CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter discusses theoritical frameworks that this current research underpin on about speaking, the aims of speaking, anxiety, foreign language learning anxiety, speaking anxiety, gender and foreign language anxiety, and previous studies.

2.1 Speaking

2.1.1 Definition of Speaking

Many definitions about speaking have been proposed by language theorist. Speaking is a basic form of communication and it is important that what people say conveyed in the most effective way. According to Nunan (2012), speaking is a productive oral skill of human and consists of generating systematic verbal utterances to transfer meaning. The form and the meaning are dependent on the purposes, individual experiences, the context and situation in which it occurs, the participants, and the environment. This situation often spontaneous, opened, and evolving. (Herdinatara, 2017).

According to Brown (2004), speaking are an oral interaction where participants need to consult the meaning of thoughts or ideas, feelings and information. The listener must understand the relation between the ideas presented and able to use a language for vocal communication which has different kind of meaning. Torky (2006) mentions that speaking is an interactive process of

developing meaning that implicates producing, receiving and constructing information.

Based on the statement above, speaking is not only making sound by speech organs. The ideas and emotions are also taking part in it by transferring meaning and thoughts directly towards the listener through systematic verbal utterances to interact with each other.

The students need to master some speaking aspects to have a good speaking skill. Brown (2001) stated that there are some elements that should be recognized by student in learning speaking:

2.1.1.1 Pronunciation

Thornburg (2005) stated that pronunciation is the students' ability to build comprehensible utterances to complete the task requirements and. It is the production of individual sounds, the correct linking of words and vocabularies, also the use of intonation and stress to bring the expected meaning.

2.1.1.2 Grammar

Harmer (2001) stated that grammar is the process of words while can change their forms and incorporate into sentence. Furthermore, grammar helps the students to produce sentence accurately and combine the words. In speaking, grammar helps the students to distinguish polite and impolite expression and the formal and informal expression in all possible situations.

2.1.1.3 Vocabulary

Vocabulary is a set of familiar words within a person's language including the useful diction that developed with age. Vocabulary is one of strong and

influential element in speaking since someone can not say something without vocabulary. Someone can make a sentence or communicate with some vocabulary because someone can not communicate in effective way or express their idea both oral and written form if they do not have adequate vocabulary.

2.1.1.4 Fluency

Fluency is the extent to which speakers use the language certainly, quickly and confidently with few indecisions or hesitations, natural pauses, false start, and word search, etc. (Nunan, 2003). Fluency is used to evaluate and measure capable or incapable someone in using the language.

2.1.1.5 Comprehension

Comprehension is an ability to apprehend, complete and process stretches of discourse and to formulate representations the meaning of sentences (Brown, 2007). It involves someone's understanding about what other speakers say automatically in oral communication.

Based on the theories above, it can be put forward that speaking is an interactive process of constructing and developing meaning and the activity in transferring words or in using a language. Speaking is about making a speech in ordinary voice to express the thought, the ideas, the premonition, the feeling and the willingness. There are five components of speaking skill namely, pronunciation, grammar, vocabulary, fluency, and comprehension. In speaking, the speaker uses speech sound as the signal to convey the message.

The way of communication, has two major effects. The first one is; it strengthens and tightens people's relation, so that they can communicate with

each other eagerly, the second one; it provides golden opportunities that occur between the listener and the speaker in language development. In this point, the listener must understand both the relationship between the ideas presented and the intended meaning.

2.1.2   The Aims of Speaking

The major purpose of speaking is to communicate and transfer things about what the speaker will be said to other people. There are three important aims of speaking (Tarigan, 2008) namely:

2.1.2.1 To inform

To inform means that the speaker wants to share the ideas, information, feeling, opinion and suggestion to the listener and give knowledge in particular purpose (Tarigan, 2008). In this case, the speaker wants to inform about a fact.

2.1.2.2 To entertain

To entertain means that the speaker give value to the audiences with the materials which are selected based on their entertainment value to make the audience feels pleased (Tarigan, 2008). For example, when the teacher told about funny story to the students to make the teaching and learning atmosphere in the classroom more attractive to be heard by the listeners.

2.1.2.3 To persuade

To persuade means that the speaker tries to confirm the listener to do something in specific activity (Tarigan, 2008). The teacher should give some examples to the students in transferring material and then the students can be

understand about the topic and be active to join the lesson in the class. It is necessary to make the listener interested to perform the actions in which the speaker wants.

2.1.2.4 To discuss

To discuss means that the speaker wants to discuss something because the aim of speaking is to make some decisions, resolution and planning (Tarigan, 2008). Discussion activity is believed to get more interest from the students because they have to solve and finish a problem which is given by the teacher.

2.2 Concept of Anxiety

2.2.1 Definition of Anxiety

Anxiety is the human subjective feeling of tension, apprehension, nervousness, and worry related with an arousal of the autonomic nervous system (Horwitz, Horwitz, and Cope (1986). Anxiety is one of the normally and regularly occurring emotions of all human cultures and several animal species. Paser (2004) stated anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are feels anxious when they are intimidate by uncomfortable situation.

