

CHAPTER II

THEORETICAL REVIEW, CONCEPTUAL FRAMEWORK AND HYPOTHESIS

In this chapter, the researcher develops theories related to the study. The theories generally talk about the EFL students' speaking performance, speaking anxiety, and speaking assessment. The theories help the researcher to conduct the research better.

A. Theoretical Review

1. EFL Student's Speaking Performance

Speaking is one method by which people engage with and another and exchange messages. Veronika (2018) characterizes speaking as the capacity employed by a specific group of individuals to communicate ideas and emotions effectively. Speaking significantly influences an individuals' success in language acquisition, particularly in English. Consequently, speaking is a skill that students need to cultivate while acquiring a language. Pratiwi et al. (2023) assert that many students encounter significant challenges in learning English as second language, due to the influence of their first language or mother tongue, which hinders their acceptance of other language. Students perceive speaking English as challenging, attributing this difficulty to insufficient vocabulary, limiter grammar comprehension, lack of confidence, and a desire to achieve in the language. The role of teachers is essential in this context.

Teachers serve a crucial function as facilitator. Educators must not only teach students to speak, but also meticulously monitor pronunciation, grammar, vocabulary, performance, and cultural norms that influence their culture. Students require assistance in addressing the challenges encountered mastering the English language. Veronika (2018) asserts that the deliberate application of teaching strategies is essential for enhancing skills in the teaching and learning of oral communication. Numerous teaching strategies exist for instructing speaking skills.

Appropriate teaching strategies must be developed based on the students' objectives in learning to speak. EFL/ESL teachers must use a variety of methods and approaches in their instruction to help students abilities, claims Rao (2019). Furthermore, educators are encouraged to implement many effective tactics in their classroom to enhance students' engagement in the acquisition of speaking skills during English lesson. Mulyanti et al. (2021) condition in education, instructors typically integrate many tactics, employing more than one approach in the classroom during the teaching and learning process. This can enhance the learning process by effectively changing and increasing students' knowledge across various learning styles, and foster the development of students' skills. The choice and integration of these tactics are contingent upon the instructor. Mulyanti et al. (2021) delineates four approaches employed by educators in the speaking instruction process: playing in the role, interviewing, describing pictures, and narrating.

The pupils take on a character in the practice known as role-playing. The pupils are divided into groups for this activity, and they are required to act out the role that has been assigned to them. Students will have the opportunity to practice speaking in a real-life setting with this activity.

The practice of conducting interviews is one of the instructional methods that can help pupils improve their speaking abilities. This strategy is designed to engage kids in conversation and to encourage pupils to share their thoughts and opinions. As a result of the contact that takes place between one person and another, the communication abilities of an individual can be improved through the use of interview tactics. This strategy will compel students to engage in active speaking, thereby enhancing their speaking skills. By having pairs to chat or discuss, students will have the opportunity to build their speaking skills.

Storytelling is the act of telling stories, and the individual participating in this activity is known as a storyteller. The tales typically date back to ancient times, and they are typically told to explain natural occurrences or to illustrate the early history of a particular location or people. In this approach, the teachers place an emphasis on the students' ability to accurately tell the tale and comprehend it. The students may use the knowledge gained from this method to communicate effectively with others.

One exercise where pupils describe a picture is called "depicting pictures". Individuals can investigate words and retain vocabulary based on

the images they depict. Describing a picture's details entails outlining the physical characteristics of the object, including color, form, and shape.

The objective of teaching strategy is to enhance the teaching-learning process. Each strategy employed by teachers served a specific purpose. Mulyanti et al. (2021) state that among the four teaching strategies for speaking, role-playing is the most commonly employed by teachers, as it engages a larger number of students, thereby promoting active participation in speaking activities. The teacher employs role-playing to facilitate students' interaction and enhance communication skills beyond the classroom setting. The approach enhances students' fluency in the target language, encourages interaction among peers in the classroom, boosts motivation, and contributes to a more enjoyable teaching and learning experience.

2. Speaking Anxiety of EFL Students

Speaking anxiety is a condition that can cause and influence pupils' foreign language speaking abilities. According to Rosana Putri et al. (2020), people who suffer from speaking anxiety often worry about making mistakes when they speak English poorly and have a negative outlook on future occurrences. Aulia (2022) defines public speaking anxiety as a common occurrence that is encountered by an individual when they are afraid to make a speech. Throughout the teaching and learning process, it makes the pupils reluctant to use the English language. It hinders students from attaining a high level of speaking proficiency in their class.

