

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter talks about the review of the associated literature. It deals with the review of related information about Students, speaking, anxiety, and speaking anxiety, it also describes a review on related references that consist of previous research review.

A. Students

The definition of "student" once was "one who studies something". Today it can mean merely "one who attends a school, college or university". This modern definition doesn't even suggest that the person does more than "attend". College and university professors still use the first definition, and schools have ways (such as course requirements, exams and grades) to attempt to ensure that those who attend will also study and learn something.

So what distinguishes a student? What makes the student stand out from the rest of the class? The four as: attitude, academic skills, awareness, and accomplishment, certainly are a large part of it, and a student who has them will be very likely to earn As:

1. Attitude; is primarily a genuine desire to learn, and the willingness to do hard intellectual work to achieve understanding. It is also shown by how well you apply yourself even to subjects in which you have little

interest, and how much you can achieve even when a professor's style isn't to your liking.

2. Academic skills; include ability to read with comprehension, intelligent use of resources (including library and internet resources), logical and mathematical skills, efficient study habits, and the ability to communicate clearly and fluently when speaking and writing.
3. Awareness of what's going on in the world around you, and the habit of intelligently relating that to your academic courses. For example, when taking a course in political science, you should relate what you are learning in class to what's happening on the national and world political scene. When taking a science course, you should relate scientific principles to phenomena you observe in everyday life, and go out of your way to find applications and examples of science in the real world.
4. Accomplishment; is demonstrated by successful application of understanding.

B. Speaking

In extraneous language settings, speaking is considered one of the foremost imperative abilities among the four language aptitudes (El-Sakka, 2016). Shabani M. B. (2013) agreed that speaking has continuously been the foremost appealing ability compared to other abilities such as listening, reading, and writing. It is a necessary aptitude in the standard of living. What makes speaking more challenging than other abilities is that speaker must have speedy to get to all the significant lore required to deliver the

suitable language in a brief time, while in other abilities the learner may have sufficient time to coordinate the input with the existing lore (Shabani M. , 2013). Brown (1994) mentions speaking is a verbal interaction where members got to arrange the meaning of thoughts, sentiments, and data. In this case, the listener must understand the relationship between the ideas presented.

Speaking ability is an imperative aptitude to progress English capability from the exceptionally starting of language learning. Speaking is one of the foremost critical language aptitudes. This ability can be created and improved as a viable implies of communication (Morozova, 2013). Speaking ability is exceptionally critical for understudies in communicating successfully through talked language. The failure of understudies in talking an extraneous language can cause them troubles in communicating their thoughts indeed in basic conversations. Other than that, the students' need for lexicon, their less certainty to talk, and judge of English as a troublesome subject make talking as the troublesome language expertise.

There are lots of elements that make speaking tough for English as extraneous language students. According to Brown (2001), several factors cause speaking as hard language ability. The first factor is grouping since a smooth speech is not word by word, but it is phrasal. The second factor is superiority which can give a clearer meaning. The third factor is diminished shapes, since some students who don't learn colloquial now

and then make a bad quality of speaking. The fourth factor is about the show, such as performance indecisions, interludes, backtracking, and rectification.

The fifth factor is the everyday language which is frequently utilized in casual circumstances. The sixth factor is the rate of dispatch. In talking, the understudies are trusted to talk smoothly, but most of them collapse to do that. The seventh factor is accentuated, lilt, and pitch. English has its claim accentuate, lilt, and pitch which included articulation aspects and vary from the other languages. The articulation is vital in English since diverse stresses, rhythms, and pitches pass on distinctive meaning. The final factor is the interaction which needs the imagination of conversational transaction. Those components can hinder the learners to talk in English.

C. Anxiety

Anxiety can be specified as a mental and physical condition characterized by particular enthusiastic, physical, cognitive, and behavioral side effects. It is a versatile response that mobilizes the life form and makes it maintain, assault, or dodge an anxiety provocation. The provocation can be a past outside or inside forerunner or trigger (Kralova & Petrova, 2017). Anxiety can be related to an assortment of physiological and enthusiastic conditions, contained in sentiments of tenseness even in circumstances where the quick cause of such tenseness is not promptly clear. Profoundly on edge students frequently have generally

negative self-concepts, underrate the quality of their talking capacity when compared with others (Khusnia, 2016). The characteristics of anxiety are somatic, emotional, cognitive, and behavioral components. Feeling unpleasant, distress, as well as embarrassment, happen to the students who experience anxiety. The success of students in English proficiency level is considered by the anxiety that happens to them (Dordinejad & Ahmadabad, 2014).

According to Cicek (2014), two anxiety models are the interference model and skills deficit model. The interference model consists of fash and emotionality. Fash happens to a conceptual concern of the individual's performance, but emotionality concerns to stress of students. Worry is the component affecting the academic activities of the students since it is negatively connected to performance and performance expectancy. It is considered to be the collection of negative uncontrollable thoughts, related to the fear of future outcomes. However, a skills deficit model is a model of anxiety caused by the capability of the students. They have poor acquisition of the language; it makes them being aware of anxiety and, consequently, they have weaker results in English performance.