There are three types of perspectives from which research studies on anxiety are conducted (Mesri, 2012). They are trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety (Scovel, 1978) is a characteristic of personality which leads to a more constant and permanent predisposition to be anxious. According to Spielberger (1983), state anxiety related to an

apprehension experienced by human as a reaction to a specific situation at a certain moment. The last, situation-specific anxiety is related to the unique apprehension to the certain situations and occasions (Ellis, 1994).

2.2.2 Foreign Language Learning Anxiety

One of problems that cause students to perform unwell in speaking class is foreign language anxiety. Foreign language anxiety is feeling of anxiety when they learn foreign language especially in speaking class. According to MacIntyre (1999) language anxiety is the worry, tense and negative emotional reaction that occur when the students are learning or using a second language. Foreign language anxiety is not an anxiety that can solve quickly when the situation has improved in preferable condition. Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the unique language of the learning process (Horwitz et all., 1986). This foreign language anxiety becomes an anxiety in specific situations that are driven by certain conditions, for example when speaking in public.

Horwitz, Horwitz and Cope (1986) have identified three anxiety-related performances: communication apprehension, test anxiety and fear of negative evaluation.

2.2.2.1 Communication Apprehension

Communication apprehensions are also known as performance anxiety or communication anxiety caused by the need to produce a language structure in a language that has not been fully mastered certainly. It is a type of shyness

described by fear of or anxiety about transferring meaning with people (Horwitz et all., 1986). Someone who has communication apprehension find it difficult to speak in groups, in public, or even listen to the message being spoken. It can lead to disappointment, frustration and can make people speak quietly in foreign language classes periodically.

2.2.2.2 Test Anxiety

Test anxiety is a type of performance anxiety stemming from a fear of failure (Horwitz et all., 1986). Tests are a general measurement of progress and performance evaluation is a continual feature of most foreign language classes. The importance of testing is confirmed since the beginning of the class since the most students experience some level of anxiety when it comes to language testing. Students are placed in situations where their knowledge and abilities are assessed within a certain period of time since tests and quizzes are frequently held. Students who experience test anxiety experience difficulties in learning and in taking material during the test. It can leads to poor performance in tests and event the smartest and most prepared students often make error.

2.2.2.3 Fear of Negative Evaluation

Fear of negative evaluation is apprehension about others' evaluations, evasion of evaluative situations, and the assumption that others would evaluate negatively (Horwitz et all., 1986). They found that there was a moderate correlation between fear of negative evaluation and language anxiety. Students are worry of making mistakes in oral pronunciation and communication, because they are afraid of negative evaluations from their teachers and friends. Students will try

to avoid all forms of communication and reduce the chance to speak into a minimum stage to evade negative evaluations because they think that each communicative situation or learn foreign language as the cause of anxiety, stress and tension.

2.2.3   Speaking Anxiety

Samuelson (2011) cited the cognitive-behaviorist approach which views speaking anxiety as the most prevalent form of social anxieties and define speaking anxiety as difficulty to speak in the group or in front of people. Once they get through the introduction, their anxiety begins to decrease and confidence increases (Lightbown & Spada, 2003).

Rapid irregular heartbeat and an incapacity to convey meaning are a few symptoms that obstruct ones capability to act and speak. Lanerfeldt (1992) describes speaking anxiety as something that has a huge impact on one's self-confidence. Their speaking inability would give a worse experience and this failure experience often becomes a reminder when the next opportunity emerges. If learners had a failure experience in speaking, they tend not to take the risk or possibility to fail again and choose to keep silent. Learners must be able to distinguish temporary anxiety that interferes their learning process. This case would affect their speaking activities that do not happen in a specific situation.

Language learners had additional feelings of incompetence because of the incapability to present themselves in a way they interpret themselves (Maturanec, 2015). In other words, language anxiety is a consequence of the discrepancy

between effort and effects (Piechurska-Kuciel, 2008). It causes negative emotions due to the learners' perception of their inability to deliver their knowledge and abilities in foreign language.

2.3   Online Learning

Online education has grown rapidly in simplicity, accessibility, popularity, and attracting students with its schedule-friendly format options. Online learning is a form of distance learning or distance education including physical segregation of teachers and students during the instruction. Online learning defined as learning experiences in synchronous or asynchronous environments using various devices (e.g., mobile phones, laptops, etc.) with internet access (Dhawan, 2020). Synchronous and asynchronous are two different platforms of online learning that have been identified in various works. It has been categorized as teaching and learning through asynchronous and synchronous communications via the internet.

Asynchronous learning does not involve real-time interaction and the content is available online for students to access when it best suits their schedules and assignments are finished to deadlines. Furthermore, asynchronous course management systems (CMS) are online systems that provide a full range of features necessary to transfer academic courses or other types of training via the internet. Some of these features are online testing, a grade book, student tracking, chat rooms, message boards, and some means of student authentication (Obasa, Eludire, & Ajao, 2013).

