

CHAPTER II

REVIEW OF LITERATURE

This chapter will present some theories that this research is going to apply to make the analysis. It discusses speaking skill, factors affecting speaking, speaking anxiety, the effects of speaking anxiety on language learning, the concept of speaking attitude, the concept of speaking performance and test taker' gender effect. Furthermore, this chapter provides the previous studies related to the variables.

A. Speaking Skill

Many definitions of speaking that have been proposed by some experts in language learning. According to Nunan Speaking is a productive oral skill which consists of producing systematic verbal utterances to convey meaning.¹Mustaghfirin and Brown²mentions speaking are an oral interaction where participants need to negotiate the meaning of ideas, feelings and information.³ In this case, the listener must understand the relationship between the ideas presented.

Torky also mentions the definition of speaking. It is an interactive process of constructing meaning that involves producing, receiving and processing information.⁴ Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, opened, and evolving.

According to Mazouzi, learners' activities should be designed based on an equivalence between fluency and accuracy achievement.⁵ Both fluency and accuracy are important elements

¹Nunan, David. 2012. *Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.

²Brown, H.D. 2004. *Language Assessment Principles and Classroom Practice*. United States of America.

³Mustaghfirin. 2017. *The Use Of Jigsaw Method In Speaking Ability*. Undergraduate thesis, Universitas Muhammadiyah Semarang. 11.

⁴Torky, Shiamaa A. 2006. *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. Paper presented at Ain Shams University Women's college Curricula and Methods of teaching Department, Cairo. P. 33

⁵Mazouzi, S. (2013). *Analysis of Some Factors Affecting Learners' Oral Performance. A Case Study: 3rd Year Pupils of Menaa's Middle Schools*. M. A. Dissertation, Department of Foreign Languages, English Division, Faculty of Letters and Languages, Mohamed Khider University of Biskra, People's Democratic Republic of Algeria.

of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes, fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest.⁶ Hedge expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.⁷

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation.⁸ According to Thornbury, learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses.⁹ To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

Thornbury declared that pronunciation is the lowest levels of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

The Factors Affecting Speaking

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners'

⁶ Hughes, R. (2002). *Teaching and Researching Speaking*. New York: Pearson Education.

⁷ Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

⁸Ibid, Mazouzi, S. (2013).

⁹Thornbury, S. (2005).*How to Teach Speaking*.Harmer, J. (Ed). London: Longman.

speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks.¹⁰

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support.¹¹

The second factor is related to affective ones. Oxford said that one of the important factors in learning a language is the affective side of students.¹² According to Krashen, a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.¹³

Listening ability is the third factor. Doff says that learners cannot improve their speaking ability unless they develop listening ability¹⁴. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin represented that when students talk, the other students answer through the listening process.¹⁵ Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

Topical knowledge is the fourth factor. Bachman and Palmer defined it as the knowledge structures in long-term memory.¹⁶ That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer assert that topical knowledge has a great impact on the learners' speaking performance.

¹⁰Tuan, N. H., & Mai, T. N. 2015. *Factors Affecting Students' Speaking Performance at LE ThanhHien High School*. Asian Journal of Educational Research, 3(2), 8-23.

¹¹Nation, I. S. P., & Newton, J. 2009. *Teaching ESL/EFL Listening and Speaking*. ESL & Applied Linguistics Professional Series. Routledge Taylor & Francis Group

¹² Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.

¹³Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press.

¹⁴ Doff, A. (1998). *Teach English: A Training Course for Teacher*. Cambridge University Press.

¹⁵Shumin, K. 1997. *Factors to Consider: Developing Adult EFL Students' Speaking Abilities*. English Teaching Forum, 35(3), 8

¹⁶Bachman, L., & Palmer, A. S. 1996. *Language Testing in Practice*. Oxford: Oxford University Press

The fifth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer, the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make.¹⁷ He also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking.¹⁸ It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

According to Mahripah, EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality.¹⁹ Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciations of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words.

EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency.²⁰ Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the

¹⁷Harmer, J. 1991. *The Practice of English Language Teaching. The 3th Edition*. Longman: London and New York.

¹⁸ Baker, J., & Westrup, H. 2003. *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum.