Horwitz, Horwitz, and Cope evolved the most commonly used instrument for evaluating Foreign Language Anxiety that is the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz, & Cope, 1986). The FLCAS to assess the particular anxiety impressed by students in the foreign language classroom. It may be a self-report rate that evaluates the degree of anxiety. The FLCAS consists of 33 items. It has two models of expression that are positive and negative. Positive

expressions within the questionnaire are in numbers 2, 5, 8, 11, 14, 18, 22, 28, 32. Whereas, negative expressions are in number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33. The answers to each point can be one of these: emphatically concur; concur; not one or the other concur nor oppose this idea; oppose this idea, and emphatically oppose this idea. For each point a score was given starting from 5 for emphatically concur; 4 for concur; 3 for not one or the other neither concur nor oppose this idea; 2 for opposing this idea; 1 for emphatically oppose this idea.

D. Speaking Anxiety

As of late, speaking uneasiness is broadly recognized as one of the foremost regularly watched issues in talking classes (Humphries, 2011). MacIntyre & Gardner (1994) uncover that students with speaking uneasiness have trouble communicating their sees and belittle their capacities. What makes speaking more challenging than other aptitudes is that the speaker must have fast to get to all the pertinent lore required to create the fitting language in a brief time, though in other abilities the student may have sufficient time to coordinate the input with the existing lore. (Shabani, 2013). Furthermore, within the past, the improvement of learners' speaking capacities is frequently dismissed. It was thought that understudies would learn speaking whereas learning to write, read, and

listen. Nevertheless, this presumption did not seem to deliver the hoped-for effect come from learning to speak an extraneous language.

Basic (2011) explains that speaking anxiety can be noticed by symptoms like feeling tension, sweating, and irregular heartbeat. Meanwhile, Samuelsson (2011) stated that students with speaking anxiety usually trying to avoid speaking in front of groups, concentrating on less important things, ignoring the actual task, speaking too quickly, skipping words, murmured, reading a note while presentation, and have less eye contact with the audience.

To measure the stage of learners' speaking anxiety level, this research used the conformation of the Modified Foreign Language Classroom Anxiety Scale (MFLCAS) proposed by Songyut Akkakoson. The MFLCAS was adapted to the Foreign Language Classroom Anxiety Scale (FLCAS) extended by Horwitz et al. (Horwitz, Horwitz, & Cope, 1986). The MFLCAS comprises of two parts. The primary portion collects the respondents' individual and the next part overviews their opinions on speaking-in-class uneasiness, which the participants show their opinions on English-speaking uneasiness by reacting to either (5) strongly agree, (4) agree, (3) neither agree nor disagree, (2) disagree or (1) strongly disagree.

E. Previous Study

The first study talked about Madurese millennial students' anxiety in learning English (Amiruddin & Suparti, 2018). The result can be

concluded that two models of anxiety were experienced by the Madurese millennial students, those are interference and skill deficit models. The factors causing their anxiety are the lecturers, the abilities in English, and peers. The interference model of anxiety is more dominant than the skill deficit models. 80% of Madurese millennial students experience worry and feel stress to communicate in English. It is caused by the environment of the students in language learning. In contrast, 20% of Madurese millennial students have a deficit model of anxiety.

The second research is about speaking anxiety in a foreign language classroom in Kazakhstan (Suleimenova, 2013). The issues of students' language uneasiness stay one of the most prominent impediments lecturers got to overcome in outside language classrooms. The findings of this research expressed that English language speaking uneasiness does exist among the second-year high school understudies who taken part in this research, learners have amazingly negative impressions with speaking practices in an extraneous language course, conjointly high levels of uneasiness can lead to a few effects, among which hesitancy of one's capacities, trouble in speaking in open, partaking in little discussions, un-success to start a discussion, and at long last getting to be self-conscious and hindered speakers.

The third study is about speaking anxiety in English Conversation classrooms among Thai students (Akkakoson, 2016). This study was investigated with mixed-method design. The quantitative analysis

demonstrated the presence of speaking-in-class uneasiness among Thai EFL understudies at a medium level. Levels of uneasiness by measurements, specifically test-anxiety (TA), fear of negative assessment (FNE), and communication trepidation (CA), were found to be average as well. Nevertheless, TA and FNE were very prominent anxieties. Qualitatively, students' positive demeanors towards speaking English within the classroom were reflected, while a negative rating for their talked English capacity was informed. In the end, the conclusion of this study stated that the main resource of students' speaking anxiety is limited to their lexicon.

The fourth study is about students' perspectives on speaking anxiety in the English foreign language classroom (Khusnia, 2016). This study used an interview with the student to get the data needed. The result of interviews revealed that the students have greatly negative impressions with the language lesson. When inquired to depict their sentiments a few learners have given instances of how uneasiness can lead to disappointment and indeed outrage. These interviews provided the understudies with an opportunity not simply as it were to state their issues and thoughtfulness but permitted them to vent much of their disappointment. Outside for the foremost exceedingly anxious learners who said that nothing made a difference for them, most of the understudies stated positive benefits from their engagement in this research. A few showed up soothed to memorize that they were not alone in their anxieties.