

CHAPTER 2. THEORETICAL FRAMEWORK

This chapter is dedicated to a deeper understanding of this research. In this chapter, the researcher describes theories related to EFL speaking and students' speaking anxiety used to explain information that can answer research questions. This section has three sub-chapters: the definition and aspect of EFL speaking, the definition of speaking anxiety and the factors causing concern, and the previous study.

2.1. English as a Foreign Language Speaking

This section intends to outline the definitions of speaking. In addition, this section helps to articulate the meaning of speaking relevant to the current study.

2.1.1. The Definitions of English as a Foreign Language Speaking

Speaking skill is one of the important skills a student must have to improve their English proficiency from the beginning of language learning. When speaking, students can show how much they know a language by demonstrating mastery of grammar, vocabulary, or pronunciation. Therefore, speaking can include other language skills, and it is crucial to improve them well. Speaking skills are the most important part of the EFL learning process. With the advancement of technology and the need for international communication today, many language learners are taking part in language classes to improve their speaking skills. This is because learners who are more proficient in speaking are much more successful and effective in school and other areas of their lives (Malmir & Shoorcheh, 2012). These speaking skills can be developed and improved as an effective means of communication (Morozova, 2013).

According to Folse (2006), most people believe that knowing a language means the ability to speak the language because speaking is essential to communicate with others in society. However, it can be difficult for foreign language students because adequate spoken interaction requires the ability to utilize language appropriately in communication. Speakers must also consider the relationship with other people or to whom they are being listened and based on the meaning

they want to convey according to their language (Thornbury, 2007). The definitions of EFL speaking will be elaborated with aspects of EFL speaking, which will be explained in a more detailed manner in the next section.

2.1.2. Aspects of EFL Speaking

This section introduces relevant aspects of EFL speaking, which may be the concerns causing speaking anxiety.

Mastery of speaking skills in English is a priority for many EFL learners (Richards, 2008). In learning English as a foreign language, speaking anxiety is a common problem among foreign language students that can affect their speaking performance. According to Nehe, Mayuni, and Rahmat (2018), the cause of the students' low speaking skills is related to the five aspects of speaking they have: pronunciation, vocabulary, grammar, fluency, and understanding.

The first aspect is pronunciation. Speaking activities cannot be separated from pronunciation. If the pronunciation is wrong, then the meaning will automatically be unfair. Setyowati, Ambarsari, and Muthoharoh (2017) suggest that pronunciation is one of the most challenging parts of learning English. The difference in pronunciation can make a sentence show a different meaning.

The second aspect is vocabulary. Vocabulary is one of the important elements in learning a language. By having adequate vocabulary mastery, the message conveyed to others will be more easily transmitted, Ramadhan (2019) argues. Therefore, vocabulary is one concern that needs to be considered in language learning. The third aspect is grammar. The ability to master grammar is crucial in learning EFL because a good language can be seen from a structured and appropriate grammar arrangement.

The fourth aspect is fluency. Good speaking fluency will improve a student's English proficiency and make sound more natural so that it is more impressive to the listener. With fluency, the student can create more effective communication because there are no distractions when speaking. Stockdale (2009) states that

fluency occurs when a student speaks a foreign language but sounds like a native speaker.

The last aspect is comprehension. Many students do not understand what the lecturer explains. When asked the ongoing answers, sometimes they do not understand the question, so they need to translate it into Indonesian. Widiati and Cahyono (2016) found out that some students of the English Department in their study still have many mistakes when speaking. Such mistakes include pronunciation errors, for example, word stress and intonation. They still make errors, grammatical accuracies such as tenses and sentence construction, errors in vocabulary such as wrong word choice, fluency, and difficulty conveying meaning or keeping the conversation going.

These five aspects above are related to the factors that cause students' speaking anxiety which will later be used as to design the questionnaire.

2.2. Speaking Anxiety

This section will explain the principles of speaking anxiety. In particular, it underpins the investigation of students' speaking anxiety regarding the questionnaire design.