¹⁹Mahripah, S. 2014. *Exploring Factors Affecting EFL Learners' Speaking Performance: from Theories into Practices*. Proceedings of the 3rd UAD TEFL International Conference 2014. Yogyakarta

²⁰Latha, B. M. 2012. *Teaching English as a Second Language: Factors Affecting Learning Speaking Skills*. International Journal of Engineering Research & Technology (IJERT), 1(7), 1-6.

meaning of utterances they want to convey and can create some problems for their understanding.²¹

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm, an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language.²² If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners.²³ According to Woodrow, anxiety has a negative effect on the oral performance of English speakers.²⁴ Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity.

Inhibition is a feeling of worry that stops people from telling or performing what they want. All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent

²¹Ibid, Mahripah, S. (2014).

²²Merisuo-Storm, T. (2007). Pupil's Attitudes towards Foreign-Language Learning and the Development of Literacy Skills in Bilingual Education. *Teaching and Teacher Education*, 23, 226-235.

²³Bashir, M., Azeem, M., & Dogar, A. H. 2011. *Factor Effecting Students' English Speaking Skills*. British Journal of Arts and Social Sciences, 2(1), 34-50.

²⁴ Woodrow, L. 2006. *Anxiety and Speaking English as a Second Language*. *RELC Journal*, 37(3), 308-328.

rather than being criticized in front of a large number of people.²⁵ Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill.

B. The Concept of Anxiety

a. Definition of Anxiety

Everyone feels anxious at some time or another. Fear and worries are common in children, teenagers and even for adults. This is a normal part of development. For example, it is normal for a child to be afraid of the dark or monsters, but when the fear continues and the severity augments, there is reason for concern. Some people experience more anxiety than others, over events or things that may not realistically deserve an excessive amount of worrying. In the school setting, anxiety is experienced often by students when being evaluated, such as when taking a test or giving a public performance.

Anxiety as an affective state is defined as uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tension in the face an expected danger and is a wide-spread phenomenon. Not only it is wide-spread, it is a very complex subject. It can present itself in very different ways. Spielbergeras quoted by Chan and Wu defines anxiety as “subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system.”²⁶

According to Horwitz, Horwitz, and Cope , anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”.²⁷ Anxiety is one of the important normally and regularly occurring emotions, which can be observed throughout all human cultures and in several animal

²⁵ Brown, H. D. 2000. *Principles of Language Learning and Teaching. 4thEd.* New York: Pearson Education

²⁶Chan, Daniel Yu-ching&Guo-cheng Wu. 2004. *A Study of Foreign Language Anxiety of EFL Elementary School Students in TaipeiCounty.* National Taipei Teachers College: *Journal of National TaipeiTeachers College*, Vol.17, No.2, 287~320

²⁷Horwitz, E.K., Horwitz, M.B. & Cope, J. *ibid*

species. Some of the actual most prominent medical and public health problems like anxiety disorders or depression are based on the pathology of feelings.²⁸

Horwitz, Horwitz, and Cope developed the most commonly used tool for assessing FLA that is became the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS to assess the specific anxiety experience by students in the foreign language classroom.²⁹ It is a self-report measure that assesses the degree of anxiety.

The FLCAS consists of 33 items. It has two forms of statements which are positive and negative. Positive statements in the questionnaire are in number 2, 5, 8, 11, 14, 18, 22, 28, 32. While, negative statements 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 item can be one of these: strongly agree; agree; neither agree nor disagree; disagree; and strongly disagree. For each item a score was given ranging from 5 for strongly agree; 4 for agree; 3 for neither agree nor disagree; 2 for disagree; 1 for strongly disagree. However, items 2, 5, 8, 11, 14, 18, 22, 28 and 32 were to be score reversed, so that a higher score would be an indicator of higher anxiety.³⁰

To get better understanding of language learning anxiety, Horwitz, Horwitz and Cope had identified three anxiety-related performances: communication apprehension, test anxiety and fear of negative evaluation.

1) Communication apprehension

Communication apprehensions are also known as communication anxiety or performance anxiety. According to Horwitz, Horwitz and Cope communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Someone who has communication apprehension find it difficult to speak in groups or in public, or even listen to the message being spoken. Communication apprehension can also be caused by the need to produce a language structure in a language that has not been fully mastered. The inability to express themselves in the desired way or to understand others can lead to frustration and can make people speak quietly in foreign language classes.

