

CHAPTER II

LITERATURE REVIEW

This chapter describes a review of theoretical studies, relevant studies and theoretical framework. The theoretical studies it contains definition of speaking, speaking performance, and foreign language anxiety. The relevant studies are the relegated studies in the past, and the theoretical framework is the summary of the theoretical in this study.

2.1. Speaking

2.1.1. Definition of Speaking Performance

Speaking is considered as the most important skill that helps students to get a foreign language in general, and the way of ideas communicating as oral messages, because speaking is one of the elements of communication (Richards & Renandya, 2002). Moreover, speaking is considered as a crucial part of the language learning process, so it helps to expand knowledge of the language and their confidence in using it. Additionally, the aim of English language teaching is to give learners ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). Speaking is a good aspect of developing English language skills for foreign languages because the habit of speaking in a foreign language will make it easier to memorize foreign languages. Speaking is a skill that worthy of attention both in the first and second languages (Leong &

Ahmadi, 2016). Learning speaking skills is the most important aspect of learning a second language or a foreign language and success are measured based on the ability to have conversations in language (Nunan, 1991). While speaking skill is one of the skills that has to be mastered by students in learning English. It is important because speaking is to express the needs- request, information, and service (Brown & Yule, 1999).

Speaking is an interactive process of conducting out meaning that involves producing, receiving and processing information. According to Brown (2001), speaking is a communication tool to each other where the speaker can convey ideas, opinions, and feelings through verbal skills to listeners. Speaking is the important skill for English language students, because oral speaking skill is a big part to do in a language class (Harmer, 2001). For foreign language students, they need to actively communicate and bravely express their opinion in social. It helps to improve the ability of foreign language students in speaking. According to Richards and Renandya (2002), English language speaking is difficult, especially for English foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Speaking is one of the four basic competencies that the students should gain well; it has an important role in communication. Speaking can be found in the oral cycle, especially in the Construction of Text Together stage. Speaking has many different aspects including two the main category - accuracy, which involves the correct use of vocabulary, grammar and language pronunciation practiced through guided and guided activities, and eloquence considered the ability to keep walking

while speaking spontaneously (Harmer, 2007). Speaking performance or oral production is a popular research target and has been assessed in many fields. Speaking performance is defined as actual instances of producing oral language in real time (McNamara, 1996).

2.1.2. The Type of Classroom Speaking Performance

According to Brown (2000) speaking performance is thought to be highly correlated with people's self-confidence, foreign language learners cannot speak the language or express themselves freely and fluently without some degree of self-confidence. Brown (2001), said that there are six types of classroom speaking performance, there are imitative, intensive, responsive, responsive, transactional, interpersonal, and extensive.

The first imitative, this category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason in using drilling, students gets opportunity to listen and to orally repeat some words. This classroom speaking performance included in the type of classroom activity acting for a script, this activity is important for the students to do as real acting (Harmer, 2007). In this activity the teacher is as theatre directors, drawing attention to appropriate stress, intonation, and speed. In acting the dialogue, the students will be very helped if they are have time to rehearse their dialogues before the

performance. The students will gain more experience in process of acting for script activities.

The second type is intensive, intensive speaking goes on practicing some phonological and grammatical aspects of language. Intensive speaking usually places doing the task in pairs, for example, reading a paragraph, reading dialogue with partner in turn, etc. This classroom speaking performance included in the type of classroom activity communication games, the games are designed to provoke students' communication with each other. The games are made based on the information gap, and then one student has to talk to a partner to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

The third is responsive, a good deal of students' speech in the classroom is responsive such as short replies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. This classroom speaking performance included in the type of classroom activity discussion, commonly used actions in the speaking skills class. In this activity, students are allow to express their real opinions. In this activity, there are three kind activities there are buzz group, instant comments and formal debates. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately students should insert 'instant comment' mini activities into lessons. For example, teacher show students

the photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates; students prepare arguments that support or oppose various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

The fourth is transactional (dialogue). Transactional is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. This classroom speaking performance included in the type of classroom activity prepared talks. In this activity, students make a presentation on a topic of their own choice. The students really need to prepare the topic and write the component of the topic before speech. However, if possible students should speak from their notes rather than from a script.

The fifth is interpersonal (dialogue). Interpersonal is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. The conversations are little trickier for learners, because they can involve the following factors. There are a casual register, colloquial language, emotionally charged language, slag, ellipsis, sarcasm, and a covert "agenda". This classroom speaking performance included in the type of classroom activity questionnaires. Students have to make sure question to say to each other and design questionnaires on any topic that is appropriate. When the students do this activity, the teacher can be a resource to help students in the design process and

finish the activities. The results obtained from questionnaire can be the form the basis for written work, discussions, or prepared talks.