2.2.1. The Definitions of Speaking Anxiety

Speaking anxiety is a common phenomenon that often occurs when learning English as a foreign language (Tridinanti, 2018). Usually, anxiety is a normal reaction to uncomfortable or threatening situations or feelings. Tsiplakides and Keramida (2009) argue that speaking anxiety is a person's reluctance to participate in communicating using a particular language. Scholars, including Rakhmat (2011), consider that the problem of speaking anxiety often occurs in the speaking class, especially during presentations. Similarly, Rogers (2008) suggests that speaking anxiety is a condition where, when speaking in front of many people, a person feels nervous or worried with physical characteristics such as sweaty hands, faster heart palpitations, and impaired concentration. In a similar vein, when speaking, the students often experience anxiety, and they are afraid that they

will fail to convey their message. Eventually, the anxiety that arises can affect the ongoing communication process.

From the definition of speaking anxiety, it can be concluded that speaking anxiety is part of the anxiety experienced by EFL students. Speaking anxiety occurs when students speak in public or during presentations characterized by physical symptoms such as sweaty hands. Students who participate in speaking anxiety tend to avoid communicating and are afraid to express their opinions.

The following section will elaborate on the factors that cause speaking anxiety. The elements will underpin the questionnaire design used to collect the data.

2.2.2. Factors that Cause Speaking Anxiety

Fatma (2012, as cited in Putra, 2018) suggests two factors that influence students' anxiety: internal and external, as explained in the subsequent paragraphs.

The Internal Factors. According to Fatma (2012, as cited in Putra, 2018), the internal factors influencing speaking anxiety in students are fear of making mistakes, lack of confidence, lack of motivation, and shyness. Each of the factors are elaborated as follows.

Fear of Making Mistakes. Students' fear of making mistakes when speaking English has become a common problem, especially in EFL learning (Indrianty, 2016). Regarding this problem, Aftat (2008) claims that this fear of making mistakes is related to the problem of negative evaluations that students receive from the people around them. Students feel anxious and worried when speaking English with other people in the class because they fear that if they accidentally make a mistake, their friends will laugh at them (Riasati, 2011). As a result, students are usually reluctant to participate in speaking activities. Therefore, teachers or lecturers must convince students that making mistakes is not bad because students can learn many things from these mistakes. This factor will be used in the questionnaire.

Lack of self-confidence. Lack of self-confidence is one of the internal factors that cause speaking anxiety. Someone who lacks self-confidence will be more likely to avoid communication (J. Rakhmat, 2007). People who experience anxiety in speaking will withdraw their association and try as little as possible to communicate. Eventually, they will speak when they are pressed.

In contrast, students with high self-confidence will achieve the best performance in speaking fluently. Brown (2000) argues that self-confidence is a factor that influences students' success in learning languages. Students' belief in their ability to complete assignments is at the heart of all learning. If they believe they can do the task well, self-confidence will arise and motivate them to achieve and finish the job. This is one of the keys to student's success in learning languages (Tridinanti, 2018). The lack of self-confidence factor will be used in the questionnaire.

Lack of Motivation. Motivation is an important part of the teaching and learning process and has a significant impact on students to encourage them to learn to fulfill their needs, goals, and interests (Lestari, 2019). According to Santrock (2004), motivation is a process that energizes, directs, and sustains behavior. Motivation is a process that encourages and shows students to continue doing an activity. Motivated students will feel excited to achieve their goals with a strong desire. Students who have high motivation can develop their potential better when compared to students who have low motivation. Harmer (1991) argues that motivation is a student's energy that comes from within to encourage himself to do an activity. So, Harmer (1991) stated that motivation is important in learning to achieve something.

Motivation is a process that directs students to activities to achieve goals. Motivation helps improve student performance and reduces discomfort and anxiety when students speak English. Students who have high motivation will try harder to achieve their goals. On the other hand, low-motivation students tend to have poor speaking skills because they work less hard to achieve their goals. The lack of motivation factor will be used in the questionnaire.

Shyness. In learning foreign languages, shyness is one of the factors that cause anxiety for students. This shows that shyness can be a source of student problems, especially in speaking class. For further explanation, Erikson (2009) states that shame can be caused by low self-esteem and the fear of rejection. Similarly, Putra (2018) asserts that most students fail to perform their best speaking. Feelings of shame also influence the inability of students to show their ability to speak. In other words, it can be said that shyness plays an essential role in the speaking performance performed by students. The shyness factor will be used in the questionnaire.

The External Factors. Four external factors affect students' speaking anxiety: lack of vocabulary, grammatical errors, lack of preparation, and peers.

