CHAPTER I
INTRODUCTION

1.1 Background

Since the prevalence of disruptive impacts of speaking anxiety towards speaking performance of EFL learners in Indonesia, a large amount of studies has been devoted to reveal the secret behind this impacts especially with reference to language acquisition. In the teaching of English as a foreign language in Indonesia learners are expected to attain proficiency across four fundamental domains: speaking, listening, reading, and writing. Among these, speaking stands out as the most pivotal skill to master. According to Richards (2002: 210) within the context of English as a Foreign Language (EFL), speaking assumes paramount importance due to its integral role in effective communication. Consequently, speaking skills often serve as primary indicators of language proficiency, eclipsing other linguistic competencies in assessment protocols. Notably, proficiency in speaking facilitates productive interpersonal communication, enabling individuals to articulate thoughts, provide guidance, and engage in emotional expression and discourse.

Speaking is one of the most productive skills, and English learners must be courageous and self-assured in order to deliver their message to their listeners. Everyone must learn to communicate effectively with one another. English is a foreign language in Indonesia that all learners should acquire from middle school to university level. Furthermore, speaking is an anxious triggering activity that makes learners anxious when they are in the classroom. Many learners are highly anxious because of participating in speaking activities. In fact, speaking is the most anxiety-provoking language skill in a foreign language situation.

According to Saville-Troike (2006), speaking anxiety has received the most attention in SLA research, and lack of speaking anxiety is an important component of self-confidence. Mulyono (2019), speaking anxiety correlates negatively with second language proficiency measures, including grades awarded in foreign language classes. It means that higher anxiety tends to go with lower levels of success in second language learning. In addition to self-confidence, lower anxiety may be manifested by more risk-taking or more adventuresome behaviors. Further, they become more anxious when given questions or asked to perform in front of

the class because they are afraid to make mistakes and thoughtless competence.

It has become a common belief that speaking anxiety has been the most dominant factor influencing learners not to speak English in the classroom. Learners can feel threatened, unsafe and uncomfortable asked to speak English in front of their peers in the classroom. Many feelings are experienced by learners when they are in an English classroom, such as apprehension, fright, even fear.

When learners speak in class, it triggers their anxiety and make them experience extreme anxiety as a result of speaking activities. According to Kralova and Tirpakova, 2019; Damayanti and Listyani 2020, speaking is frequently considered as the language skill that causes the most anxiety for learners of other languages. Even being asked questions or being expected to perform in front of the class makes them more uncomfortable. This finding is in consonant to Horwitz et al (1986), findings' which revealed that EFL learners are hesitant to talk in another language because they are fearful of making mistakes and being perceived as less competent by others. These kinds of issues could have a negative impact on EFL learners.

According to Carlson and Buskist (1997: 570), anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, speaking anxiety arises as a response to a particular situation. Passer and Smith define speaking anxiety as a state of tension and apprehension as a natural response to a perceived threat. It means that people naturally feel anxious when they are threatened. A high level of foreign language anxiety influences communication apprehension which makes learners unwilling to communicate. Speaking anxiety deals with the feeling of concern and obvious in personal evidence such as secretion, speedy heartbeat, and communicating unclearly as the effect of uncertainty of the ability of speaking.

Among the several affective factors that affect foreign language learning especially speaking, anxiety appears to be the crucial factor that has a debilitating effect on the oral performance of learners. Tanveer (2007) emphasized that feelings of anxiety, apprehension, and nervousness are commonly expressed by foreign language learners in learning to speak a foreign language in public. Brown, 2004; Gani et al., 2015; Yalçın & İnceçay, 2014) state that speaking anxiety inhibits learners from speaking. Learners who suffer from anxiety appear to encounter

difficulties in concentrating and mastering the goals for education than other learners which then results in poor performance and poor achievements.

It is part of teacher's responsibility to assure the quality of learners' learning process, and therefore, it is also important for them to at least be aware of the presence of anxiety among the learners. In consequence, teachers can apply the appropriate means to assist and guide the learners. Horwitz, et al. (1986, p. 131) state that "in general, educators have two options when dealing with anxious learners: (1) they can help them learn to cope with the existing speaking anxiety provoking situation; and (2) they can make the learning context less stressful." In addressing these concerns, there are several teaching strategies and techniques that teachers may opt to implement. It is important as well that teachers consider other factors such as the learning environment, kinds of learning activities, and learners' motivation.