There are several types of anxiety about foreign languages. According to Indrianty (2016) classifies anxiety into two categories: trait anxiety and state/situational anxiety. Trait anxiety is considered a stable form of anxiety. This type of worry is intrinsic to an individual's nature and, thus, is enduring: it may impede language acquisition. State/situational anxiety is a natural physiological reaction; it will ultimately pass, and the person will feel "normal" once more.

Additionally, students may have anxiety due to various factors. According to Indrianty (2016), communication apprehension, or the fear associated with public speaking, induces uncontrollable physiological responses and impairs clarity of speech, leading individuals to take measures to evade speaking in English. Rosana Putri et al. (2020) identified certain elements that induce anxiety in pupils when speaking English: The primary element is students' self-perception, as they consistently perceive English as challenging to learn and articulate. The vocabulary and syntax of English lead students to see it as a complex language, necessitating repeated learning for all learners. The second is a class condition of performance; such conditions might induce anxiety in pupils while speaking before peers and instructors.

The third issue is fear of making mistakes; pupils often see a negative outcome when they begin to speak English. Students fear that making mistakes may provoke reactions from their peers, including laughter and negative assumptions. According to Sinaga et al. (2020), the primary

element contributing to students' speaking anxiety constitutes apprehension of adverse assessment; students frequently assume that teachers will consistently correct their English utterances during speaking activities. Such an assumption induces heightened anxiety and fear of public speaking in the classroom, stemming from a lack of confidence in their English-speaking abilities. This study indicates that students consistently underestimate their ability and lack the confidence in English because themselves as inadequate in their speaking skills. Students often fear of speaking due to concern about receiving negative judgment from both the teacher and their peers if they make errors in their speech.

EFL students can identify their English anxiety causes. According to Hidayati et al. (2023), the first student is less prepared in English or material, which makes them nervous and unclear if the teacher will ask them about it. Students occasionally fell behind in understanding the topic, which was a barrier. Third, kids struggle with spelling, pronunciation, and word choice when speaking English. In sum, students are anxious to speak due to uncertainties about how to spell, pronounce, and choose English words; a lack of preparation; fear of making mistakes; fear of peer ridicule; and worry of falling behind in understanding the topic or what the teacher was saying.

Some strategies can reduce speaking anxiety. Rosana Putri et al. (2020) state that there are some methods that EFL learners can use to decrease their speaking anxiety. Preparation is the initial tactic, followed by positive thinking and relaxation. Students employ three ways to manage fear

when speaking English. Students must confront the issue of anxiousness. If pupils are aware of their source of anxiety, they must confront this issue. If pupils understand the factor that induce anxiety, they will inherently possess solutions to manage it. Martiningsih et al. (2024) assert that to mitigate public speaking anxiety, the predominant method employed is relaxation, followed by preparation as the second most utilized approach, then peer seeking as the third, and finally positive thinking.

Many EFL students still experience public speaking anxiety, especially when they are required to speak in front of the class. Yaikhong & Usaha (2012), find that teachers can use the created PSCAS to gauge their students' speaking anxiety levels to determine how anxious they are before speaking classes. Teachers can accurately determine EFL pupils' anxiety levels. This procedure will facilitate the teacher's role and allow them to implement suitable ways to mitigate anxiety levels in EFL public speaking classes, rather than solely concentrating on the act of speaking itself.

3. Speaking Assessment

An essential component of the learning process is assessment. Assessment is a continuous procedure that includes several different methods (Brown & Abeywickrama, 2019,p.3). The instructor subtly evaluates the students' work every time he or she comments on a question, tries out a new term or structure, or responds to a query. Assessing students' oral skills and communication competency is a crucial part of the EFL environment, particularly when it comes to foreign language learning.

Additionally, it assesses students' oral proficiency in language and communication. Evaluating speaking is challenging due to its variability, as it requires both subjective evaluation and objective measurement.

Recognizing the five fundamental forms of speaking is crucial. Brown & Abeywickrama (2019, *p.157-158*) delineate five categories of speaking, as elucidated below:

1. Imitative

This type of speaking requires test takers to repeat a word, phrase, or sentence. Pronunciation is the primary focus of the evaluation, but grammar also serves as a grade factor. It is vital to emphasize that imitative speaking does not require communicative language ability. They must gather some knowledge and then repeat it orally without any more explanation. They merely share what they've heard.

The teachers can use a word repetition activity or a Phone Pass activity as an assessment. For example, in the word repetition activity, the instruction is to say, "Repeat after me: beat, bit, bat, and vat," followed by a pause. The sentence used in this activity are simple sentence, so it is easier for learners to repeat them. The teacher can use a simple scoring scale of two or three points for the test.

There are three score scales for repetitious talks, ranging from 2 to 0. The highest score, two, represents acceptable pronunciation, which suggests that the learner can repeat the phrases or sentences correctly.

