

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) anxiety, (2) speaking anxiety, (3) speaking, (4) speaking achievement, (5) previous related studies, (6) hypothesis, and (7) criteria of hypothesis testing.

2.1 Anxiety

Anxiety is negative feeling in performance. According to Brown (2000), anxiety is one of the affective factors that influence speaking ability. One of the major obstacle students have to overcome in learning to speak is anxiety. Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension or worry.

Three broad perspectives on the nature of anxiety can be found in literature. Ellis (1994) divided anxiety into three parts, they are:

a. Trait Anxiety

It is permanent disposition to be anxious. Once again, it appears to be related to upbringing, and indeed may be closely linked to self-image.

b. State Anxiety

Here the anxiety is linked to a specific moment in time, within a specific situation. It may be relational, being linked to specific persons a particular teacher.

c. Situational Anxiety

This is aroused by specific type of situation or event-examinations, public speaking, or classroom participation.

Based on some definitions above, it can be concluded that anxiety is one of the factors that influence students' ability in speaking English. Students are afraid of making mistakes and shy to speak English that can be caused by anxiety. Anxiety is a normal feeling of a human of being unease, worry, nervous, afraid and uncertain when students are in unpleasant situation that can give a good impact if students can manage their anxiety into positive feeling instead being controlled by that feeling.

2.2 Speaking Anxiety

2.2.1 Definition of Speaking Anxiety

There have been many researchers who discuss speaking anxiety in English Foreign Language (EFL) classes. This has been a serious issue since it is related to the students achievement. Mesri (2012) stated that foreign language anxiety is widely used to described the feeling of tension and apprehension, which is specifically associated with foreign language learning contexts, including listening, speaking, reading and writing. Foreign language anxiety is a situation specific of anxiety, that is related to the language learning context. Speaking anxiety is needed because it can represent an emotionally and physically uncomfortable experience for some students in EFL classes. If the students are very anxious in the class, they are probably not actively involved in teaching learning process.

Students are having trouble learning English on the early stages. McIntyre (1999) claimed that in the early stages of learning English, students usually face many difficulties, especially in understanding grammar, pronunciation, and others.

Students find it difficult, feel uncomfortable and make mistakes. Students become anxious in speaking. After it happens repeatedly, students experience speaking anxiety a second language. On the other hand, students who are competent in learning English but they think that they are not successful in the class lack self-confidence. One's confidence in realizing the goal of language learning is related to one's development of speaking skills. Various factors can lower one's confidence.

The condition that every student must be able to overcome is commonly referred to as anxiety. According to Brown (2000), speaking anxiety is generally defined as one of the affective factors that influences speaking ability. One of the major obstacle students have to overcome in learning to speak is anxiety. Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension of worry. As the nervousness the students feels before or during a presentation such as; sweaty palms, trembling voice, dry throat, difficulty breathing, and even memory loss are common symptoms of anxiety. Moreover, Satriawati et al. (2015) claimed that speaking anxiety has a significant impact to speaking achievement of EFL Indonesian students. Students who have low anxiety level and high anxiety level are different. Students who have low level of anxiety will get better speaking achievement.

It can be concluded that speaking anxiety may be defined as an emotional state accompanied by physiological and behavioral aspects that become apparent on the case of the individual learning languages other than his or her native language. Anxiety is interrelated with other aspects such as students' aptitude,

students' own views on their competence, their previous experience especially with other languages and so forth.

2.2.2 Categories of Speaking Anxiety

The data were measured by using scoring scale table for calculating the anxiety level of students using PSCAS questionnaire. After the researcher has identified the product of the anxiety level of each students, it will be classified into some levels of anxiety. According to Mayangta (2013) some levels of anxiety will be classified into very relaxed, relaxed, mildly anxious, anxious, and very anxious. Little or no anxiety is a mild level of anxiety and sometimes even has no tendency to anxiety. Moderate anxiety is a middle level of anxiety, they have symptoms more often than those who experience mild anxiety, but function better than someone with a serve level of anxiety. Moreover, Liu and Jackson (2008) a PSCAS has 17 items, each of which was answered on a five-point Likert scale, ranging from 5 "strongly agree" to 1 "strongly disagree". Thus, the total multiplied scores of a PSCAS were 85 and then subtraced by 17. Scores higher than 68 were categorized as high anxiety, between 68-51 as moderate anxiety, and lower than 51 as low anxiety.

2.3 Speaking

2.3.1 Function of Speaking

The function of speaking skill were to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone. According to Brown

(2007), the functions of speaking were classified into three, there were talk as interest, talk as transaction, and talk as performance.

2.3.2 Definition of Speaking

Speaking is one of the four language skills in English. It means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as speakers of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic. Moreover, according to Amirullah (2015), public speaking is the act of making speech in public and the art of science of effective oral communication with an audience.

