

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking

a. Speaking anxiety

Speaking is one of important skills in English language learning and a fundamental part of human communication. Learning English as foreign language is an integrated process in which the learner may not ignore one or more of four basic skills : speaking,reading,writing and listening. However some students still lack the necessary four basic skill especially speaking it supported by khamprated (2012).

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

According to Brown (2001) 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, language should be given attention for more that make up to the whole. Furthermore, the micro skills of

oral communication: Produce chunks of language of different lengths, orally produces differences among the English phonemes and allophonic variants, produce reduced forms of words and phrases, produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours, convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information.

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, 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) 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. Similarly, speaking is crucial for every human in this world not only as communication but also speaking is as a social contact every students so that's why speaking should be developed in every students in order the students could presentation fluently.

In speaking anxiety is a problem in every school it supported by Naghadeh (2013) speaking anxiety is common problem among students both male and female and also the general population and it is a feeling of panic associated with physical sensations as increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension.

Peck and Hwa (2017) speaking anxiety is provoking skill and it is the greatest source of anxiety in language classrooms. Students had been found to experience the greatest level of anxiety in speaking, in line with Anxiety is a variable that is related to the students learning process because speaking anxiety is an unpleasant or negative emotional reaction produced by an external stimulus.

Speaking Anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General speaking anxiety is the excessive and exaggerated worry about everyday things when the students speak up ZiashSuleimenova (2013) this type of anxiety afflicts nearly 40 percent of Americans, and its symptoms, ranging from minor increases in heart rate and sweating to confusion, dizziness, and the complete inability to speak, can greatly inhibit an individual ability to succeed in personal, professional, and educational pursuits alike when experienced in high levels Coburn (2014). Additionally, speaking anxiety is defined as a specific communication anxiety in which individuals experience arousal, negative cognitions, or behavioural responses to real or anticipated presentations.

According to Hwa and Peck (2017) there are three factors that associated with communication apprehension which may have effects on the oral communicative competence instead of three:

- 1) Psychological anxiety (e.g. self-esteem in speaking in English),

- 2) Fear of negative evaluation (e.g. worrying about negative evaluations from their instructors or peers),
- 3) English classroom speaking anxiety (e.g. become anxious when participating in activities that require them to speak in English).

Three components of speaking anxiety have been identified (Horwitz, Horwitz and Cope 1986) in Brown (2007). In order to break down the construct into researchable issues:

- 1) Communication apprehension, arising from learners inability to adequately express mature thoughts and ideas. Part of communication apprehension were students had lack of response or participation, students have shyness confine aspiration to require speak, students lack of enthusiasm
- 2) Fear of negative social evaluation, arising from a learners need to make a positive social impression on others. Part of negative social is only students panic when speak with their friends and teacher
- 3) Test anxiety, or apprehension over academic evaluation. Part of test anxiety are students appear nervous to speak and students are not brave to speak.

2. Differences between Male and Female

a. The nature of male and female

Firstly, Gender is fundamental categorization distinguished in all human societies. It emerges in human life as a source of determining individual as well as social identity, In line with Gender is among the factors that influence language learning process. According to Hwa and Peck (2017, p. 2) there was a great differences between males and females. Both males and females are equipped with some tendencies that would help them to acquire some aspects of language much faster and easier then the research shows that male respondents demonstrated higher levels of language anxiety compared to Female students abdullah (2015). Lucas and Sherry (2004) stated that most of female conversation is primarily a language of rapport a way of establishing connections and negotiating relationships for most of male talking is primarily a means to preserve independence and negotiate and maintain status in a hierarchical social order.

According to Fariadian, Azizifar, and Gowhary in Peck Hwa (2011) gender in speaking anxiety is an important construct in second language learning and in particular second language learners speaking skill different learners both male and females have different levels of anxiety and it may delay their second language speaking context focus on gender differences.

Female is somewhat disadvantaged in this capacity as they commonly report higher levels of speaking anxiety and communication anxiety in general. Moreover, within contemporary American culture societal rewards are afforded to those whose behavior conforms to social expectations of normality as they apply to one biological sex. Essentially, a woman receives societal rewards for feminine behaviour as do men who are perceived as masculine Coburn (2014). Although, the women did not feel Speaking anxiety to a large extent possibly due to the fact that they did not necessarily identify with the stereotypical depictions of men as masculine and women as feminine they believed this to be a result not of their sex or gender, but of their individual background and experience Coburn (2014).

Additionally, women revealed more vigilance in their attitudes than men did, while men manifested more avoidance behaviour in anxiety-arising situations Occhipinti (2009). Female students exhibited a significantly greater response to treatments, substantially reducing the disparity between the sexes by Coburn (2014) in line with McKnight et al (2012) Female students can balance more of the familial and educational as well as vocational areas of their lives Since distance education is on of the more popular forum for educational advancement and also male and

female may be different in several ways due to the variety of life responsibilities they have.