Bandura (1991), self-efficacy asserts that speaking anxiety depends on the individual's perception of his ability to deal positively with the potential threatening situation. In other words, it is the belief of one's capacity to attain success in a particular situation. People with a strong sense of self-efficacy tend to view challenging problems as tasks to be overcome, and they form a stronger sense of commitment to their interests and activities.

Some research offers solutions to reduce the learners speaking anxiety. The research conducted by Anderson et al. (2005) report that the speaking anxiety or in that research it is called as Fear of Public Speaking (FOPS) can be decreased by the use of Cognitive Behavioral Therapy (CBT) using Virtual Reality (VR). They add that the use of CBT and VR is effective to reduce FOPS. However, the research by Chou (2018) resulting the solution to face learners' speaking anxiety that is by using full English Medium Instruction (EMI). EMI is a way of teaching to teach subjects in non-native English speaker, in the context of the Taiwanese learners in Taiwan. The result shows that the learners who receive full-EMI having their speaking anxiety decreased. In sum, some research investigated in relation to speaking anxiety generally talk about solutions to minimize the learners' speaking anxiety that is for EFL learners in the class.

Therefore, this research examined foreign language speaking anxiety and its impact on learners' speaking performance, speaking anxiety levels in foreign language speaking, and the most anxiety-provoking source among English

Department learners who are often exposed to the target language. This study also provided a wider explanation of foreign language speaking anxiety and its impact on learners' speaking performance as well as useful information that may help learners overcome foreign language anxiety during a speaking performance.

1.2 Research Questions

Based on the background of the study, the researcher formulated the following research questions:

1) What are the levels of EFL learners' anxiety in speaking at Universitas Muslim Indonesia?
2) How does anxiety affect the speaking performance at Universitas Muslim Indonesia?
3) How do EFL learners perceive about the relation between speaking anxiety and their speaking performance at Universitas Muslim Indonesia?

1.3 Research Objectives

Based on the research question above, the objectives of the study are as follows:

1) To find out the levels of speaking anxiety in EFL learners at Universitas Muslim Indonesia
2) To determine the anxiety affect the speaking performance at Universitas Muslim Indonesia
3) To discover EFL learners perceive about the relation between speaking anxiety and their speaking performance at Universitas Muslim Indonesia

1.4 Research Significance

The research findings are expected to shed light on the levels of EFL learners' speaking anxiety and its impacts on their speaking performance. This study seeks to offer learners valuable insights into prevalent speaking challenges, thereby fostering increased awareness and incentivizing greater practice efforts. Additionally, educators stand to benefit from this research by reading the findings of this research they will pay more attention to EFL learners' speaking anxiety on their speaking performance.

1.5 Scope of the Research

In this research, the researcher focuses on the levels of speaking anxiety and attempts to investigate how those the levels of learners' speaking anxiety and find out if there are any significant impacts of EFL learners' speaking anxiety on their speaking performance. Subsequently, the researcher will find out learners' perceptions about the relation between speaking anxiety and their speaking performance.

CHAPTER II
LITERATURE REVIEW

2.1 Previous Studies

Prior to commencing the research endeavor, it is imperative for the investigator to undertake a comprehensive review of pertinent literature, thereby garnering insights and inspiration for the foundational concepts underpinning the investigation. Moreover, the researcher had been identified four previous studies that served as seminal references, guiding both the design and interpretation of the present study.

The first study was conducted by Mahmoodzadeh, M. (2012) entitled "Investigating foreign language speaking anxiety within the EFL learner's inter-language system: The case of Iranian learners". The objective of the study is first to specifically determine the extent to which Iranian EFL learners attribute their FL speaking anxiety to the constituents of their inter-language system and second to indicate the related gender and level-based differences among the participants. In this study, the researcher investigated the inter-language system by dividing it into three main components: interlanguage phonology, interlanguage grammar, and 'interlanguage meaning system.' They designed a self-reporting questionnaire based on the FLCAS developed by Horwitz, et al. (1986), using a Likert-type scale. Analysis of the results revealed that participants tended to attribute their foreign language (FL) speaking anxiety in the classroom primarily to their interlanguage meaning system compared to the other components. Gender differences showed that females were more susceptible to FL speaking anxiety within their interlanguage system. Additionally, proficiency level did not necessarily correlate with reduced speaking anxiety, as more proficient participants were still subject to anxiety-provoking factors within their interlanguage system.