Synchronous communication in distance education began long before the advent of the use of computers in synchronous learning. Synchronous learning is online or distance education that occurs in real time with a set class schedule and required login times. Online synchronous learning can be explained as a realtime and obvious instructor-led online learning event that all participants are logged on at the same time and communicate directly with each other (Redmond, Parkinson, and Dolan, 2007). Students can connect themselves with synchronous E-learning software during the class and socialize with fellow students and their teachers.

The best way to improve learner outcomes is to have a professional teacher that not only able offer real time insights to students to help them understand but also available to teach and answer questions along the way. Teacher must able to get instant feedback on the quality of their instruction in order to improve upon themselves. Synchronous E-learning provides a space for teacher to interact with students in order improve the teaching and learning process. Teacher can also rely on data such as attendance records, recordings, browser focus reports, attentiveness metrics, participation in text chat and more from their virtual classroom platform to get real time and on-demand analytics. This data also helps the teacher give personal teaching approach to improve student's outcomes. Therefore, E-learning must occur on synchronous learning because students will feel a better sense of connection to their peers, ask questions in real-time and become more engaged in their learning.

2.4 Google Meet

Google Meet or formerly known as Hangouts Meet is a video-communication service developed by Google that enables users to make video calls with up to 30 users per high-definition video meeting. Google Meet allows users to join pre-scheduled meetings from calendar events, choose a link, enter meeting code and even dial in from their phones if the invitation includes a phone number. Google Meet integrates with G-Suite versions of Google Calendar and Gmail and shows the complete list of participants and scheduled meetings. It shows a "join" button for users to connect to the meeting and provides options to mute and turn off the video during the meeting. Google Meet allows users to dial in phone numbers to access meetings, thus enabling users with slow or no internet connection to call in. However, dial-in numbers are only available to the G-Suite enterprise edition customers.

In this study, the Google Meet application used for the teaching and learning process, delivering material, and taking scores orally. Teachers and students can meet face to face and greet each other. When students turn off their video conferencing, the teacher only then asks students to activate their video as attendance that day they are participating in learning activities. In addition, teachers and students can exchange stories or provide motivation directly to each other, especially during this pandemic, the important thing that is needed is motivation to keep up the spirit of carrying out activities even though all day long it is just at home. This is also expressed in a study conducted by Putra, R. W. P. (2021) where during this online learning many students lost their motivation to

learn, as evidenced by the majority of students being proved by those who were late or reluctant to complete the assignment that the teacher had given (Purwanto & Tannady, 2020).

2.5 Previous Studies

The first previous study is from the thesis of Rofiatulumah (2014) with the title "A Descriptive Analysis of Students' Anxiety on Presentation Performance in Teaching-Learning Process English Department of Education Faculty State Islamic Studies Institute (STAIN) Salatiga". In this research, the researcher found that most of the students are at mildly anxious level of anxiety caused by students' beliefs about language learning. They feel afraid of making mistake, unconfident and they have difficulties to speak English, and the other students caused by personal and interpersonal anxiety, commonly they feel unconfident to speak in front of other and they feel afraid when they unprepared the material well.

The second previous study was aimed to investigate the factors students' speaking anxiety and provide students strategy to overcome speaking anxiety of 6 th semester English Education Study Program in State Islamic Institute of Palangka Raya. This study entitled "Speaking Anxiety of 6th Semester English Education Study Programme in State Islamic Institute of Palangka Raya" conducted by Nurwanto (2017). The result of the data analysis showed in quantitative data that fear of negative evaluation received the highest faktors with mean (3.46), followed by communication apprehension (3.33), and the lowest mean test anxiety (3.27). The qualitative data is done using interview. The result findings that students' have different strategy to overcome their speaking anxiety.

Based on the data, they are two strategy they used which are students' strategy overcome speaking anxiety use mental effects and physical effects.

The third previous study is a research entitled "The Analysis of Factors that Affect Students Anxiety in Speaking for Presentation Class (A Study of the Fourth Semester Students at the English Education Study Program of University of Bengkulu in Academic Year 2018/2019)", conducted by Agustin, Mulyadi, and Elfrida (2019). This research attemted to find out the factors that affect students speaking anxiety in speaking for presentation class. The results of this study showed that the students mostly had the mildly anxiety. There were three factors that causing the anxiety of the students in speaking; Fear of Negative Evaluation (Mildly Affected; Mean Score: 3.12), Communication Apprehension (Mildly Affected; Mean Score: 3.09), and Test Anxiety (Mildly Affected; Mean Score: 2.89). In conclusion, there were three factors that students speaking anxiety in speaking for presentation class and the most dominant factors is the Fear of Negative Evaluation.

The last previous study was conducted by Agustina (2019) entitled "Students Anxiety in Learning English as a Foreign Language at the Interactional Conversation Class A and C of English Departement Universitas Airlangga". This study analyzes the anxiety from the 45 students of Interactional Conversation, more specifically in class A and C. FLCAS categorized as four points such as communicative apprehension, fear of negative evaluation, test anxiety, and attitude toward English language class. From the result, it shows that the students are associated with moderate anxiety level. The result of this study also shows that

between male and female students, the female students has the higher score. By using quantitative method, the result of the study is showing the moderate anxiety and from all the categories, fear of negative evaluation got the highest score which is 33% (students agree with this categories).