

CHAPTER II

REVIEW OF THE LITERATURE

This chapter present several theories related to the issue of this research. The researcher devides this chapter into two parts. The first part discusses the theoritical studies. Thereafter, the second part presents the previous studies.

2.1 Theoretical Framework

2.1.1 Impromptu Activity

Impromptu activity provides a different experience for the speaker. That is because the speaker must do a speech without preparation, notes, or materials (Ajeng, 2016). As described before how the people speaking as a prepared talk, conducting a spectromic imprison that will lakely happen. Basic communiacion in human daily life occurs without text or recorded prepared (Mortaji, 2017). This is the s ame as the impromptu speaks. Impromptu speaks as a noticeable notice. Someone just took the floor, chose the subject, and started the basic principle is that the idea voiced unknown and not ready. Speaking impromptu means speakers give message to listeners without any preparation.

For students, the impromptu activity taught to give them the basix skills needs in public speaking. Students are giving a particular topic to send in their speeches. There are 5-7 minutes for each student to collect their perspective of topics, facts and data to support the argument presented in speeches (Ajeng, 2016). In a very limited time, students need to enrich their knowledge of the topic. They are also expecting to be supervising about certain events that occur around

them. After that, when giving speech, they are expect to think quickly and persist in delivering their messages to the audience.

Existing research involving impromptu speech mostly uses one impromptu speech or activity as a means to improve public speaking performance by reducing anxiety. The impact of a series of impromptu talks/activities on reducing public speaking anxiety and developing competencies remains an open question that needs to be studi both quantitatively and qualitatively (Mortaji, 2017).

The researcher believes that the implementation of impromptu activity performances in speaking class can improves students speaking skills especially in topic elaboration. The students will be able to elaborate more topics because the students have to speak spontaneously (Erstentia, 2016).

2.1.2 Speaking Anxiety

Speaking anxiety is a feeling that could causes decreased and ineffective levels of learning among students (Tercan & Dikilitas, 2015). When anxiety is specific to the foreign language context, it belongs to the category of situation-specific anxiety to distinguish people who are anxious only in specific situation (Horwitz, Horwitz & Cope, 1986). Anxiety as an affective state, an uncomfortable emotional state, in which a person sees danger, feels helpless and experiences tension when facing the expected danger (Mohtasham & Farnia, 2017). Speaking anxiety belongs to situation-specific anxiety in which a person tends to be anxious in a certain type of situation (Toth, 2010, as cited in Szyszka, 2017). This theory is obtained from the hypothesis that particular situations are more anxiety provoking than others. This anxiety may arise in public speaking, examination, or class participation (Ellis, 2008). In line with this, Mak (2011) states that speaking

anxiety occurs only in a specific occasion where speaking performances are concerned.

The first type of speaking anxiety discussed is communication apprehension. Horwitz et al. (1986) defined it as a kind of shyness to communicate verbally with people in a foreign language. These experts add that understanding communication plays an important role in foreign languages. Foreign language classes provide great difficulties for foreign language students because they cannot control their communicative situations and their appearance is seen.

In speaking class, students are assigned to do impromptu activities in front of the class. Based on previous research conducted by Anandari (2015), students are already anxious when they know they will speak individually in front of their friends. Students' self-perception that they cannot understand others and cannot make others understand what they are saying. Anandari (2015) stated that anxiety occurs due to students' doubts about themselves and their discomfort to speak in front of the class. Horwitz et al. (1986) concluded that because of their negative perspective, many students who talk a lot remain silent in foreign language classes. Referring to Anandari's (2015) previous research, he found that students may think that their performance is unsatisfactory. It can be simplified that the communication fear referred to in this study is the shame or negative view experienced by students during impromptu speech performances.

The second type of speaking anxiety discussed in this study is test anxiety. Test anxiety in a foreign language context is related to performance evaluation as an ongoing feature in the classroom (Horwitz et al., 1986). Correspondingly,

Hook, Valentiner, and Connelly (2013) state that it is driven by external cues and situational oceans, which involve other people's judgments of one's circumstances (as cited in Szyzka, 2017). Horwitz et al., (1986) state that test anxiety refers to performance anxiety that arises from fear of failure. Speech performance is considered an anxiety-provoking situation. This happens because students are afraid to make mistakes in a foreign language and fail in appearance. Even though students have known each other since the first day of college, they feel insecure about their appearance in front of the class and their English competence (Anandari, 2015).