The second study was done by Erlistiana (2020) entitled "The Effects of EFL Learners' Speaking Anxiety on Speaking Performance". This research aims to explain the effects of EFL learners' speaking anxiety on their speaking performance of EFL at the third grade of MTs NU 02 Al-Ma'arif Boja. The researcher used a quantitative research design for conducting this study. This study focuses on speaking anxiety experienced by EFL learners. The researcher will analyze what factors affect these phenomena and also how the significant effect these

phenomena toward their speaking performance to answer the hypotheses.

The third study was conducted by Saidatulula (2016) entitled "An Analysis of Speaking Anxiety in The Production of English in Speaking Class". The research was conducted at IAIN Salatiga and involved the 2nd-semester learners of the International Class Program (KKI) of IAIN Salatiga as participants. The study aims to identify learners' speaking anxiety levels and determine how speaking anxiety affects learners' speaking ability. This study uses a descriptive quantitative method. Researchers used an instrument questionnaire and speaking test to collect data. The questionnaire used is the FLCAS (Foreign Language Anxiety Scale) by Horwitz, aiming to determine the level of learner anxiety and the speaking test's final score to see the effect of anxiety levels on the learners' speaking skills. In this study, the researchers found that the average learner was at the middle anxiety level. The study also found that the anxiety level does not always affect the learners' speaking performance.

Furthermore, research entitled the correlation between speaking anxiety and learners' speaking performance in the EFL classroom was conducted by Fitri (2019). The purpose of this study was to determine whether learners' speaking anxiety affects their speaking performance. This study uses a quantitative method that involved 31 participants from the tenth-grade learners of SMA PGRI 56 Ciputat. Researchers used the FLCAS and Five Likert Scale to analyze learners' speaking anxiety levels and oral tests to assess speaking performance. The results showed that the level of learner speaking anxiety affected speaking performance. The higher the level of learner speaking anxiety, the more negative impact on learners' speaking performance.

Upon reviewing the relevant research findings elucidated heretofore, it is discernible that notwithstanding the paramount importance attributed to spoken proficiency in English acquisition, certain cohorts of learners persist in encountering speaking anxiety during verbal expression. The researcher finds similarities and differences between the previous study and the current studies regarding the topic and the approaches. The objectives of this studies are mainly the same. Although the theme of this research is similar to previous studies, the researcher used different object and method. Furthermore, those previous studies show that the research topics focus on speaking anxiety in speaking performance. The researcher can conclude that every learner and teacher must know the levels

of speaking anxiety and its impact on speaking performance. From first until fourth researchers also found almost the same result such as communication apprehension factors, speaking anxiety, and negative evaluation that always happen to the EFL learners.

2.2 Theoretical Framework

2.2.1 Speaking

a. Definition of Speaking

Haidara (2016:1502) said that speaking is one of the productive skills that enable us to convey or to express something in the spoken language. Speaking means to produce some words representing idea. It is a process of building and sharing the meaning through the use of verbal communication. Most of people agree that speaking is important in human communication. As an essential skill there are a lot and various perceptions about speaking definition for many experts.

Richards (2008:19) stated that the mastery of speaking skill in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language as well as the effectiveness of their English course based on how much they fell they have improved in their spoken language proficiency.

Collie and Slater (2005:8) express their idea about speaking," speaking will encourage the development of fluency in spoken English. Speaking fluently, of course involve speaking easily and appropriately with others bur it carries further assumption in simple term". When someone speaks, they produce verbal communication and it should be meaningful and easy to understand. In the nature of communication, there is always the speaker and the listener, the message and the feedback. A good speaker should be clear and informative to make the listener understands what the speaker says.