Speaking is a spoken productive language skill. It is about how the students produce the language orally. Speaking refers to the students produce pieces of language and sees how its turns out that information are feed back into the acquisition process. Furthermore, speaking focused on output where the learner's attention is on conveying ideas and messages to another person. According to Brown (2006), speaking is the most important skill, because it is one of the abilities to carry out conversation. People learn a language for a variety of reasons, but the most important one is for communication by using that language. Moreover, Nunan (2003) defined speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the

process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context.

Communication is basic human activity that conveys information or ideas in relationship with others. Harwood (2016) explained that speaking is a unique form of communication which is the basis of all human relationships and the primary channel for the projection and development of individual identity. Particularly in literate societies and cultures, its distinctive characteristics are sometime overlooked. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. Of course when we speak we use our tongue and talk orally. In short, speaking as activities by which human beings try to express thought, feeling, opinion and to exchange information by using utterances in the form of communication.

Therefore, language teaching in the twentieth century captures in the terms of Communication Language Teaching is an elected blend of the contributions of previous methods into the best what a teacher can provide in authentic uses of the target language in the classroom. It moves from the teaching of the rules, pattern, definition and the knowledge about the language into the point that the students have to communicate genuinely, spontaneously, and meaningfully in the target language.

From definition above the researcher concludes that speaking is one of four skills of English to express opinion, idea, thought, our feeling and etc to the other people, with speaking the people can communicate each other so, the people

especially the students have to mastery this skill because this is oral skill that very important for second language learner or foreign language learner to communication in their live. Without speaking we can not express what we want to express and it is make people difficult to communicate with other and will caused bad relations.

2.3.2 Component of Speaking

Speaking is a very important skill in mastering English for students who learning English requires mastery of the ability to speak and communicate with each other other. According to Harris (1974), there are five aspects that have a big influence on speaking ability, such as: vocabulary, grammar, pronunciation, and fluency, as follows:

1. Vocabulary

The appropriate diction which is used in communication. Without having an enough vocabulary, one cannot communicative effectively or express their ideas both oral or written form. Students need to learn the component of language. They need to learn what the words mean and how they are used. Meaning that, the students need to have plenty of vocabularies. Vocabulary comprises the right and appropriate use of word. One of the extreme aspects that supports speaking in English is vocabulary. Hornby (1984) states that vocabulary is the total number of words that language. It seems that vocabulary plays an important role in speaking. Without an extensive vocabulary we will be unable to have learned.

2. Grammar

The aptitude to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to study the correct way to get expertise in a language in oral or written form. Grammar means the ability to use sentence in general and structural use. Grammar is important aspect in speaking. If we do not know the appropriate grammar in sentence, the listener will be doubt for what we have said. Grammar is one of the language components. Brown states that grammar is a system of rules governing the conventional arrangement and relationship of words in sentences by using the correct grammar the listener will know when the action happens, where the action takes place, who is the audience, who is speaker etc, although for the beginners, they are not forced to speak with the correct grammar. Using the correct grammar makes someone know the real meaning of the sentences.

3. Pronunciation

Producing clearer language while speaking. It deals with the phonological process that refers to the comonent of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation is a characteristic of the huge potential that only a small subset of sounds is systematically used in speaking any one language. To make our communication accepted by our listeners. It is better for us to pronoun the words clearly, especially with the that has most similar pronunciation such as head (hed), and hate (heit), and the word that has similar formation such as “read” in the regular (pronounced ri:d) and in the regular (pronounce red).

4. Fluency

Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners, signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener.

2.4 Speaking Achievement

Achievement refers to the learning outcome in which obtained from students' effort for certain period. According to Yuliana (2014), speaking achievement is the students' ability to expressing their ideas, thoughts, and feelings in speaking that is measured by a speaking test. Moreover, Fraenkel et. al (2012) argued that achievement test measure an individuals' knowledge or skill in a given area or subject. To obtain the students' speaking achievement. It is students' ability in expressing ideas, feeling, and opinion in speaking that is measured by speaking test. Speaking achievement refers to the students' speaking score that students would get after test. Brown (2004) explained that in assesing students' speaking achievement, there are some aspects should be measured, they are: vocabulary, grammar, pronunciation, and fluency.

