

CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of related literature that is related with this study which focuses on the correlation between students' anxiety toward their speaking performance for English learners.

A. THEORETICAL BACKGROUND

1. Speaking Skill

Speaking is more difficult than other language skills for some people. According to Chaney (2002) states that speaking is the process of interaction between two or more people by developing and sharing ideas through the use of verbal and non-verbal symbols, in various contexts. Besides, Bailey (2005) says that speaking happens in real time, it means your interlocutor is waiting for you to speak immediately. As we know that speaking can not be revised or edited, because speaking is spontaneous. To develop the students' speaking ability, then the task is a must for students to attempt real communication even when their English skills are limited (Hermaniar, 2021).

To develop speaking skill, anyone must have self-awareness, self-motivation, and positive behavior patterns, and must take efforts to avoid communication errors (Turk, 2003). Furthermore, speaking skills are essential for students to communicate effectively through spoken language. Inability students in speaking a foreign language can cause them difficulty in

expressing their ideas even in simple conversations. One of the main goals of a language learning program is to develop oral and written language. Learning a language means using language in oral and written communication, and becoming able to express feelings, thoughts, and experiences in a variety of contexts (Burn & Joyce, 2012).

Hammer (2001) states that the ability to speak fluently assumes not only features of knowledge such as expressive, lexical and grammatical expressive, lexical and grammatical as well as language negation but also skills to process information such as language processing, interacting with information processing, etc. Speaking skills can help students relate well to others, explain ideas clearly and contribute to discussions, be able to obtain the information they need from a variety of sources, and even be more successful in their future careers (Debbie Cole, 2011, p.2). In addition, speaking is considered the main point of success for an English learner in the context of English language teaching (Afrianto Daud, 2019).

From the definitions above, it can be concluded that speaking is playing an important role in language learning and communication. Speaking is a spontaneous process that requires self-awareness, self-motivation, positive behavior patterns, and effort to avoid communication errors. Failure to develop speaking skills can hinder a student's ability to express themselves in simple conversations and in professional contexts. Good speaking skills can help students obtain information, relate well to others, explain ideas clearly, and ultimately be successful in their future careers. Therefore,

speaking is considered the main point of success in English language teaching.

2. Speaking Performance

Based on Brown (2004) speaking is an alternative procedure of constructing systematic verbal utterances to deliver meaning. Furthermore, based on opinion of Asmarani (2018) that performance is process or manner of person in a play. This means that it is evaluation based on how accurate and fluent. Furthermore, according to Fitri (2020) explains that speaking performance is the use of language skills in an actual, such as information, receiving, producing, and processing. Therefore, students will focus on emphasizing grammar and phonology such as intonation, stress, and rhythm. In addition, students will focus on content delivery during speaking where the interaction between the speaker and the listener is very limited such as storytelling, presentations, and speeches.

Moreover, basic types of classrooms speaking performance are five (Brown H. D., 2004, P.141), they are imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the ability to imitate the word, phrase, even a sentence is called imitative speaking. The purpose of this type of speaking is focusing on a specific element of language form. Pronunciation is being tested at this type, such as the word repetition task. Intensive speaking is made to practice some phonological or grammatical aspects of the language, for example intensive assessment tasks are: dialog and sentence completion, reading aloud, directed response tasks, and tasks

with picture cues. Responsive assessments consist of interactions and tests of comprehension, but the level is somewhat limited to very short, such as short conversations, standard greetings and pleasantries, simple requests and comments, etc. The answers are usually adequate. Examples of responsive speaking assessments include paraphrasing, giving directions and instructions, and questions and answers. Interactive speaking is almost the same as responsive. The difference is in the length and complexity of the interaction, that includes multiple exchanges and/or multiple participants. Interactions also can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, that has the objective of maintaining social relationship. Example of interactive are interviews, role plays, games, and discussions. Furthermore, speeches, presentations oral presentations, and storytelling are assessments of extensive oral production in which opportunities for oral interaction from listeners is very limited (nonverbal responses) or ignored, the nature of language style often more deliberative and "extensive assessments are formal, but certain informal monologues we cannot ignore" such as speeches delivered casually such as vacations in destinations, and telling the plot of a novel or movie.

3. Anxiety

Horwitz et al., (1986) argued that foreign language anxiety is a multitude of emotions like self-consciousness, beliefs, emotions, actions related to language learning in the classroom that appear in the language

learning process of language learning. Students who have anxiety will have difficulty in understanding the content of the foreign language, they may avoid learning the language to reduce their anxiety (Horwitz et al, 1986). The theory of Horwitz et al, (1986) in their research states that anxiety associated with foreign languages is a situation that arise from authenticity of foreign language learning. Besides, anxiety is obstacle that have to overcome in learning to speak. Anxiety is often differentiated in regard to its state or nature (Kamridah, 2015). That means that anxiety arises when an unpleasant emotion and responds to situations that humans face. In fact, in our activities, we must have faced various conditions and emotions. Anxiety makes us feel uncomfortable in some conditions. Some people can deal with this feeling, but some others are not. They who have anxiety will be difficult to deal with this feeling even it can affect their performance, especially at speaking.