The last is extensive (monologue). Extensive is carried out the students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. These monologues can be planned or impromptu. This classroom speaking performance included in the type of classroom activity simulation and role play; this activity can be used to encourage general students speaking fluency or to train students for specific situations. Teachers can choose an activity that related to the topic and objective of the lesson. For example, they use simulation and role play activities when they teach expressions.

According to Tuan and Mai (2015) there are many factors affecting students speaking performance such as topical knowledge, listening ability, motivation to speak, teachers' feedback during speaking activities, confidence, the pressure to perform well, and time for preparation. To help students overcome problems in learning to speak, it is necessary for the teachers to figure out factors that effect on their speaking performance. The students' of speaking performance can be more affected by the factors that come from performance conditions such as time pressure, planning, standard of performance and amount of support. For the effective factors of their speaking performance also related to motivation, confidence, anxiety, and then listening ability and feedback related during speaking activities.

2.1.3. Speaking performance Problem

Students have some speaking performance problems; and to solve the problem teachers need to come across in getting students to talk in the classroom. According to Tuan and Mai (2015), there are many students problem in speaking performance. The first problem is students' self-confidence, students feel inhibition when they try to speak in a foreign language in the class they are inhibited because lost self-confidence. They feel worried about some of the error; they are ashamed to appear in their speeches to the end. In the foreign language classroom anxiety and inhibition is easy to come (Littewood, 2007).

Students find it difficult, feel uncomfortable and make mistakes. Students become anxious in speaking. After it happens repeatedly, students experience speaking anxiety a second language (Awan, Azher, Anwar, & Naz, 2010). On the other hand, students who are competent in learning English but they think that they are not successful in the class lack self-confidence. One's confidence in realizing the goal of language learning is related to one's development of speaking skills. Self-confidence always implied something about personal power, self-belief, self-assurance and self-control. Self-confidence always strengthens mind to make decision and not to experience anxious or nervous in any particular field. In psychology and education self-confidence is an indispensable factor of metacognition (Piller, et al., 2002).

The second problem is students often complain about they cannot think of anything to say and they have no motivation to express themselves in

performance. According to Rivers (cited in Tuan and Mai, 2015) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. This must be very difficult for students to respond when their teacher asked them to say something in a foreign language. Because, they need to have little ideas about what the topic, which vocabulary is used, or how to use the grammar correctly, related to the topic that teacher chooses.

Third problem is participation is low or uneven. In speaking class there a large group; and each student will have very little talking time, because only one participant can talk at a time to dominate, while other students speak very little or not at all. And the last problem is students are more comfortable to use mother-tongue for mix the language, when they do not know related vocabularies. According to Hammer (2007) said that some reasons why students use mother-tongue in class are when the students have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language, and they use mother-tongue is natural to do. When the teachers do not encouragement the foreign language, they will use the mother-tongue in explaining something to another. Then, if teachers frequently use the students' language, the students will feel comfortable to do it (Harmer, 2001). Finally, the teacher need consistent to use the foreign language; it will suggest students use it also.

In addition, there are three types of test to assess students speaking performance. According to Nakamura and Valens (2001), there are monologue,

dialogue and multilogue. The first is monologue speaking test (presentation) show and tell students are allowed to talk about anything of their choosing. This activity focuses on giving students one of their first opportunities to make a small presentation in English, so is short in time and varied in topics. Other students in the class have to decide when they are telling the truth and when they are lying. Class presentation, students talk about their university majors and seminars. They are expected to go into more and use more techniques generally associated with proficient presentation skills.

The second is dialogue speaking test (interview) this is an open-ended, student lead-discussion with the teacher. As a "real" conversation is not rehearsed or written in advanced, either is this test. Students are told in advance that they will be required to use the conversation skills they have learned throughout the course to lead a one-to-one conversation with the teacher. Each individual student is in charge of choosing the topic and regulating the flow of the conversation. Because of this, issues of background knowledge, etc. are not considered an issue. The conversation lasts for approximately ten minutes.

The third is multilogue speaking test (discussing and debating) the discussions are student-generated discussions. Students are put into groups, and as a group, students decide on a topic they feel would be of interest for the rest of the classroom. Next, students prepare two sets of questions. One set is a list often multiple-choice questions based on the topic their group has chosen. The other is a list of five questions to guide the group discussions that will follow. After this, students are put into new groups, so one member from each of the original groups

is in each of the newly established groups. Taking turns, each student is then put in charge of leading their new group in a discussion after the other members in their discussion group have completed the multiple-choice questionnaire. Each student is, in turn, the group leader for one 90 minute class that focuses on group conversations based on the topic the original groups chose.