²⁸Widemann, Klaus. 2015. *Anxiety and anxiety disorders*. University Hospital Hamburg Eppendorf, Hamburg, Germany. Elsevier Ltd. All rights reserved.

²⁹Horwitz, E.K., Horwitz, M.B. & Cope, J.Ibid

³⁰Souad, Maatar. 2010. *The Impact of Language Anxiety on Academic Achievement among Learners of EFL*. Algeria: Faculty of Letters and Languages Department of English.

2) Test Anxiety

According to Horwitz, Horwitz and Cope, Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Tests are a common measurement of progress, and performance evaluation is an ongoing feature of most foreign language classes. The importance of testing is emphasized since the beginning of one's education. Therefore, it is not unusual that most students experience some level of anxiety when it comes to testing.

Students are placed in situations where their knowledge and abilities are assessed within a certain period of time. If students have doubts about their knowledge or consider themselves to be unprepared, the test situation results in feelings of insecurity stress and discomfort. Students who experience test anxiety experience difficulties in learning and in taking material during the test, which leads to poor performance in tests. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors. Oral tests have the potential of provoking both test- and oral communication anxiety simultaneously in susceptible students.

3) Fear of negative evaluation

Horwitz, Horwitz and Cope define fear of negative evaluation as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively. They found that there was a moderate correlation between fear of negative evaluation and language anxiety. Students are afraid of making mistakes, especially in oral pronunciation and communication, because they are afraid of negative evaluations from their colleagues.

There are some types of anxiety in learning the language which is related to psychology domain. In this case, Ellis classifies anxiety into three categories, namely: trait anxiety, state anxiety and situation-specific anxiety.³¹

a) Trait anxiety

³¹ Ellis, R, *The Study of Language Acquisition*, Oxford: Oxford University Press, 1994. p.479

Trait anxiety is one of person's personality trait and behavior that typically adhered to a person which is permanent and difficult to change. Incapability to express feeling, emotion, idea and thought enable students to involve in this category since they cannot control their nervousness. Thus, their involvement in classroom activities is questionable in increasing their speaking ability. They tend to keep silence rather than speak or give some ideas in front of the class. It also happens in any situation or subjects in the school.

b) State anxiety

State anxiety is a tentative feeling of anxiety due to the change of one's emotional state caused by an external factor. It occurs because the learners are exposed to particular emotion, stress, and pressure during taking the class. Moreover, controlling an idea and emotion may leads the students to enjoy the classroom activities. Regarding this situation, Spielberger says that state anxiety is a feeling of anxiety which is part of normal psychology response that will disappear along with the good emotional response rebuild toward target language.³²

c) Specific-situation anxiety

Specific-situation anxiety is a feeling of anxiety caused by the particular situation or event in learning the target language. In this case, the situation is likely when the students take the examination, joining in class participation, English Community club and public speaking.

b. The effects of speaking anxiety on language learning

MacIntyre inspected the impacts of language anxiety into four categories: academic effects, cognitive effects, social effects and personal effects.³³ With respect to the academic effects, the research on language anxiety has demonstrated clashing outcomes in regards to its impact.

³²Spielberger, C. D, *Manual for the State Trait Anxiety Inventory*, California: Consulting Psychologists Press, 1983.

³³MacIntyre, P. D., & Gardner, R. C. Ibid

Individuals' low confidence may assume a negative job in her/his language uneasiness. The way that someone sees him/herself image has to do with the language tensions counters. In addition, learners' achievement could likewise be the indicator of their language uneasiness level. For instance, learners who feel that they are not intelligent are more inclined to get restless. Students who consider themselves lower compared to different students regarding their execution do not have a decent viewpoint of themselves and this recognition may trigger their language tension.

As indicated by Worde, the greater part is that most foreign language students encountered some level of tension.³⁴ Similarly, students who feel uncomfortable when learning a language may discover that their learning process is less agreeable. For example, lack of words usage and trouble in understanding spoken instruction. Moreover, Tanver says that students of English language regularly express a sentiment of stress, apprehension or tension while figuring out how to communicate in English and guarantee to have a firewall against learning English.³⁵ Thus, foreign language anxiety has a great impact to learners' language acquisition

C. The Concept of Attitude

The first thing that must be understood in studying Attitude is concept of attitude, description of concept of attitude in this research refers to the opinion of Kreitner and Kinicki, they define attitude as a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object.³⁶ Attitudes affect the behavior of the individual. It would be helpful at this point to distinguish between attitudes and values since the two concepts have, more often than not, been used interchangeably.