The last type of speech anxiety discussed in this study is the fear of negative evaluation. Horwitz et al. (1986) defined this anxiety as fear of audience evaluation, avoidance of evaluative states, and expectations of negative self-evaluation of others according to uncertain linguistic and sociocultural standards. In EFL classrooms, students may be sensitive to real or imaginary evaluations from their peers or lecturers (Horwitz et al., 1986). Students' fear of making a bad impression or being evaluated negatively is related to students' inability to express them clearly and correctly in performances (Williams & Andrade, 2008). A previous study on foreign language learning anxiety in EFL Japanese classes conducted by William and Andrade (2008) found that there was a relationship between the fear of negative evaluations experienced by students and the feeling that one student was less capable than the other. Based on these theories, it can be concluded that the fear of negative evaluation arises from students' mindsets that they will be perceived, evaluated negatively based on uncertain standards, and are considered incompetent students.

2.1.2.1 Indicators of Anxiety

The presence of speaking anxiety is noticeable due to its indicators. A real physical reaction towards anxiety can be observed from several indicators. Erstentia (2016) states that it can be indicated by shortness of breath, hyperventilation, dry mouth, fast heart rate, sweating, dizziness, stomach problems, cold and damp hands, muscle tension and slurred pronunciation. Other reactions seen to speech anxiety are body movements such as excessive hand movements, flicking hair, or scratching the head. Howritz et al. (1986) revealed that the inability to control stage fright can create unwanted disturbances during speech performance, as well as activate the motor component if it is emotional. In addition to body reactions, speaking anxiety can also be shown from student behavior such as blanks, forgetting what has been prepared, unable to say what is known, fear of miscommunication, and avoiding speaking (Occhipinti, 2009).

2.1.2.2 Categories of Anxiety

Anxiety can be divided into three categories (Ellis, 2008), namely: trait anxiety, state anxiety, and specific-situation anxiety.

Trait anxiety, trait anxiety is a more permanent tendency to become anxious. This is best seen as an aspect of personality. Moreover, anxiety is a person's tendency to be nervous or feel anxious regardless of the situation. Indeed, such anxiety is part of one's character. Someone who has an anxious nature tends to feel anxious in various situations. Once anxiety becomes a trait, it will hinder language learning.

State anxiety is a fear that is experienced at a certain point in time in response to a particular situation. It's a combination of trait and situation-specific anxiety. This type of anxiety arises in certain situations and is therefore not permanent. It is nervousness or tension at a certain moment in response to some outside stimulus.

Situation-specific anxiety refers to the persistent and variable nature of anxiety. It is evoked by certain types of situations or events such as public speaking, exams, or class participants. Situation-specific anxiety can be seen as a subcategory of trait anxiety experienced in a particular context.

2.2 The Factors Affecting Speaking Anxiety

There are several factors that are responsible for influencing speech anxiety. The factors are classified into two sources where they arise; internal factors, and external factors. Madrid (1995) stated that it would be more logical and easier to classify these factors based on the same element and type into internal factors and external factors (as quoted in Mahmoudi & Mahmoudi, 2015).

2.2.1 Internal Factors

Internal factors include cognitive and affective factors, namely motivation, intelligence, fear, and the ability to take risks (Mahmoudi & Mahmoudi, 2015). It implies features from within the student. Many experts mention internal reasons that affect students' speaking anxiety. Szyszka (2017) confirms that the construct of speaking anxiety is related to cognition because the students may be aware of the limitations of their competence in a foreign language. Occhipinti (2009) said that the fear of not being able to speak correctly without errors due to lack of

knowledge or low levels of lexicon, pronunciation, and grammar can cause students to experience speaking anxiety. Fear of failure and lack of knowledge take a big role in causing students to experience speaking anxiety. This is supported by Horwitz et al. (1986) that students may experience unpleasant feelings in evaluative situations because they perceive they will fail. They create an irrational vision of a complete failure to convey a message caused by low clarity and poor pronunciation (Szyszka, 2017). To avoid students from anxiety, Tuan and Mai (2015) stated that students need to have communicative competences of sociolinguistic knowledge, speaking skills, and strategic competencies, to help them understand what to say, to whom they are delivering a speech, and how to deliver a speech.

2.2.2 External Factors

External factors refer to class social, teacher behavior, students' first language, and curriculum (Mahmuodi & Mahmuodi, 2015). The environment in which the speaking performance takes place is also one of the important external factors that affect students' speaking anxiety, namely classrooms, public conferences, or job interviews (Occhipinti, 2009). Effiong (2016) found that a relaxed classroom atmosphere contributes significantly to foreign language learning, while a quiet classroom contributes to an increase in speaking anxiety levels where all audiences will only focus on the speaker.