2.5 Previous Related Studies

Some previous studies on the correlation between speaking anxiety and speaking achievement are discussed in this part. Firstly, a study conducted by Widia et al. (2021) which entitled "A Correlation Between Student's Speaking

Anxiety and Speaking Achievement at the Second Semester of English Department Students of UNISMA". The total sample of this study is 27 participants at the English Department of Faculty of Teacher Training and Education of UNISMA. This study revealed that there was no significant correlation between students' anxiety in the speaking class and speaking achievement of the second semester of English department students of UNISMA. The result showed that the significant two tailed was 0,245 ($p > 0,05$) collected from ready made FLCAS questionnaire and speaking test. There were some similarities and differences between this study and the researcher's study. The similarity is both research focus on the correlation between students' speaking anxiety and speaking achievement. Meanwhile, the difference is on the participants and the instrument to collect the data. The previous study was used FLCAS questionnaire and the researcher's study was used PSCAS questionnaire.

Secondly, a study conducted by Yuliana (2014) which entitled "The Correlation between Students' Anxiety and Their Ability in Speaking Class of Fourth Semester Students of English Department at IAIN Tulungagung". The total sample of this study is 20 participant. This study revealed that there was no significant correlation between students' anxiety and their ability in speaking class of fourth semester students of English Department at IAIN Tulungagung. The result showed that the significant two tailed was 0,558 ($p > 0,05$) collected from ready made FLCAS questionnaire and speaking test. There were some similarities and differences between this study and the researcher's study. The similarity is both focus on correlational research between two variables. Meanwhile, the

difference is on the sample and the instrument to collect the data. The previous study was used FLCAS questionnaire and the researcher's study was used PSCAS questionnaire.

Thirdly, a study conducted by Gaya (2018) which entitled "The Correlation between Speaking Anxiety, Self-Confidence and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang". The total sample of this study is 28 participant. This study revealed that there was no significant correlation between students' speaking anxiety and their speaking achievement of Undergraduate EFL Students of Private University in Palembang. The results showed that the significant two tailed was 0,425 ($p > 0,05$) collected from ready made FLCAS questionnaire and speaking test. There were some similarities and differences between this study and the researcher's study. The similarity is both focus on correlation between students' speaking anxiety and their speaking achievement. Meanwhile, the difference is on the sample and the instrument to collect the data. The previous study was used FLCAS questionnaire and the researcher's study was used PSCAS questionnaire.

Fourthly, a study conducted by Fitri (2019) which entitled "The Correlation between Students' Anxiety and Their Speaking Ability at Darel Hikmah Vocational High School". The total sample of this study is 25 participant. This study revealed that there was significant correlation between students' anxiety and their speaking achievement at Darel Hikmah Vocational High School. The results showed that the significant two tailed level was 0,038 ($p < 0,05$) collected from ready made FLCAS questionnaire and speaking test. There were

some similarities and differences between this study and the researcher's study. There was similarity between this study and the researcher's study. The similarity was both focus on correlation between two variables and the study at Senior High School level. Meanwhile, the difference is on the sample and the instrument to collect the data. The previous study was used FLCAS questionnaire and the researcher's study was used PSCAS questionnaire.

Fifthly, a study conducted by Fella (2019) which entitled "The Correlation of students' anxiety to their speaking performance in public speaking class at English Language Education Department, Islamic University of Indonesia". The total sample of this study is 51 participant. This study revealed that there was significant correlation between students' anxiety to their speaking performance in public speaking class at English Language Education Department, Islamic University of Indonesia. The results showed that the significant two tailed level was 0,09 ($p < 0,05$) collected from ready made FLCAS questionnaire and speaking test. There were some similarities and differences between this study and the researcher's study. The similarity between this study and the researcher's study. The similarity was both focus on correlation between two variables and the study at Senior High School level. Meanwhile, the difference is on the sample and the instrument to collect the data. The previous study was used FLCAS questionnaire and the researcher's study was used PSCAS questionnaire.

2.6 Hypothesis

The statement about the state of the parameters tested through statistical samples is called a hypothesis. According to Fraenkel et al. (2012), a hypothesis is simply put, a prediction of possible outcomes of study. The hypotheses of this study are formulated into the following statements.

1. H_0 : There was no significant correlation between speaking anxiety and English speaking achievement of the eleventh grade students of MA Al-fatah Palembang.

H_a : There was a significant correlation between speaking anxiety and English speaking achievement of the eleventh grade students of MA Al-fatah Palembang.

2. H_0 : Speaking anxiety did not significantly contribute to English speaking achievement of the eleventh grade students of MA Al-fatah Palembang.

H_a : Speaking anxiety did significantly contribute to English speaking achievement of the eleventh grade students of MA Al-fatah Palembang.

2.7 Criteria of Hypotesis Testing

In testing hypotheses, there are some criteria. Those are in the following Cresswell (2012). Fraenkel et al. (2012).

1. If p-value is higher than 0.05 ($p > 0.05$), the level of significance is 5%, H_0 is accepted and H_a is rejected.

If p-value is less than 0.05 ($p < 0.05$), the level of significance is 5%, H_0 is rejected and H_a is accepted.