Speaking, on the other hand, is merely a tool for people to communicate their thoughts, ideas, sentiments, and emotions through oral or verbal communication. In some circumstances, it is acceptable to speak to someone with poor grammar, poor pronunciation, and poor vocabulary. Because the goal of communication is for people to grasp what we're saying when we give or receive a message. But it is much better if we speak using a good grammar, vocabulary, and good pronunciation.

b. Problem of Speaking

This type means that come from the individual self or what the learners feel when they are speaking English. According to Juhana (2012:100-103), there are 5 kinds of psychological factors, they are:

1) Fear of Mistake

Learners often feel afraid of making mistake when they are speaking English. In addition, this is also much influenced by the learners" fear of being laughed at by other learners or being criticized by the teacher. Kurtus (2001:1) 15 confirms that the primary reason of fear of mistake is that learners are afraid of looking foolish in front of other and they are concerned about how other will see them. In some other cases, they also worry about how they will sound and scared of sounding silly and so on.

2) Shyness

Shyness is identified as an emotional thing that many learners suffer from at the same time when they are required to speak English. This indicates that shyness could be a source of problem in learners" activities, especially in speaking English. In line Baldwin (Baldwin 2011:32) further explains that speaking in front of people is one of the more common phobias that learners encounter or shyness makes their mind go blank or that they will forget what to say. At the same time, they may fear that they are not as good as other people cannot come up to the mark.

3) Lack of Confidence

It is commonly understood that learners" lack of confidence usually occurs when learners realize that their conversation partners do not understand them or when they do not understand another speaker. In addition, He and Chen (2010) state the main cause of learners" confidence is their low ability in speaking English. In this case, as they add, many learners think that their English is bad and feel that they cannot speak well. The other cause of learners" confidence also deals with the lack of encouragement.

4) Lack of motivation

Motivation defined as the reason to do something, and this reason often very strong. And with strong motivation, success can be achieved. But learners can have lack of motivation in learning. Especially speaking English. Nunan (citied in Gardner, 1999:81) adds that the causes of the learners lack of motivation is

uninspired teaching, boredom, lack of perceived relevance of material and lack of knowledge about the goals of the instructional program.

     5) Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (citied in Nascente). Further Nascente writes that, among other affective variables, anxiety stands out of one of the main blocking factors foe affective language learning. In other words, anxiety influences learners in learning language. Also, their low ability in this aspect in many cases, causes anxious feeling among many learners. Occhipinti (2009:10) also stated that speaking in the foreign language, both in social and academic contexts, entails risk taking and seems to be a challenging activity, in which learners who are not fluent in the target language experience that they cannot fully express their personality or 16 their intelligences.

In this research, the researcher focuses on anxiety in speaking of EFL Learners of Engish Study Program at Universitas Muslim Indonesia.

2.2.2 Concept of Anxiety

a. Definition of Anxiety

In general, anxiety appears from the human body as a response to a particular situation. Commonly anxiety can identify as a feeling of being threatened, apprehension, tension, or worry. There are several definitions of anxiety which are found by the experts.

According by Bourne (2010: 6) anxiety is physiological, behavioral, and also psychological reaction all in one. On a physiological case, anxiety may include bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth, or sweating. On a behavioral case, it can sabotage the ability to act. Psychologically, anxiety is a subjective state of apprehension and uneasiness. In its most extreme form, it can cause people to feel detached from themselves and even fearful of dying or going crazy.

Although anxiety and fear sound similar but both are different. Halgin (2007: 144), describes the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.

According to Rachman (2004: 3), stated that anxiety is one of the natural

feelings, feelings caused by tension and anxiety that made him feel threatened. This is one of the effects of excessive fear, but this could be caused due to the cause, duration, and maintenance of fear and anxiety. The level of anxiety of a person could be seen from a person's ability to respond to a particular problem. To categorize the learners to have anxiety or not, we can see when learners feel confident about the situation in their experience and they don't feel embarrassed to interact with others. But when the learners get anxious, the learners will feel less confident about the situation in their 12 experience and feel unconfident in their capabilities that make them afraid to do something, so they will also comfortable if they get help and support from others.

Beside, problems associated with anxiety in language learning have been well proved. For example, in Horwitz and Cope (1986) observed that in foreign language classes, anxious learners had difficulty in speaking and indiscriminating the sounds and structures of a target language message. Anxiety has been considered a very negative factor in learning a foreign language especially in learning to speak the language.

Horwitz et al (1986: 125) anxiety is a major obstacle to be overcome in learning to speak another language". Speaking is a problem because the spontaneity allows the speaker no preparation time in which to monitor and correct what he or she wants to say, thus the risk of being wrong in an oral class is high (Horwitz &Young, 1991). Learners with anxiety will have difficulty concentrating and processing input in class and consequently the output of the language is negatively affected. They tend to withdraw from voluntary participation and are unwilling to take risks.

