English language which is foreign language to them.

Pappamihel (2001) also doing research about gender and the result of the research was gender give influence on anxiety level of Mexican male and female. Mexican female more feel anxious than Mexican male. They always silent never try to speak and Mexican male more aggressive when they are in the speaking class.

Based on Gurian & Stevens (2011, pp. 25-33) states that there are number categories of male and female difference to which can affect their speaking anxiety level. There are many differences that could be presented, but the writer selected those who seem most essential in learning. The aspect of differences between male and female brain can clearly be seen as follows:

a. Developmental and Structural Differences

This is the maturity difference at the tail end of childhood. Female, for instance, can acquire their complex verbal skills as much as a year earlier than male. In general, female brains develop more quickly than male brains. Brain development in infants is often most pronounced in the right

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hemisphere and gradually moves to the left. In females, the movement to the left starts earlier than in males.

Female tend to absorb more sensory data than male. On average, they hear better, smell better, and take in more information through fingertips and skin. Females tend to be better than males at controlling impulsive behaviour. In other words, female are by nature less likely to take moral risks than male. Male are more likely to physically show natural aggression.

Female' verbal abilities tend to develop earlier so they rely more heavily on verbal communication; male often rely heavily on nonverbal communication and are less able to verbalize feelings and responses as quickly as female. Males tend to have more development in certain areas of the right hemisphere, which provides them with better spatial abilities such as measuring, mechanical design, and geography and map reading.

b. Hormonal Differences

Females are dominated by estrogen and progesterone, males by testosterone. These hormones are contrasting in their effects. Progesterone is a female growth hormone and also a bonding hormone. Testosterone is the male growth hormone, and also the sex-drive and aggression hormone. Whereas a girl

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may be likely to bond first and ask questions later, a boy might be aggressive first and as question later.

There is a great variety among male and female in their own hormonal levels. Some male are high-testosterone: very aggressive, socially ambitious, striving for dominance, heavy in muscle mass, or a combination of these conditions. Some male are low-testosterone, more sensitive, softer in appearance and manner. Female hormones levels vary, of course, with the time of the month and other circumstances (such as hearing a child cry, seeing another person suffer, becoming pregnant, or even competing). When both males and females compete, their testosterone levels go up (females included), but males obviously have a much higher testosterone baseline; this makes males on average more aggressively competitive than females.

c. Functional Differences

How the brain uses its cell and blood activity differs considerably in males and females. Male tend to use the right hemisphere more; female tend to use the left. Male tend to process emotive information from the limbic system to the brain stem (where fight-or-flight) responses are stored); female tend to process more of it in the upper brain, where complex thought occurs. However, the female brain, never truly at rest,

may have a learning advantage by being more consistently engaged, even when bored.

The differences between male and female students go beyond just hearing and seeing. Females react acutely and quickly to pain, although their overall resistance to long-term discomfort is stronger than in males. Generally, females are sensitive to bitter flavours and prefer high concentrations of sweet things. Males are attracted to salty flavours. The female nose and palate are more sensitive than male. Whereas female fare better at sensory data and varied memory, male fare better at spatial skills in general.

It can be summed up both male and female students have the same potential which provokes speaking anxiety. While female students have a good verbal ability, sometimes they get difficulties to deliver their ideas. On the other hand, while male students have the chance to speak, they can appear nervous because the other factors such as from their teacher. Both male and female has the same potential of speaking anxiety. It can come from their-self or the other factors such as teacher style while speaking activities.

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B. The Relevant Research

There are some relevant researches that have been done by many researchers about speaking anxiety. 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 found that the students’ anxiety level of the second year students at SMAN 1 Enok was 62.84% which is categorized into moderate level. On the other hand, their speaking ability was 68.17% which is categorized into moderate. She conclude that the higher students’ anxiety level, the lower students’ ability of speaking English and the lower students’ anxiety, the higher students’ ability of speaking English.

Wahyudi (2015) entitled “Speaking Anxiety: Factors Contributing to the Anxiety in Speaking Class of the First Year Students of English Department Faculty of Letters Jember University”. His research was used Foreign Language Classroom Anxiety (FLCA) to seek what factors that contributing the anxiety and why anxiety happens. The result of the study shows that self-perception or self-esteem, presentation in the classroom, fear of making mistakes, social environment, gender, culture differences, formal classroom environment are determined as the source of participants speaking anxiety.

The previous studies about students’ anxiety, speaking ability, and sources of speaking anxiety have convinced the writer that anxiety can

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exist when we learn foreign language and it can give negative impact toward learning process, especially in speaking. Based on previous research, gender become one factor that contributes speaking anxiety. In this research, the writer tried to investigate the comparison between male and female students toward speaking anxiety level. Hence, this research is significant to find out the speaking anxiety level of male students, to find out the speaking anxiety of female students, and to find out the comparison of speaking anxiety level between male and female students.

C. The 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. This research deals with correlation between two variables. They are: variable X is the male and female students. Variable Y is the speaking anxiety level of students.

1. Variable X

The indicators of male and female students based on Gurian et.al (2011) such as:

1. Both male and female students are able to improve their speaking ability.
2. Both male and female students have the same potential of speaking anxiety.

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3. Both male and female students have the same potential in learning English.

2. Variable Y

Variable Y is the dependent variable, the indicators of speaking anxiety based on Horwitz et.al (1986) can be seen in the following indicators:

Table II. 1
The Indicators of Variable Y

NO	The indicators of variable Y are	
1	Communication Apprehension	<ol style="list-style-type: none"> a. Students have shyness confine aspiration to require speak b. Students had lack of response or participation c. Students had lack of enthusiasm
2	Fear of Negative Evaluation	<ol style="list-style-type: none"> a. Students panic when speak with their friends and teacher
3	Test Anxiety	<ol style="list-style-type: none"> a. Students appear nervous to speak

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

In this research, the writer assumes that there is significant difference between male and female speaking anxiety on their speaking ability.

2. The Hypothesis**a. Null Hypothesis (Ho)**

There is no significant difference between male and female speaking anxiety level on eleventh grade at Al-Ittihad Senior High School.

b. Alternative Hypothesis (Ha)

There is significant difference between male and female speaking anxiety level on eleventh grade at Al-Ittihad Senior High School.