Attitudes affect behavior at different levels than values. While values represent global beliefs that influence behaviors across all situations, attitudes relate only to behavior directed at specific objects, persons or situations. Attitude has three main components; affective, cognitive, and behavioral. The affective component of an

³⁴ Worde, R.V. (1998). *An investigation of students' foreign language anxiety*.

³⁵ Tanveer, M, 2007, *Investigation of the factors that cause language anxiety for ESL/EFL learners in Learning speaking skills and the influence it casts on communication in the target language (Master's thesis)*. University of Glasgow, England

³⁶ Robert Kreitner & Angelo Kinicki. 2004. *Organizational Behavior Sixth Edition*, (New York: The McGraw-Hill Companies, Inc.), P. 197.

attitude contains the feelings and emotions one has about a given object or situation. For example, how does one feel about people who frequently smoke in public? If one feels angry with such people, one is expressing a negative affect towards such people.

The affective component becomes neutral if one is indifferent about people who smoke in public. The cognitive component of attitude has to do with what one thinks about people, situations or objects. For instance, the way one thinks about a particular kind of behavior emanates from one's attitude. The cognitive component reflects the beliefs or ideas that one has about a particular thing. For example, does one believe that using code mixing throughout communication is a healthy practice? The answer to this question constitutes the cognitive component of one's attitude.

The third component of attitude is behavioral. This refers to how the individual tends to act, or is expected, to act towards something or someone. For instance, how does one respond or act towards people who always use code mixing when they are communicating, if one were the recipient it is believed that one's ultimate behavior in this situation is the function of all three attitudinal components.

In other words, if one does feel angry with people using code-mixing to communicate, one sees the affective component; if one believes that the use of code-mixing in communication helps people to express themselves better it is the cognitive, and if one observes that one has no intention of confronting people who use code mixing, it is behavioral (cognitive).

The learning of a particular subject and, in this case English depends to some extent on the degree to which a person has a favorable or unfavorable evaluation or appraisal of the language. The perceived social pressure to learn or not to learn also determines the attitude one adopts towards learning a language. Thirdly, attitude controls the perceived ease or difficulty of learning a language and this has some direct link with past experiences as well as anticipated impediments and obstacles.

Attitude, according to Daniel Katz, is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event—this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item

in question. Katz also believes that attitudes are judgments. They develop on the affect, behavior, and cognition model.³⁷

The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment. Attitudes are expected to change as a function of experience.

D. The Concept of Speaking Performance

Speaking as an extremely difficult skill to test involves a number of procedures to capture all the defining characteristics for objective testing. An understanding of the nature of speaking not only helps define the construct in question, but ultimately makes it possible to identify factors involved in the speaking assessment.³⁸ According to Butler, Eignor, Jones, Mc Namara, and \, for example, “such features are likely to include accomplishment of task, sufficiency of response, comprehensibility, adequacy of grammatical resources, range and precision of vocabulary, fluency, and cohesion.³⁹” Performance on each aspect may vary from individual to individual and from task to task.

To begin with, while testing speaking, accuracy of grammar must be tested simply because grammar is vital for expressing thoughts correctly. Another important thing to be assessed during speaking is vocabulary knowledge. Vocabulary is a necessity for making meaningful sentences, answering questions and expressing ideas. Speakers cannot express their ideas without using the vocabulary related to the spoken topic. Skills such as organization of opinions and developing a good outline are not only expected to be shown during writing but also in speaking. During speaking, it is

³⁷ 2Akurugu and Brigandi Michael, *The Attitude and Perceptions of Students about the Study of English Grammar: the Case of Selected Senior High School Students in Northern Region*, (Kwame Nkrumah University of Science and Technology, 2010). P. 26-28

³⁸ Kim, H. G. 2010. *Investigating the construct validity of a speaking performance test*. Spaan Fellow Working Papers in Second or Foreign Language Assessment, 8, 1-30.