The relationship between students and lecturers and between students also greatly influences foreign language learning (Effiong, 2016). Lecturer behavior towards students can motivate and excite students by providing enthusiastic

models and positive projections in the classroom (Mahmoudi & Mahmoudi, 2015). Lecturers who are friendly, humorous, and relaxed can help students to feel relaxed, more comfortable, and less anxious in speaking class (Effiong, 2016). The relaxed lecturer dress code and less formal appearance are evidence to reduce speaking anxiety in class (Occhipinti, 2009). In addition, close peer relationships and laughter between them also affect speaking anxiety (Effiong, 2016). Classes with a good sense of humor and sharing of laughter between lecturers and students make speaking performances less worrying.

2.3 Teaching Speaking in EFL Context

Teaching speaking skills is important in the context of EFL (Widianti & Cahyono, 2006). Furthermore, Widianti and Cahyono (2006) stated that in teaching speaking skills, teachers take an important role in helping students improve their speaking skills in English. Teaching speaking EFL can focus on training students to speak accurately in pronunciation, grammar, and vocabulary or motivating them to speak fluently (Widianti & Cahyono, 2006). Familiarizing students by giving them speaking practice is necessary in teaching speaking. Speaking class activities are speaking activities that are oriented towards real communication by providing opportunities for students to practice speaking (Widianti & Cahyono, 2006).

Horwitz et al. (1986) identified three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication anxiety refers to a fear of involvement in real communication with others. Horwitz and Young (1991) defined test anxiety as the fear of failing in tests and a displeasing experience that learners hold either

consciously or unconsciously in many situations. Waston and friend (1969) defined the fear of negative evaluation as the anxiety towards others' evaluations, distress over their negative evaluations, and the assumption that others would evaluate one negatively (cited in Chan & Wu, 2004). Limited English proficiency, lack of confidence, fear of negative evaluation, and lack of teaching experience are among the sources of language anxiety (Mahmoodzadeh, 2012).

Gender is a critical factor and has a significant role in foreign language learning. A survey of previous studies showed that gender influences the level of foreign language anxiety among learners, many other studies showed that male language learners have more anxiety than female language learners (Lian & Budin, 2014) and few studies indicates no differences in language anxiety between genders (Alsowat, 2016; Bell & McCallum, 2012).

2.4 Previous Studies

Some of the similar studies has been done, one of the studies is focus in students' responses to the implementation of impromptu speech practices to improve students' speaking skills in critical listening and speaking (Erstentia, 2016), the result of this study is showed that the implementation of impromptu speech practice improved students speaking skills. However, the implementations of impromptu speech practice still need to be developed.

Another study focus on impromptu speech in speaking I class (Saputri, 2017).The result of this research showed that the most experienced type of speaking anxiety was fear of negative evaluation. The students' fear of negative evaluation came from their unpleasant past experience, their imagination that they

would be laugh or be embarrassing by other students, and their fear of being perceived as incompetent students.

Ozturk (2009) investigated the influential factors of foreign language speaking anxiety and language learners' perceptions of it in a Turkish EFL context. The results of the quantitative data showed that pronunciation, immediate questions, fear of making mistakes, and negative evaluation were causes of the EFL speaking anxiety, the interview suggested that most of language learners perceive speaking skill as the major cause of anxiety.

Alsowat (2016) investigated foreign language anxiety level and the factors affecting the anxiety among Saudi English language learners at Taif University in the Saudi context. The results revealed that learners had a moderate level of anxiety. The most important causes of language learners' anxiety were worrying about consequences of failing, forgetting things they knew, and feeling uneasy during language tests.

Debreli and Demirkan (2016) analyzed the level of EFL learners' speaking anxiety and sources that make them anxious. The finding indicated that the language learners generally had a low level of speaking anxiety factors such as difficulty in pronunciations, being ask immediate questions by the teacher, and not understanding the question asked by the teacher resulted in anxiety.

Choi (2016) investigated the perceptions of university language learners on English speaking anxiety in a Hong Kong classroom. The results showed that pedagogical and personal factors lead to language learners' negative and positive feeling toward speaking activities and finally, the behavior and attitudes of the teacher were important aspects that might help to reduce apprehension feelings.

The similarity of previous research with this research is that because it examines students' anxiety, and the difference lies in its focus, previous research studies examined students' responses to anxiety, types of students' anxiety, factors that influence anxiety, levels of anxiety and students learning perceptions of speaking anxiety. Meanwhile, in this study the focus is on students' anxiety about impromptu activities in the classroom.