It receives one (1) point for comprehensibility and partial pronunciation accuracy. It signifies that the pupil can appropriately repeat the words or sentences. The final score is zero (0), with silence and serious pronunciation. If the children are unable to repeat anything and remain silent, the teacher will award this score.

2. Intensive

The focus of intensive speaking is not on phonology or pronunciation. Comprehending meaning is essential for addressing certain tasks; nevertheless, engagement with the counterpart is limited. Reading aloud and completing sentences and conversations are examples of activity samples.

The assessment for intensive speaking can take the shape of a directed response test, read aloud activities, sentence or conversation completion tasks, an oral questionnaire, picture-cued tasks, and translations of a brief speech. This test has three score options: zero (0), one (1), and two (2). When the test taker is just silent or in substantially erroneous target form, a score of 0 is assigned. When a test taker answers partially correctly in target form, he or she receives a score of one. The highest score, 2, is given to individuals who can respond in comprehensible and acceptable target form. While the grammar, vocabulary, understanding, fluency, pronunciation, and task (accomplishment of the solicited activity) each part may be marked

separately, and there may also be composite score that tries to sum up the whole performance.

3. Responsive

Authenticity in communication is key. Consequently, the speaker is prompted to articulate rapidly. Responding to a succinct conversation with a fundamental request is an activity characteristic of this category of discourse. Responsive speaking can be assessed through question-and-answer tasks, offering directions and instructions, paraphrasing, and TSE (Test Spoken English).

4. Interactive

The fundamental difference among responsive and interactive speech lies in the weights and complexity of phrases used. The quantity of speakers is significant, as discussions may necessitate the involvement of more than two individuals. Assessment methods for interactive speaking include interviews, role-playing, debates, games, and oral proficiency interviews (OPI).

5. Extensive

Extensive speaking necessitates a broad range of speech output. The speaker must also engage with the counter-speakers which may involve responding, questioning, and participating in discussion. Prolonged speaking can be considered the apex of speaking skills, necessitating robust language components. Speaking proficiency can be evaluated through oral presentations, picture cued storytelling,

recounting narratives or news events, and translation for extended discourse. This mode of communication necessitates that student produce intricate and monologue style content.

When assessing speech, the assessor should consider several factors. Brown & Abeywickrama (2019, p. 184-185) state that there are six aspects to analysing speaking. Grammar, vocabulary, understanding, fluency, pronunciation, and task are the five aspects. There are 5 degrees, each with its own description of an aspect. Brown's table of assessment rubrics can be found in Appendix 1.

The first aspect is grammar. The lowest grade will be given if the learners have frequent errors. The second grade is awarded when pupils can manage elementary construction but lack confidence in their grammar skills. The third grade is awarded when their control grammar is strong and they can speak the language with acceptable structural precision. The fourth grade will be awarded when they can correctly use the language and make few grammar mistakes.

The next element is vocabulary. The lowest level will be assigned when their speaking vocabulary is insufficient to articulate anything beyond the most fundamental necessities. The second grade will be awarded when children possess a spoken vocabulary adequate for self-expression. The third grade is awarded when individuals are able to use a sufficiently broad vocabulary to communicate in the language and participate can communicate the language with adequate

vocabulary to engage effectively in both official and casual conversations, demonstrating a sufficiently extensive lexicon. The fourth grade will be awarded if students can comprehend and engage in conversation within a specific context, with a high level of precise language. The maximum score will be awarded when an educated native speaker evaluates the student's speech comprehensively across all levels and features.

The third factors are comprehension. The lowest level will be assigned if pupils can comprehend simple questions and statements when spoken at a reduced pace. A second grade is awarded when individuals can comprehend the essence of the most conversations on nontechnical topics. The third grade will be awarded if the pupils can finish the comprehension task quietly at standard rate of speech. The fourth grade is when pupils can comprehend any dialogue within the scope of their experience. The highest grade awarded if the students' proficiency matches that of an educated native speaker.

Among the fourth are fluency. The minimum score will be assigned if the students fail to demonstrate the specified fluency criteria. The highest degree of acceptability occurs when the learner achieves complete fluency in the language, ensuring that their speech is entirely comprehensible to educated native speakers.

The fifth aspects are pronunciation. The students will attain the lowest level if they consistently commit pronunciation faults. The

maximum score will be awarded if they can articulate at a level comparable to and completely embrace that of an educated native speaker. Furthermore, the final elements pertain to the work. The minimum grade will be assigned when pupils can inquire and respond to a very acquainted subject. The highest grade is awarded when individuals demonstrate proficiency comparable to that of an experienced speaker.