2.2. Anxiety

There are many definitions of anxiety in the literature. One of anxiety definition is distress or anxiety of mind caused by fear of danger or misfortune. Anxiety is one of the psychological phenomena that affect student activities in class activities (Rahayu, 2016). Language anxiety is considered as an effective variable in the language learning, it means language anxiety has become one of the factors involved in success of language learning, either it is in a positive or negative way. The phenomenon of anxiety has been widely acknowledged as one of the most important psychological phenomena that are experienced in many social or learning contexts and relates to fear, unpleasant, and worries (Batiha, Noor, & Mustaffa, 2014). In fact, English language teachers are aware because of the existence of a phenomenon called foreign language speaking anxiety. According to Horwitz, Horwitz, and Cope (1986) "Language anxiety is defined as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the authentic nervous system".

Therefore, anxiety is the big problem and has many impacts for foreign language learners, according to Brown (2000) anxiety is one of the effective

factors that influence speaking ability, and Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension or worry. When the students do Public Speaking in front of the audience, it can make students nervous and have anxiety to speak. However, due to Public Speaking anxiety, some people become restless and face sleeping disorders when they have to speak in front of an audience (Raja, 2017).

2.2.1. Component of Foreign Language Anxiety

Foreign language anxiety plays an important role in learning foreign languages because it can inhibit students from acquiring their target language. Horwitz, Horwitz, and Cope, (1986) discuss foreign language anxiety as a complex different from self-perception, beliefs, feelings, and behaviors associated with classroom language learning arising from the uniqueness of the language learning process. Students in foreign language classrooms generally report that speaking in the target language is the most anxiety producing experience. According to Young (1990) speaking activities required in front of the class and on spot performance produce the most anxiety from the students' perspective and learners experience more anxiety over speaking than other language skills (Öztürk & Gürbüz, 2014).

Language anxiety is caused by various causes during the learning process. The main source of language anxiety stated by Horwitz, Horwitz, and Cope (1986) are components of foreign language anxiety, the first communication apprehension, the second test anxiety, and the last fear of negative social

evaluation. For foreign language students, speaking is one skill that needs enough mental preparation and enough material for speech preparation.

The communication concerns arise from the inability of students to express their thoughts and good ideas and perfect test anxiety understanding of academic evaluation such as fear exams, quizzes, and other tasks that are used to evaluate the performance of students. The fear of negative evaluation of the learners needs to make a positive social impression on others, the worry about how other people see your speakers.

Test anxiety is a type of performance anxiety deriving from a fear of failing and evaluative situation. Test anxiety is relevant to the academic context where performance evaluation is frequent. According to Horwitz, Horwitz, and Cope (1986) test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature. It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students. High expectations of results achievement will make students increasingly anxious to do the test. Horwitz, Horwitz, and Cope, (1986) said that test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure.

Fear of negative evaluation is observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluations by others and avoidance of evaluative situations (Aydin, 2008). Fear of negative evaluation is similar to test anxiety, because it is not

restricted to test-taking situations. Normally, people who are highly concerned about the impressions others are forming of them, tend to behave in ways that minimize the possibility of negative evaluations (Oda & Khammat, 2013).

In addition, it is important to understand the construct of language anxiety and to find out what the sources of language anxiety. According to Young (1991) there are six sources of language anxiety that can be identified: Personal and interpersonal anxiety, Learner beliefs about language learning, Instructor beliefs about language teaching, Instructor-learner interaction, Classroom procedures, and Language testing. Anxiety in the educational setting is categorized into three groups; trait anxiety, state anxiety, and situation-specific anxiety (MacIntyre & Gardner, 1989). Trait anxiety is a stable personality's trait that will cause the person to feel anxious in every situation (Scovel, 1978). State anxiety is a temporary condition experienced at a certain time (Spielberger, 1983). State anxiety refers to emotional and somatic reactions against the stimulus that is understood as a threat in a specific context while the anxiety trait refers to individual the difference in reaction against the perceived threat in the environment in general. For situation-specific anxiety is a trait that often occurs in certain situations such as tests or oral presentations (Ellis, 1994).

