CHAPTER II

LITERATURE REVIEW

2.1. Previous Studies

There are several research that had been carried out by researches where in associated with this studies. The research are as following: First, "The correlation between students' speaking anxiety and their speaking ability" by Plantika (2021). This research aims to determine the level and type of students' speaking abilitiestension when speaking, as well as looking for correlations with speaking tensionand speaking skills in second grade students majoring in English at UNP.Correlational studies were used in this research. Individuals in this study havetotaling 20 students, the excellence of UNP's English branch speech forfaculty duration in 2018. Questionnaires and interviews were used in thisa test to measure the correlation between 2 factors.. The questionnaire turned into the overseas Language school room tension Scale (FLCAS). fear of being negatively evaluated turned into recognized as a kind of talking anxiety, and their speaking anxiety degree was labeled as average. After calculating the 2 factors the usage of SPSS 2.0 software, the effects display that there may be a negative correlation among college students' speaking tension level and their speaking ability. And it has a correlation of -0.498, which means that the correlation is mild.

Second, **"The Correlation Between Students' Anxiety Level and Their Speaking Ability at The Second-Grade Of Senior High School 3 Palopo"** by Syanrillah (2022). This research discusses the correlation between students' anxiety levels and

their speaking ability. This research aimed to determine whether there is a correlation between students' anxiety levels and their speaking ability. This type of research is quantitative correlational with a descriptive method that focuses on revealing correlations between variables. The population consists entirely of second-year science majors for the 2021/2022 academic year at SMAN 3 Palopo. Sampling was carried out using the simple random sampling method according to the Slovin formula. The sample used was 78 students. Data were obtained through questionnaires and tests. Additionally, data from this research were analyzed using correlation testing. The results of this research show that students' anxiety level is moderate anxiety. The student's speaking ability is at a poor expressive level. There is a positive and significant correlation between anxiety level and speaking ability, the correlation coefficient is 0.779 and the significance value is 0.000.

Third, "The Correlation Of Students' Anxiety To Their Speaking Performance In Public Speaking Class At English Language Education Department, Islamic University Of Indonesia" by Fauzia(2019). This purpose of this research is to know the actual relationship between students' anxiety and students speaking performance. The sample of this research is 51 students of public speaking class majoring in the education of English Universitas Islam Indonesia batch 2016, and 2017. The method of data collection is using questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) and the result of students speaking performance in public speaking class. The questionnaire contained 33 items, including strong agree, agree, neither agree dis-agree, disagree, and strong disagree. The data analysis using statistical test of Pearson correlation, the result of statistical data

analysis is r = 0.363 with significance 0.09 (p <0.05). It means that there is correlation, between students' anxiety and students speaking performance.

Fouth, "A Correlation between Students' Anxiety Levels and Oral Presentation Performance in EFL Speaking Class" Amini (2019). This research was aimed to find out whether there is a correlation between students' anxiety level and oral presentation's performance in EFL speaking class. The population of this research was the 4th semester students in English Education Study Program of Bengkulu University class A, B and C with 51 students randomly chosen as the sample. The design of this research was descriptive quantitative with questionnaire and presentation test as the instruments. The questionnaire of this research was FLCAS (Foreign Language Classroom Anxiety Scales) by Horwitz (1986) meanwhile the presentation test was a presentation test rubric evaluated by two raters in order to find the reliability of the test. The result of this research showed that there was a significant negative correlation between students' anxiety level and oral presentation test score from rater 1 and rater 2. Based on the result, the strength of this correlation was moderate. On the other hand, both of the results were in negative directions. The finding also showed that most of the students had "Mildly Anxious" level of anxiety and "Basic" category from presentation test score. It can be concluded that anxiety can influenced the students' speaking skill especially while performing a presentation in front of the class. Some factors as like fear of making mistakes, being seen by a lot of people, or being interrupted by the lecturers can increase the students' anxiety.

From the studies above, it can be seen that the similarities between They are; anxiety is responsible for students' foreign language learning. I addition, this research has several differences between one another which are not specifically focused on speaking skills. What distinguishes this research from previous researchers is that this research focuses on one skill, namely speaking. This research using quantitative methods that focus on the correlation between anxiety and student speaking performance.

2.2.Theoretical Framework

In making a research report, be it a final work or a thesis, the theoretical framework (hereinafter referred to as TF) is the output or result of the literature review activity. The literature review is generally carried out in chapter 2 after the formulation of the problem. Sekaran (2003) defines TF as a contextual model of how a researcher theorizes about the relationship between factors that have been identified as important to the problem.