They are apprehensive, worried and even fearful in the classroom (MacInty re & Gardner, 1991) Such conditions interfere with learning and anxious learners are thus deprived of many opportunities to practice the target language. Anxiety is therefore considered a major obstacle to developing language skills, and particularly speaking skills. When learners are nervous, they tend to make more mistakes.

From some statements above, the researcher concluded that the feelings of learners in English speaking classroom can lead to confidence and concentration of learners becomes lost, so when learners are nervous or anxious, they tend to make more mistakes. The more mistakes they make, the more nervous they are, and the less likely they are to do well in speaking skills.

1) Types of Anxiety

There are two types of anxiety:

a) Trait Anxiety

Generally, trait anxiety is a kind of anxiety where a subject is generally anxious about many things. In some cases, someone with trait anxiety experiences anxiety every time. According to Omrod (2011), clarified trait anxiety may appear even in non-threatening situations and that this kind of anxiety can be a character of a person. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. Marwan (2007: 39), said that trait anxiety is a person's tendency to feel anxious about the situations they are exposed to.

b) State Anxiety

According to Thomas (2009), said that State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger. It means that state anxiety is an anxious feeling that is felt by the people only when they face a specific situation and in a short time.

Briefly, the trait and the state of anxiety are different in the situation and duration. Someone with trait anxiety may feel anxious in every condition for a long duration. On other hand, a person with state anxiety will only feel anxious when they think that the situation will risk him.

b. Anxiety in Speaking

Based on the explanation before that anxiety is someone's feeling of nervousness in facing an event in a particular situation. Commonly, the anxious feel appears because learners have a lack of language features in English (vocabulary, grammar, and word choice), fluency, accuracy, and comprehension in speaking skills. Moreover, it can influence the learners' self-confidence such as afraid of being laughed at by other learners. Finally, it will affect their performance in speaking skills. Thus, the anxious learners in speaking categorize into state anxiety. It is because learners feel threatening when they are to practice speaking in front of their class.

To sum up, anxiety is a serious problem for learners that can influence their achievement in speaking. According to Antony (2004), claimed that it is necessary to overcome learners' anxiety in speaking performance. The learners can plan to change the way of think, change the way to communicate and improving

relationships, meet new people, learn to make a presentation with confidence, and stop trying to be perfect. Horwits and Cope (1986), figure out that there are three kinds of anxiety in language learning, they are communication apprehension, test anxiety, and fear of negative evaluation.

In conclusion, the kinds of learners' anxiety categorize into three major problems. Firstly, communication apprehension, in this case, the learners feel anxious because of an embracing feeling when speaking in front of the class. Secondly, test anxiety, means that the learners feel worried when they have to face an English test, it is due to the level of difficulty of the test. Lastly, fear of negative evaluation, someone will feel anxious when he or she speaks in every social evaluation situation, for example, interview for a job.

c. Factor of Speaking Anxiety

Speaking anxiety is a serious problem for learners that can influence their achievements in speaking. Antony (2004) states that it is necessary to overcome learners' speaking anxiety in speaking performance. The learners can change the way of think, confront the anxiety-provoke situation, change the way to communicate and improving relationships, medicate, meet new people, copy with rejection, stop trying to be perfect, and meet new people. Horwitz and Cope (1986) figure out that, there are three kinds of anxiety, they are:

1) Communication Apprehension

Communication apprehension is a feeling of shyness as the impact of fear to communicate with other people. In this case, the learners will have less control in a communicative situation when they feel difficulties speaking in a foreign language class and it will influence their speaking skills

2) Test Anxiety

Test anxiety appears when the learners worry to fail a test. In this case, the learners feel anxious in the test of foreign language class because they get the difficulty of the test and quizzes. Even, the learners most prepare but often make errors in the test.