2.2.2. The Relationship between Anxiety Level and Speaking Performance

Speaking is a tool of communication to convey the ideas, messages and feelings to the audience. Some students can use English and they learn English especially speaking in the first grade of junior high school. In fact, they cannot

speaking English well because some of the students have a different level of anxiety in speaking. They are afraid of making mistakes in speaking, they seldom to speak because they have lack of vocabulary, they are not confident to convey the message and always wait for their friends to speak first that reason they have the same idea. In addition, Brown (2000) says that communication apprehension arises from learners' inability to adequately express mature thoughts and ideas.

Language learning anxiety is related to how an individual reacts nervously when speaking in a second language (MacIntyre & Gardner, 1991). It means that anxiety can be decreased by how the students control their nervous manner when they speak English. When the learners have high anxiety level, any efforts to acquire the second language as well will be disturbed and they might fail to acquire the second language.

2.3. Reviews of Relevant Studies

Examine the relationships between second language learners' anxiety, self-confidence and speaking performance (Park & Lee, 2004). The participants of their study were one hundred and thirty-two Korean college students who enrolled the English conversation classes. This research use foreign language classroom anxiety scale (FLCAS) by (Horwitz, Horwitz, & Cope, 1986) as the instrument. The results of their study indicated that learners' anxiety level was negatively related to their oral performance. The findings suggested that students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cites that "the higher the anxiety, the lower the performance".

According to Mauludiyah (2014) examines the correlation between students' anxiety and their ability in speaking class. The participants are a class of 4th semester students of English department at IAIN Tulungagung of 2013/2014. This research use foreign language classroom anxiety scale (FLCAS) by (Horwitz, Horwitz, & Cope, 1986) as the instrument. The result of her study indicated can be concluded that there was positive correlation both two variables in very low correlation. But the hypothesis testing showed there was no correlation between two variables, because $N.Sig > 5\%$, so it means H_0 accepted and H_a rejected. To be better presenter in the oral presentation learner need to increase the emotional (Al-Hebaish, 2012), and according to Brown (2000) and Skehan (1989) emotional of people behavior have positive impact for learners in performing Oral Presentation. Al-hebaish (2012) conclude in this journal about the finding of learner self-confidence can have a good result to simulate the development of learners in oral performing. This research aimed to know correlation between general self-confidence and academic achievement in the oral presentation, and to makes learner more relax in performing oral presentation and it will indicate the result of self-confidence learner is better than the individually learners.

The research from Nazir, Bashir, and Raja (2014) is about a study of second language speaking-anxiety among ESL intermediate Pakistani learners. The participants of their study were 253 intermediate students of difference sections in the college. The instrument of their research is foreign language classroom anxiety scale questionnaire from (Horwitz, Horwitz, & Cope, 1986) and there are prepare the mini version of the questionnaire containing, 12 items. Based on their

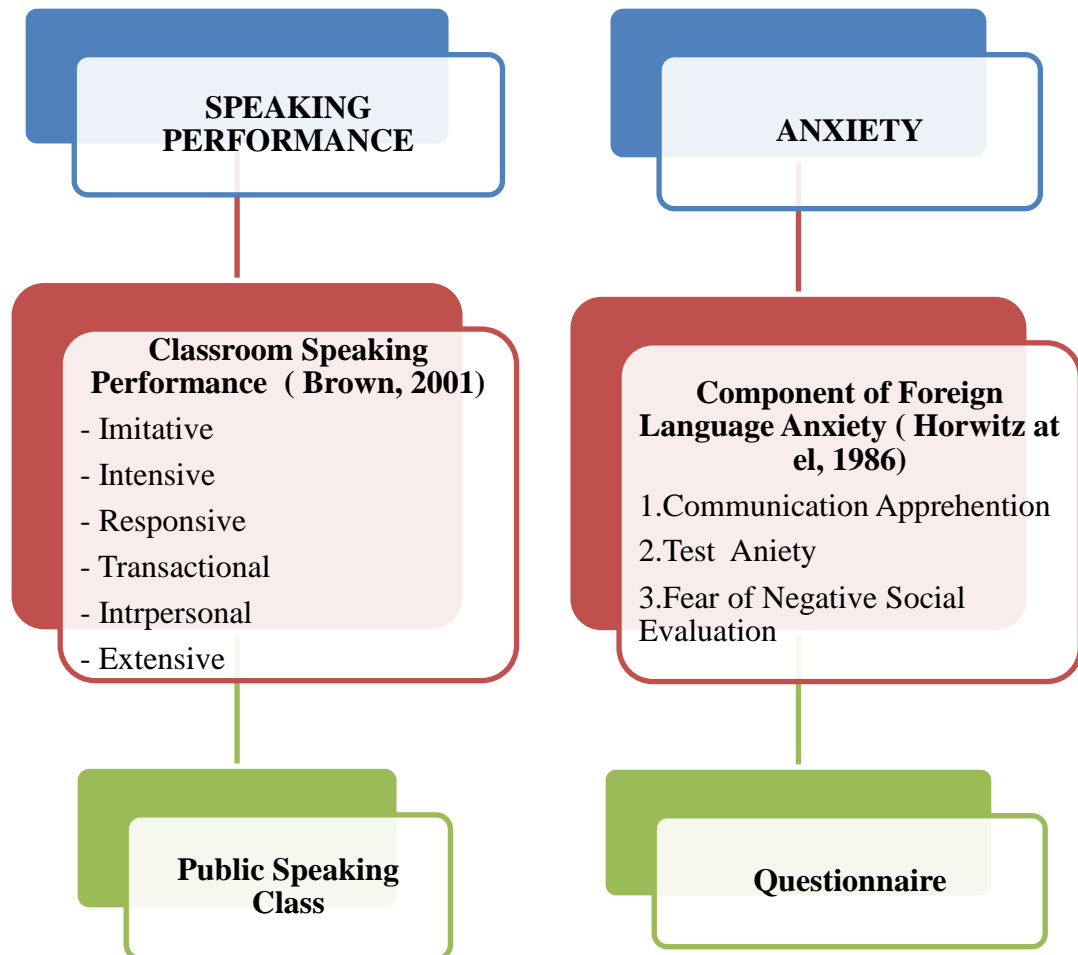
analysis the students of Pakistani ESL have anxiety in communication and in receive a negative evaluation of speaking, but half of the students do not worry about speaking performance if they prepare themselves in advance. Their study also shows around 72% learners feel fear of making mistakes while speaking. The result of classroom speaking and result shows that the participants of this study feel the anxiety in communicative activities.