³⁹ Butler, F. A., Eignor, D., Jones, S., McNamara, T., & Suomi, B. K. 2000. *TOEFL 2000 speaking framework: A working paper* (ETS Research Report No. RM-00-06). Princeton, New Jersey: Educational Testing Service.

important to express knowledge and ideas in an organized manner supported by correct transitional words.⁴⁰

Pronunciation, which is another speaking assessment component, is the act and manner of saying words by correctly producing the sounds of speech with correct stress and intonation. Teaching and testing pronunciation in language classes is important for making sure that native speakers or other second language learners understand non-native speakers.

E. Test Taker' Gender Effect

There are many factors that are known to affect foreign language learning in general. Those factors include language proficiency, motivation, gender, cultural background, attitudes and beliefs, type of task, age and learning stage, learning style, and tolerance of ambiguity.⁴¹

Concerning gender, there might be some differences in the choice of learning strategies between male and female students. Oxford states that female language learners usually employ strategies more frequently than male language learners. Another psychologist, Rathus (2003: 489), adds that boys generally dominated classroom communication whether the subject was math (a traditionally “masculine” area) or language arts (a traditionally “feminine” area).⁴² Boys, in fact, were eight times more likely than girls to call out answers without raising their hands.

Further, Boyd and Bee conclude that there are some points in gender differences. First, they state that in the middle childhood, boys show more physical aggression (such as hurts others physically or poses a threat of such damage) and more assertiveness than girls do. Girls simply express their aggressiveness in a different way using what has recently been labeled relational aggression (damaging other person’s self-esteem or peer relationship by cruel gossip, ostracism, or facial expression of disdain).⁴³

⁴⁰ Nair, S., Patil, A. & Mertova, P. 2009. *Re-engineering graduate skills - A case study*. European Journal of Engineering Education, 34, 131-139.

⁴¹ Oxford, L. R. 1994. *Language learning strategies: An update*. ERIC Digest. Clearing house on Language and Linguistics. Center for Applied Linguistics

⁴² Rathus, Spencer A. 2003. *Voyages: Childhood and Adolescence*. USA: Thomson Learning, Inc.

⁴³ Boyd, Denise Robert and Helen Bee. 2006. *International Edition: Lifespan Development: Fourth Edition*. Boston: Pearson Education, Inc.

This statement is also supported by Santrock as what he said that boys are more physically aggressive than girls who are more verbal aggression such as yelling.⁴⁴ Second, at middle childhood, there are no sex differences in overall IQ scores, but boys typically do better on tests of advanced mathematical ability. Girls do somewhat better on verbal tasks.

Third, McClure said that girls are more responsive to others' facial expressions. These differences often lead to the perception that girls are more emotionally sensitive. However, studies of actual behavior reveal that boys are just as affectionate and empathetic as girls during infancy.

From the three points above, it can be concluded that girls are better than boys in verbal (linguistic ability), whereas boys are better than girls in mathematical ability. However, in terms of aggressiveness, boys tend to have more physical aggression, while girls tend to have more relational aggression. The main point related to anxiety of these gender differences is the conclusion that girls are more emotionally sensitive.

This conclusion is explained more deeply by Santrock about gender differences in emotions.⁴⁵ The points are:

- a) In the elementary school years, boys are more likely to hide their negative emotions, such as sadness, and girls are less likely to express disappointment that might hurt others' feelings.
- b) In early adolescence, girls say they experience more sadness, shame and guilt and report more intensive emotions, while boys are more likely to deny that they experience these emotions. Males usually show less self-regulation of emotion than females, and this low self-control can translate into behavioral problems.
- c) Emotional differences between females and males often show up in contexts that highlight social roles and relationships. For example, females are more likely to discuss emotions in terms of relationships, and they are more likely to express fear and sadness.

Still, these three points above lead to the conclusion that girls are more emotionally sensitive. If those negative emotions cannot be controlled, the children

⁴⁴Santrock, John W. 2008. *Life-span Development: Eleventh Edition*. New York: McGraw-Hill Companies, Inc.

⁴⁵Ibid, Santrock, John W.

cannot report their feelings well, then it might turn to a depression. The fact, many depressed children do not report and it might continue to have depressive episodes as adults.

American Psychiatric Association, as quoted by Rathus explains that depressed children may feel sad, blue, and down in the dumps. They may complain of or demonstrate poor appetite, insomnia, lack of energy and inactivity, loss of self-esteem, difficulty concentrating, loss of interest in other people and activities they usually enjoy, crying, feelings of hopeless and helplessness, and thoughts of suicide. American Psychiatric Association also states that in some cases, childhood depression is followed by apparently unrelated behaviors.⁴⁶ Conduct disorders, physical complaints, academic problems and anxiety are associated with depression.