Anxiety is a state of distress and fear as a natural reaction to a perceived (Smith, 2003, p. 546). It means that people will naturally show anxiety when they are in threatening conditions. Furthermore, as explained by Hansa D. Bhargava showed that anxiety is the reaction of the brain to stress and warning people of the danger ahead will be possible, so it is normal emotion (Fitri, 2020). Based on Wang & Wan (2011) as cited in Wang & Zeng (2020) stated that anxiety means personal's emotional state of nervousness and fear due to low self-esteem and self-confidence or getting feelings of guilt due to the expectation of failing to achieve goals or complete a task. Moreover, Spielberger's (1983) said that anxiety refers to a personal

sense of tension, unease, nervousness, and concern that arise due to increased activity in the nervous system.

According to Brown (2000) in the book of Principle of Language Learning and Teaching, he explained that types of anxiety are two types, such as trait anxiety and state anxiety, but situation specific anxiety is an alternative to the concept of state anxiety by some researchers. Trait anxiety is considered to be an inherent, long-term and stable personality trait, and is described by Schovel as a permanent predisposition to feel anxious. This means that while some people many experiences anxiety in many different situations, others may feel more relaxed. How each individual reacts to anxiety can vary. Trait anxiety has shown to impair cognitive function, interfere with memory, cause disengagement from activities, and others (MacIntyre and Gardner, 1991).

Then, the next type of anxiety is state anxiety. Anxiety leads to certain situations that are temporary and cause temporary anxiety. This means that people will feel anxious about certain event or cases in response to them, such as important interviews or exams if the threatening situation disappears then the anxiety will decrease or disappear (Abrar, 2017). Then, the third type of anxiety is situation-specific anxiety. Situation-specific anxiety is a form of anxiety that is limited to a particular context, for example, some people are investigated to see their anxiety reactions in well-defined situations, such as performing in public, answering a test, speaking in Spanish, or participating in an English class.

4. Students' Anxiety

Horwitz, and Cope (1986) argue that anxiety can negatively affect the process of learning a foreign language. Many language researchers agree that anxiety is a major obstacle for English as a Foreign Language (EFL) learners when studying a foreign language (Alrabai, 2014; Wu, 2010). Horwitz (2001) suggests that a majority of EFL learners experience some level of language anxiety. Furthermore, Horwitz and Young (1991) express concerns about the rising number of language learners who feel anxious in their language classes. Many students feel speaking as a difficult skill to master. They need extra effort to speak in English. Speaking is a complete skill for students because they will be aware of the grammatical rules, vocabulary, and comprehension (Ikhsaniyah, 2022). Moreover, based on Harmer in Plantika and Adnan (2021) showed that speaking includes many things like grammar which refers to sentence and word forms, vocabulary which refers to the words used, pronunciation which refers to the way one produces sounds accurately and clearly, fluency refers to one's ability to speak smoothly and accurately, and lastly comprehension which refers to the speaker's understanding of the speaker's speech. One of the anxiety categories that can be challenge for students to do speaking activity is speaking anxiety.

The factors that cause anxiety are many factors. It is important for us to know what factors that can make students feel anxiety in their speaking. According Sadighi and Dastpak (2017) mentioned the following causes: lack

of practice, limited vocabulary knowledge, personality, lack of preparation, imperfect grammar, lack of confidence, poor pronunciation, fear of negative evaluation, fear of being the centre of attention, inability to find suitable words for speech, family communication patterns, and the fact that English is not their mother tongue. Students' anxiety can increase when there is a lack of engagement in classroom activities, lack of cooperation, ineffective teacher teaching style, stressful classroom environment, insufficient time, and unsuitable teaching content (Hammad and Ghali, 2015). We can conclude that anxiety is one of the factors that can influence students' skill in Speaking English especially speaking performance. They feel afraid to making mistakes and shy to speak English that can be caused by anxiety. Moreover, they need avoid some factors above to result a good speaking performance.

Besides, Kayaoglu and Saglamel (2013) also find some causes of language anxiety, namely linguistic difficulties in the form of lack of vocabulary, lack of grammatical understanding, and poor pronunciation, cognitive difficulties in the form of feelings of fear of not being able to communicate, fear of failing tests, fear of making mistakes, shame of failing tests, fear of making mistakes, embarrassment of failing in front of others, low self-esteem, lack of understanding of the mother tongue, the role of the teacher and competitiveness. The results showed that respondents' speaking anxiety was is more caused by linguistic difficulties, especially lack of vocabulary, lack of understanding of grammar, and poor pronunciation.