Lack of Vocabulary. Lack of vocabulary was the leading cause of students' anxiety in English class. Scholars, including Burhan (2014), argue that vocabulary is the wealth of words in a language. Students will need mastery of vocabulary in sufficient quantities to carry out activities to communicate in English. Chaer (2011) states that the more vocabulary a person has, the easier it is to communicate with others. This statement illustrates that vocabulary mastery is vital in everyday life. Tarigan (2015) suggests that the quality of a person's language skills depends on the quantity and quality of their vocabulary. The richer the vocabulary, the greater the possibility of students being skilled in the language.

Based on the definitions above, it can be concluded that vocabulary mastery is necessary to communicate in English. Students may find it challenging to build their ideas into a sentence due to a lack of vocabulary. Hence, the lack of vocabulary in learning English can interfere with the students' speaking process because a student who lacks vocabulary mastery will have difficulty communicating with others. The richer the vocabulary that students have, the more likely they will be proficient in English. With the ability to master sufficient vocabulary, it will be easier for students to learn other language abilities and skills, such as grammar. The lack of vocabulary will be used in the questionnaire.

Grammatical Error. According to Chomsky (2001), grammar is a basic rule system that defines and shapes sentence changes. In other words, grammar is an essential part of forming a sentence. Geraldine Woods (2010) states that grammar is studying a language, specifically how words are put together. Grammar also means a set of standards that must be followed to speak and write better. So Grammar functions as a form of learning regarding the arrangement of words so that student's understanding of the meaning of words can be interpreted correctly and appropriately. The structure of words must follow the correct writing rules, and this is to avoid understanding the different meanings of these words. Grammar is one of the essential elements in understanding English. Grammar is part of the study of the form of language, which is a unity between the sound system, vocabulary, and sentence structure (Fatah, 2018). Therefore, students must understand and learn grammar first to use the language both orally and in writing properly and correctly. There are two item statements in the questionnaire about the grammatical error factor.

Lack of Preparation. Lack of preparation is also identified as one of the causes of students' speaking anxiety. Students may find it challenging to convey their ideas and opinions due to a lack of preparation. In his study, Liu (2007) found that more students attributed their anxiety to a lack of preparation and stated that they felt more confident speaking English with prior preparation. Thus, it is clear that practice can increase students' ability and confidence in speaking English, although it may not eliminate the anxiety they experience. These two statement items in the questionnaire regarding the lack of preparation factor.

Peers. In addition to the above factors, peers also have an essential role in language learning. However, friends often create tense situations that make other students feel nervous and less comfortable speaking in front of others (Putra, 2018). Similarly, Cohen and Norst (1989) found that students had expressed their fears and anxieties when placed in situations where they had to perform in front of their peers and teachers. Tsiplakides and Keramida (2009) state that fear of

negative evaluation and classmates still contribute to student anxiety in the learning process.

The researcher concludes that peers can also harm EFL learning. For example, when students make presentations in EFL class, they sometimes feel anxious to start speaking because they are afraid that if they make mistakes, their friends will laugh and make fun of them (Putra, 2018). There are two statement items in the questionnaire about the peer factor. This current study will frame the design of the questionnaire based on the factors that cause students' speaking anxiety elaborated in this section.

2.3. Previous Study

Researchers have conducted many studies concerning students' anxiety in speaking English. Putra (2018), the descriptive qualitative research investigating the speaking anxiety that the third-semester students majoring in English Education at the Muhammadiyah University of Makassar encountered. The study used observations and questionnaires focusing on internal and external factors that caused students' speaking anxiety. The findings indicated that the highest anxiety factor experienced by students was motivation.

Utomo (2018) investigated the problem of anxiety among second-semester students at the Muhammadiyah University of Makassar. Utomo (2018) used descriptive qualitative approach. The data was obtained through a questionnaire. Based on the results of his study, two factors may have influenced student's speaking anxiety, namely internal and external factors. The findings indicated that shyness was the most influential factor in students' speaking English, and the fear of making mistakes was the lowest score. The risk of making mistakes was the lowest of all the factors affecting student respondents' anxiety in speaking English.

Tanveer (2007) investigated the anxiety factors that may have originated from the classroom environment and the outside of the classroom in a broader social context and strategies to overcome them. He used semi-structured qualitative

interviews, focus group discussion formats and techniques. The finding showed that language anxiety could originate from the students themselves, learning difficulties, differences in the learner's culture and the target language, differences in the social status of the speaker and the other person, and the fear of losing one's identity.