In relationship to learning process, Kato & McEwen in Willis explain briefly about how stress and emotions are affecting learning process. They state as follows: "Stress in the classroom or in other places, especially when associated with anxiety or fear, will release a chemical called TMT or Trimethyltin into the brain. TMT may interfere with the development of brain cells. When TMT is in the brain during stress for a moment, there will be disruption in the short-term memory and work efficiency. After a rather long experience stress, TMT is associated with a reduction in storage and recall of long-term memory, motivation, and creative problem solving. Although students who are experiencing stress seems to work "harder", but the quality of work will decrease." It means that if anxiety comes to the students in learning process, the quality of the students' learning will decrease as the result of being anxious.⁴⁷

From all these points above, it can be summarized that emotions, depression, stress, gender, anxiety and learning is linked and is related to each other. In conclusion, anxiety disorders are more prevalent among female than male.

F. Previous Study

There have been some researchers doing same research which have been summarized into some short and brief explanations about this research.

⁴⁶ Ibid, Rathus (p. 491-492)

⁴⁷ Willis, Judy, M. D. 2011. Translate of: *Research-Based Strategies to Ignite Student Learning*. Virginia, USA: Association for Supervision and Curriculum Development. Published by: Mitra Media, Yogyakarta

Fistly, Dewi Mariam. The theme of this research is *An Analysis of Speaking Anxiety in English Classroom (A Descriptive Quantitative Study of the Eleven Grade Students of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019)*. This study aims to investigate to determine the level of students' speaking anxiety and to find out the dominant type of anxiety that occurred in English classroom. The research methodology is descriptive quantitative study. The findings from grouping based on FLCAS type found that "Fear of Negative Evaluation" was the main factor that caused students to feel anxious about 11 (65%) students, followed by test anxiety factor with 10 (59%) students. Communication apprehension is the lowest factor with 9 (53%) students. It concludes the highest anxiety scale that occurs in "Mildly anxiety" caused by fear of negative evaluation.⁴⁸

Secondly, Tayebeh Zeinivanda, Akbar Azizifar, and Habib Gowhary. The theme of this research is the relationship between attitude and speaking proficiency of Iranian EFL learners: The case of Darreh shehr city. The purpose of this research is investigates the correlation between attitude and speaking proficiency in the Iranian EFL context. The Data were collected through using Gardner's Attitude/Motivation Test Battery Questionnaire and speaking Proficiency Test to assess the English speaking proficiency level. Means, S.D., percentage, Pearson product moment correlations, and Kolmogorov – Smirnov Test were used to analyze the data. The analyses revealed that EFL learners have very high attitude towards learning English and relationship between attitude and speaking proficiency learners is positive.⁴⁹

Furthermore, Yongyan Song. The theme of this research is Research on Correlation between Foreign Language Oral Anxiety, Oral Performance and Gender. The aim of this research is to investigate the oral anxiety degree of the subjects. The data and the subjects' oral performance are analyzed by using SPSS software package. The independent sample T-test results show that there is no significant difference between oral performance and oral anxiety; there is no significant difference between gender and oral

⁴⁸Dewi Mariam. 2018. *An Analysis of Speaking Anxiety in English Classroom (A Descriptive Quantitative Study of the Eleven Grade Students of SMA Islam SudirmanBringin in the Academic Year of 2018/2019)*. Salatiga

⁴⁹vand, TayebehZein, Akbar Azizifar, and HabibGowhary. 2015. *The relationship between attitude and speaking proficiency of Iranian EFL learners: The case of Darrehshehr city*. Iran. *Procedia - Social and Behavioral Sciences* 199 (2015) 240 – 247

anxiety; but there exists very significant difference between gender and oral performance.⁵⁰

By considering those previous researches, the researcher saw something difference and similarities. There are also some similarities among three previous studies and the researcher's present study. The similarity between those previous studies and the researcher's present study is the correlation and speaking anxiety. Meanwhile, the differences are on the correlated the variables, population and sample.

⁵⁰Yongyan Song. 2016. *Research on Correlation between Foreign Language Oral Anxiety, Oral Performance and Gender*. Atlantis Press: China. *Advances in Intelligent Systems Research*, volume 130