2.2.1. Concept of Speaking

Consistent with Hadfield (1999) "speaking is a kind of bridge for newcomers between the school room and the world outdoor". speaking is a sort of bridge for students between elegance and the outdoor international, you may say that through talking students can talk to exercise what they have learned in elegance. Widdowson (1996) defines that speaking may be defined in senses: first, speaking is only a physical embodiment of an abstract device within the experience that its use involves

the manifestation of a phonological system or grammatical gadget or each. And the second is that talking is lively or effective and uses aural media. From the definitions expressed by using the experts above, it can be concluded that talking is one of the effective oral language capabilities to deliver one's message to others. Speaking is not just pronouncing phrases, but additionally emphasizes conveying the contents of ideas which are made in keeping with the needs of the listener.

Speaking is one of the competencies or abilties in English to specific evaluations, remark, and reject the evaluations of others if it isn't according with our opinion, as well as the potential to invite and solution the question. talking skill in English is a one's skill to bring his thoughts to each person orally, but, speaking skills are tough to increase if they may be no longer continuously trained may be finished with colleagues inside the magnificence, all English lecturers, or lecturers others who can speak English. The aim is to enhance talking abilties increase the use of vocabulary, enhance language shape, enhance speech vocabulary, English sentences, and train your hearing so that you can effortlessly trap messages from the interlocutor.

English is used because the medium of preparation for certain materials, but a number of the teachers who educate at the diverse campuses mentioned above are nonetheless there supply material bilingually (Indonesian and English) in order to equalize the reputation of the campus with an international scale. Speaking is one of the most crucial competencies. The purpose of talking in popular is to tell, entertain, record, persuade and persuade someone. And in standard the reason of practising speaking in English is for college kids to be able to talk in reality orally in English. gaining

knowledge of objectives speaking need to now not be indifferent from the reason of getting to know English.

2.2.2. Communication apprehension

Burgoon and Ruffner (in Anwar, 2008) define communication anxiety as a form of negative interpersonal reaction in the form of anxiety that a person experiences when communicating, whether it is 'interpersonal communication personal, general communication or mass communication. Communication anxiety is an individual's level of anxiety related to communication, whether actual or anticipated communication with other individuals or with multiple people. (McCroskey, in Byers and Weber 1995). Motley (in Byres & Weber, 1995) pointed out that fear or anxiety of public speaking is perhaps the most common form of communication anxiety.

2.2.3. Concept of Anxiety

Fear has evolved in humans over millions of years. According to certain circumstances he appears in people.can be identified as a feeling of threat, anxiety, tension, or worry. Freud, quoted in Strongman, defines fear as a signal from the ego of actual or potential danger. The inconvenience of a threat creates fear, which in turn leads to denial to keep the person out of harm's way.Fear involves a series of reactions and reflexes that prepare you to avoid or deal with danger. That's why I'm afraid of getting hurt on.

According to Carlson and Buskist of Mustachim (1997), anxiety is "a sense of apprehension or doom that is accompanied by a specific physiological response, and Ratih states that unpleasant sensations are generally associated with physiological symptoms (tremors, sweating, heart rate). and the psychological symptoms (panic, tension, confusion, inability to concentrate). Is ithe intensity of the anxiety, which is the severity of the threat and the severity of the threat. The depressed feeling, helplessness will appear when people are not ready to deal with the threat.

Most people define fear the same as fear. In fact, both her are different. Anxiety is a natural alarming response to dangerous situations, but anxiety is more positive, a feeling of anxiety and fear that something terrible might happen Berger, quoted in Em, defines anxiety as ``feeling discomfort, tension, worry, or apprehension about what might happen''. It is clear that it is a feeling of threat, anxiety, tension and worry.

2.2.4. Types of Anxiety

Humans don't constantly experience worry with the equal depth. a few humans are greater irritating than others, a few are not No. want to distinguish individuals who are nerve-racking or who often sense disturbing who would not this is why Papamihiel indicates a type of fear 3 types. they may be trait tension, state anxiety, and situation tension.