In addition, based on Horwitz and Cope (1986) categorized the components of foreign language anxiety into three aspects, such as communication apprehension, test anxiety, and the fear of negative evaluation, as a means to break it down into distinct research topics. They contend that language anxiety is linked to performance evaluation in both academic and social scenarios.

a. Communication Apprehension

McCroskey mentions that communication fear is associated with foreign language anxiety. They argue that feelings of shyness are accompanied fear of interaction breakdown when interacting in a foreign language is a communication fear. Anxiety is often commonly in language classrooms where students are less likely to participate in oral performance. (Horwitz et al. 1991). Furthermore, the potential of apprehension can be increased by this condition. Meanwhile, in foreign language learning, communication anxiety also has a great impact on anxiety. People who have difficulty getting their speech across in a group have little control over speaking interactions and continuous monitoring of performance (Horwitz et al., 1986).

b. Test Anxiety

Test anxiety is the fear of falling short in tests and distressing experiences that are either consciously or unconsciously by students in many situations. In addition, test anxiety and oral communication

simultaneously in some students could be a result of the oral test. Moreover, the impact of test anxiety on cognitive aspects is that it decreases working memory capability, thus disrupting academic success (Patricia A. Alexander, 2014). Test anxiety will affect student performance. It will affect both low and high ability students in speaking in evaluative situations (Young, 1991). Then, anxiety is the inducement of deficiencies in evaluative performance (Horwitz, Horwitz, and Cope, 1986).

c. Fear of Negative Evaluation

Fear of negative evaluation is the desire to avoid evaluative situations. It can happen to individuals who are communication anxious, students who are afraid to starting conversations and have little interaction. Fear of negative evaluation is a fear that usually arises from themselves about their own judgment of others (Horwitz, & Cope, 1986). Furthermore, as Young said regarding the fear of negative evaluation, students pay more attention to their mistakes than the error correction that should be given. a person's response or comment on the ability of their peers can be the fear of negative evaluation.

B. Previous Studies

The previous studies are used to guide in make prediction of the research. For the reason, the researcher gathers previous studies that relevant with the study. Finally, the researcher found there were some previous studies by three researchers. Those previous studies are:

The first previous study was “The Correlation between Students’ Anxiety (Cognitive, Affective, Behavior) and Speaking Performance”. The study was done by Fahira Pramudya Sari and Yuri Lolita in 2023. The aim of this study is to determine the correlation between English learning anxiety (cognitive, affective, and behavior) and speaking performance. Furthermore, this study was conducted by quantitative method. Then, this study used correlation research in the research design. This research was conducted at Vocational High Schools, especially in tenth-grade with a total of 65 students as participants. The instruments were questionnaires and students’ speaking performance scores. The results show that there is a medium correlation between students’ anxiety and speaking performance. So, anxiety have impact in their speaking performance score, especially the students’ affective.

The second study is written by Khairunnisa Fitri in 2020. The title of this study is “The Correlation between Anxiety and Students’ Speaking Performace in the EFL Classroom”. This study aims to know whether or not anxiety correlates with students’ speaking performance at tenth-grade students of SMA PGRI 56 Ciputat. The method that used is a quantitative method with a correlational analysis design to show the percentage and number revealing the

correlation between two variables. The population of this study is 62 students of tenth-grade students of SMA PGRI 56 Ciputat. The classes are divided into two classes, such as X IPA and X IPS. Simple random sampling is the technique sampling that used in this study. The researcher used two instruments to collect the data, namely: the questionnaire and students' spoken test. The results shows that the correlation is the strong correlation. In conclusion, there is a negative correlation between and students' speaking performance.

The third previous study was conducted by Fitri Suci Aulia in 2019 with the title "The Correlation between Students' Anxiety and Their Speaking Ability at Darel Hikmah Vocational High School Pekanbaru". This research was aimed to find out the correlation between students' anxiety and their speaking ability at tenth grade of Darel Hikmah Vocational High School Pekanbaru. This research used correlational research. There were two instruments that used in collecting data, such as questionnaire and speaking test. The population of this research was 25 students. All of the population is the sample that used by researcher. Then, the researcher used product moment formula through SPSS 22.0 in analyzing the data. As a result, there is a negative significant correlation between student' anxiety and their speaking ability, especially 17. 47% speaking ability was influenced by students' anxiety and 82. 53% was influenced by others factors.

From three previous studies above, the researcher can include that the results of the previous study have relationship between variables. for the researcher, it can be guidance and prediction to conduct this research. Besides,

the similarity with previous research is that both examine the correlation of student anxiety and speaking skills. While the difference is from the place, the researcher examines in a student boarding school where there are English lessons.