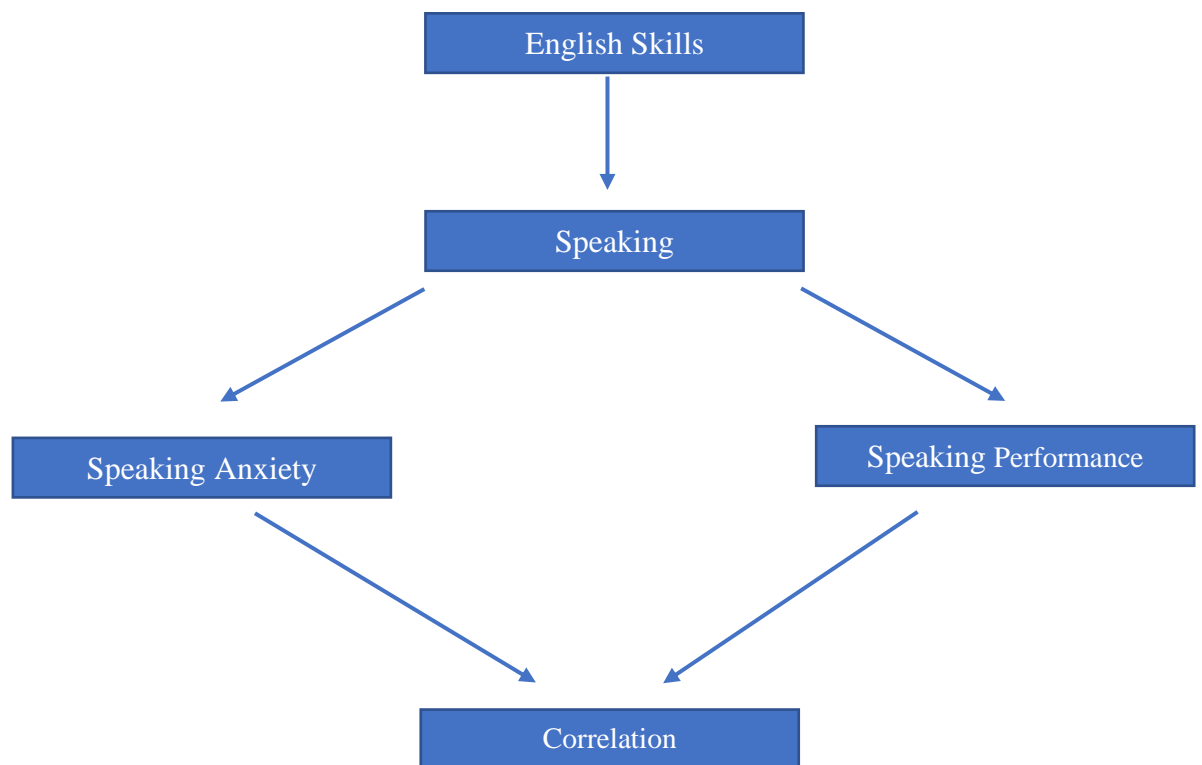
B. Conceptual Framework

Speaking orally is a crucial competency in acquiring a foreign language, particularly English. This is the hardest skill to learn since pupils struggle a lot when they have to talk in a foreign language because they are accustomed to communicating in their tongue. Several factors, including a lack of understanding of vocabulary, grammar, and pronunciation, contribute to the difficulty students experience when trying to speak using the words they encounter. Students have anxiety as a result of these difficult circumstances; the condition is referred to as speaking anxiety.

Fear, humiliation, cold perspiration, and discomfort are all symptoms that students suffer from when they have speaking anxiety. Some causes that contribute to anxiety from public speaking include fear of receiving a poor grade from the instructor, fear of being ridiculed by classmates, and worry about making mistakes due to a lack of understanding of the content. However, there are several strategies to mitigate speaking anxiety, such as preparation, instilling positive thoughts and relaxation.

Students from various levels of education can experience speaking anxiety. Several studies prove that when students experience speaking anxiety, it will harm their speaking performance results. The conclusion that can be drawn from these findings is that there is a connection between anxiety with speaking publicly and performance in public speaking.

Figure 2. 1 Conceptual Framework



C. Hypothesis

This research has two categories for its hypotheses. The classifications include the Alternative hypothesis and the Null hypothesis.

1. Alternative hypothesis (H_a)

There is significant correlation between student's speaking anxiety and speaking performance of the tenth grades students of MAN 4 Kabupaten Madiun.

2. Null hypothesis (H_0)

There is no significant correlation between student's speaking anxiety and speaking performance of the tenth grades students of MAN 4 Kabupaten Madiun.