Hectic or liable to anxiety regardless of the situation, humans have trait tension. Trait fear as fear it's far a part of someone's individual and a greater severe disease.

a person if you have a trait tension ailment, you could feel demanding in many one-of-a-kind situations. This tension is considered dangerous because it interferes with language gaining knowledge of when it turns into a character. however, someone who assesses whether or not a situation is threatening inside reasonable limits is said having kingdom anxiety. In other phrases, this tension is arises in particular state of affairs, now not everlasting. as an instance, individual generally isn't irritating however will become so whilst he/she is asked to make public speech. most of the people revel in state tension which additionally referred to as everyday tension.

Even as someone with situational tension may additionally charge positive occasions as inflicting tension best when certain elements are present. as an instance, a pupil might not be fearful about writing an essay in their own language, but whilst asked to write down a similar essay in English, as a overseas language, the pupil himself which can sense higher ranges of anxiety. In summary, anxiety can be divided into 3 categories. right here are tension developments: tension is a part of a person's persona; tension states: anxiety takes place in positive situations; and situational anxiety: tension is generated while there are sure elements.

2.2.5. Relationship between Anxiety Level and Speaking Ability

Speaking is a means of communication that conveys ideas, messages. emotions for the target market. some students can speak English. they mainly research english high school freshman lecture. in truth they do not talk english properly, due to the fact some college students have exclusive levels of tension whilst talking. They not

often speak because they are afraid to make errors whilst talking. Of similarly, Brown says communique tension stems from learner incompetence. appropriately specific mature thoughts and ideas. In different words, college students who can't explicit their mind emerge as frightened. moreover, Gardner and McIntyre (1993, at fortress Lawrence Jun Chan: "Language learning tension is related to how an character reacts in a apprehensive manner when talking in the second language, and that the motivated person is one that devotes substantial effort in activities to obtain his or her intention".

It means anxiety may be decreased by way of how the students manage their worried manner when they speak English. when the newbies or college students have excessive anxiety stage, any efforts to collect second language as properly could be distrurb and they might fail to accumulate 2nd language. Addition of Bailey (1983) (in Lawrence Jun Zhang) states that: "A contributing component to newbies' achievement or failure to master 2d or overseas language is the way that rookies orchestrate their issues, apprehension, and even dread whilst faced with a sure language undertaking" It manner that this anxiety may be both a sturdy motivational variable that could stimulate learners or debilitating aspect, that can preclude the inexperienced persons from achieving the anticipated goals. based on the rationale above, it can be stated that theoretically, the scholars who have a excessive level of tension will have a low talking potential. students who've a low level of hysteria can have a excessive talking ability. Conceptually, there is correlation between anxiety degree and speaking capability.

2.2.6. Descriptive Text

Descriptive text is text that explains or describes people, animals, or objects. This explanation or description includes form, nature, quantity. In a broad, descriptive sense, as Kane (2000) explains:352), is defined as in the following sentence: Description is about sensory experience: what something looks like, sounds, smells. This is mainly a visual experience but the description also refers to other types of cognition. But in particular, descriptive text is a text with content what a person or thing looks like Its goal is to describe and reveal a specific person, place or thing. Descriptive text is explanatory text to know whether a person or an object is similar, in shape, property, its quantity and others. Purpose of description plain text, meaning describing, representing or revealing a person or object, abstract or concrete.

When writing descriptive text, there are common structures (actually not required) for our article to be truthful. Arrangement East: first, identification:(with an introduction by one person, a place, animal or object will be described). Second, description: contains a description of something like animals, objects, places or people by describing their characteristics, shape, color, or anything related to what the author describes. The purpose of descriptive text are To describe a specific person, thing, or place and To describe a specific person, thing or place.

First, specific participants: has a certain purpose, is not common and unique (only one). For example: Bandengan Beach, my hometown, Borobudur Temple, Uncle Jim. Second, the use of adjectives (adjectives) to clarify nouns. For example: a

beautiful beach, a handsome man, a famous place in Lampung. Third, how to use the present simple tense: the sentence pattern used is present simply because it tells the truth about the object being described. The last is action verbs is verbs that show action. Usually this type of verb is used when describing living things, for example : run, sleeping, walking, and cutting.

2.2.7. Hypothesis Research

According to Dantes (2012) a hypothesis is an assumption or supposition that must be tested through data or facts obtained through research. And in this research the researcher has a hypothesis or guess that will occur in this research.

Null Hypothesis: There is no significant correlation between students' anxiety and their speaking skills in grade eleven at SMAN 1 Punggur. (H0)

Alternative Hypothesis: There is a significant correlation between students' anxiety and their speaking skills in eleventh grade at SMAN 1 Punggur. (Ha)