According to Coburn (2014) Male organs grow outward female organs grow inward. Sexually, the form and function of the male organs are more expansive and releasing while the female organs are more contractive, grabbing, holding, nurturing. These organs and these characteristics are present before our birth, and they constitute our basic nature. Gender differences can not be ignored in learning languages, because it can affect students achievement and proficiency in learning process and learning process have related to learning style thus each male and female have their own learning style it supported by Mcknight (2012).

Similarly with male and female refers to students that are studying at tenth grade of Muhammadiyah satu Senior High School Pekanbaru. The students got knowledge from their teacher prevalently because they were in equal condition. Therefore, there is sex segregation in classroom causes different success in learning process at the sex group and the most obvious difference between male and female is the biological difference. Male and female categorized as a human being however, there were so many differences that exist between them.

3. The significant differences between male and female in speaking anxiety

According to Gaibani (2014) female students are good in memorizing than male but female students is higher anxiety than male in line with William (2015) males often do not engage in comprehensive speaking of all available information as a basis for judgement anxiety. Then, Mens talked is generally oriented toward maintaining relationships and developing intimacy in communication there are also women who are anxious about communication,viceversa.

According to Minthan (2001) found that female learners are more anxious than male learners in speaking. Besides, Gaibani (2014) female student form such cultural background will not be comfortable while engaging in public speaking most pathetically when she has been told that her views about issues are naturally subliminal and of no worth or value thus contribute to her experience of speaking anxiety. Then, Gaibani (2014) documented that female displayed higher anxiety in speaking, because the females are more prone exactly, it means that females have anxiety in speaking. womens talked is generally oriented toward maintaining relationships and developing intimacy in communication there are also women who are anxious about communication,viceversa.

Similarly, many experts assume that female students have higher anxiety than male students because there were many female students uncomfortable when speaking in front of the class it is different with the male students, male students have low anxiety and they are comfortable when speaking in front of the class.

B. Relevant Research

There were two relevant researches which have relevancy to this research. There were:

1. Gender differences in speaking anxiety among English as a second language learners in a Malaysian tertiary context. This research has proven that the ESL undergraduates experience moderate gender speaking anxiety in the Malaysian context. The findings of this research seem to be parallel to that of the findings of a study which found that almost two-thirds of their students had a medium level of anxiety towards speaking in English (65%), about a quarter faced a low level of speaking anxiety (24%), and 14% of them experienced a high level of anxiety towards speaking in English. The results from this research should have profound pedagogical implications to the ESL practitioner at the university. This research could potentially help L2 teachers in embracing a less anxiety-inducing atmosphere in the classroom. ESL practitioners at the Malaysian university that participated in the research, specifically, and other universities, in general, can procure several benefits from the present investigation. It is important for ESL

teachers to recognize if our learners actually face anxiety in learning the English Language. The hypothesis related to the gender difference on ESL speaking anxiety was also affirmed, proving that female students experienced significantly higher levels of anxiety than males.

2. Gender Differences in Anxiety and Speaking English as a Second language among Iranian English Major Students of Payame Noor University. The study was conducted on a sample of 150 male and female English major students from Payame Noor University. This study attempts to identify potential sources of anxiety relevant to the students' affective needs or concerns in Payame Noor University through the use of an in-depth qualitative questionnaire. As the pre-administered questionnaire findings indicate, the differences in the level of language anxiety exhibited by the participants seem to vary by gender. Using various studies by previous researchers of language anxiety as a theoretical guideline for data collection and analysis, this study also discusses some of the influences or impact of anxiety-provoking factors on second language learning, along with some implications for further research on language anxiety. Both of the relevant research are related to this research that focus on speaking anxiety male and female.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding it should be interpreted into particular word in order to make it easy. 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 gender (Male and Female) and variable Y refers to speaking anxiety. Thus, the researcher only focus on variable X and Y were that male and female in speaking anxiety.

To measure the main focus, the researcher were able to identified in some components or indicators as follow:

Table II.1
The indicators of speaking anxiety

Communication Apprehension	a. Students had lack of response or participaton (12, 13, 15) b. Students have shyness confine aspiration to require speak(4, 6, 22) c. Students lack of enthusiasm (1, 10, 21)
Fear of Negative Social	a.students panic when speak with their friends and teacher(3, 19, 18)
Test Anxiety	a. Students appear nervous to speak (7, 8, 14, 17) b. Students are not brave to speak (2, 5, 9, 11)

D. The Assumption and Hypothesis

1. Assumptions

Based on the theories and explanations above, the researcher assumes that male and female student have differences in their Speaking Anxiety.

2. Hypothesis

H₀: There is no significant difference between male students speaking anxiety and female students speaking anxiety at Muhammadiyah satu Senior High School Pekanbaru.

H_a: There is a significant difference between male students speaking anxiety and female students speaking anxiety at Muhammadiyah satu Senior High School Pekanbaru.