The other research from Salehi and Marefat (2014), is about the effects of foreign language anxiety and test anxiety on foreign language test performance. The participant study were 200 students of English as a foreign language at Iran Language Institute (ILI), their participants have difference age and level of English. This research use three instruments, there are Foreign Language Classroom Anxiety Scale by Horwitz (1986), Test Anxiety Scale by Sarason (1975) and final exam of Iran Language Institute (ILI). The results of their study are the first results of relationship between foreign language anxiety and foreign language test performance showed that these two variables had a negative relationship, the second correlation coefficient between TAS score and final exam grades, and this was negative correlation, the third they wanted to see whether a highly anxious person in language classroom is anxious in test situations as well or vice versa. The correlation coefficient between the scores obtained in FLCAS and TAS, there was a strong positive relationship between these two kinds of anxiety.

2.4. Theoretical Framework

According to Nunan (1991) Speaking is described as activity as the ability to express themselves in situations, or activities to report an action, or Situation in the right words or ability to communicate or to express the sequence of ideas Current. Students feel inhibition when they try to speak in foreign language in the class they are inhibited because lest self-confidence, likely as students of English education department who have big worried before appear in speaking performance, and inhibited with their anxiety. According to Brown (2000) speaking performance is thought to be highly correlated with people's self-confidence, foreign language learners cannot speak the language or express themselves freely and fluently without some degree of self-confidence. Han (2007) conclude that one of the crucial obstacles for English Foreign Language students' academic success is the oral skills speaking performance for class participation.

Figure 1. Theoretical Framework



2.5.Hypothesis

To answer the research problem in this study, the researcher has two hypotheses:

1. Null Hypothesis (Ho): There is no correlation between students' anxiety and their speaking performance.
2. Alternative Hypothesis (Ha): There is a correlation between students' anxiety and their speaking performance

2.6. Definition of Key Terms

Descriptive study on speaking performance based on students' anxiety in academics speaking class at PBI UII.

Speaking : Speaking is described as an activity as the ability to express themselves in situations, or activities to report an action, or Situation in the right words or ability to communicate or to express the sequence of ideas Current (Nunan, 1991).

Speaking performance : Speaking performance is thought to be highly correlated with people's self-confidence, foreign language learners cannot speak the language or express themselves freely and fluently without some degree of self-confidence (Brown & Yule, 1999).

Anxiety : Anxiety is one of the effective factors that influence speaking ability, and Anxiety is feelings

of uneasiness, frustration, self-doubt, apprehension or worry (Horwitz, Horwitz, & Cope, 1986).

Public Speaking : Public Speaking class is one of the subjects in English Language Education Program. Public Speaking class is the subject which is focus on learning speaking for academic communication or formals communication.

PBI : PBI (Pendidikan Bahasa Inggris) in English means English Language Education and this is one of major in Islamic University of Indonesia.