3) Fear of Negative Evaluation

Fear of negative evaluation is the learners who do not only get anxiety in taking a test. They can feel anxious in every social evaluative situation, for example, interview for a job or speaking in a foreign language class.

d. Impact of Speaking Anxiety

In his research, Khan (2005) contends that some of his learners struggle psychologically when they talk. Learners' performance in speaking skills is also influenced by psychological issues. Essentially, the learners' anxious feelings will irritate them during the learning process. It influences their effort and performance in the target language. Almost all speaking anxiety learners think less clearly and make more mistakes than their peers. Furthermore, because the speaking anxiety has affected them, causing them to worry and distract themselves from the learning process, they must work harder to complete the task. Spolsky & Hult (2008) states that generally linguistics consists of vocabulary, grammar, and pronunciation. These linguistics problems make many learners' speaking ability become poor.

e. FLCAS (Foreign Language Classroom Anxiety Scale)

FLCAS was the designed by Horwitz and Cope (1986), which is the most commonly used for assessing FLA, the FLCAS is a 33-item individual self-report Likert scale that reflects three things; communication apprehension, test anxiety, fear of negative evaluation.

FLCAS was designed to investigate learners' language anxiety concerning communication apprehension, test anxiety, and fear of negative evaluation (Horwitz and Cope, 1991). The FLCAS has been rigorously validated for internal reliability, test- retest reliability, and construct validity (Horwitz, 1991; Horwitz et al., 1986).

According to the explanation above, the researcher can conclude that the kinds of learners' speaking anxiety are categorized into three major problems. First, communication apprehension, when the learners feel anxious because embrace speaking in front of the class. Second, test anxiety, the learners feel worried when they have to face an English test. Third, fear of negative evaluation, when learners feel anxious to speak in every social evaluation situation, such as an interview for a job.

2.2.3 Speaking Performance

a. Aspects of Speaking Performance

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Learners' speaking ability is expected

to be good because they have learned English since some years before and they will have many performances related to oral skill in universities. But in fact, even college learners' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. These aspects of speaking performance included:

1) Accuracy

According to Nunan (2015), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.

2) Vocabulary

Using vocabulary adequately implies the ability to recognize and use words in the way that speakers of the language use them. It implies using the common collocations of words and fixed phrases. Vocabulary can be defined as the words use in language, phrase, clauses, and sentences. If someone has many words to utters what they interest to say, they will be smooth to give some information or receive the information. In vocabulary, the learners should know about content word and function word in English vocabulary.

3) Grammar

Using grammar correctly in speech implies the ability to produce the distinctive grammatical structures of the language and to use them effectively in communication taking into consideration the characteristics of spoken grammar. For example, spoken clauses, rather than complete sentences, are often joined with coordinators like "and" or "but", or not joined through conjunctions, but simply uttered next to each other, with possibly a short pause between them.

4) Fluency

Fluency, although not a main component either in communicative competence models or conversational models, is adopted in the current study. Fluency is related to using all speaking skills in the context of the time-bound nature of speaking. Fluency refers to the ability how to speak fluently and accurately. Smoothness or flow the sounds, syllabus, words and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. It also can be seen with the way they speak, If someone can speak English without any pauses, such as; "ums" or "emm". It indicates that the quality of their fluency is smooth. When someone can give respond another person questions without any difficulty in the conversation; it

also means that his or her speech is effortless and smooth. For example, if A asks B this sentence: "What are you doing?" B can answer correctly: "I am watching a movie."

5) Pronunciation

For oral communication, it certainly requires the ways of saying every word based on the language itself. According to Thornbury (2005, p. 128-129), pronunciation refers to the learner's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, p. 28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

6) Interactive Communication

Thornbury (2005, p. 129) "Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements". Brown (2001, p. 269), the most difficulties faced by learners in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing learners through the way they interact is good to train them to have natural speaking.

7) Appropriateness

According to Harmer (2001, p. 24), the term of appropriateness is related to some variables. When people are communicating, they have to see what effects to achieve the communicative purpose. Those variables are setting, participants, gender, channel, topic, and complexity.

Brown, Anderson, Shilock, and Yule as cited Nunan (2004, p. 86) declared that what made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

b. Types of Speaking Performances

Brown (2004.p,271) describes six categories of speaking skill area. Those six categories are as follows:

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason by using drilling, learners get opportunity to listen and to orally repeat some words.

2) Intensive

This is the learners' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places learners doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or learner-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is conversation which is done in pair work.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6) Extensive (monologue)

Teacher gives learners extended monologues in the form of oral reports, summaries, storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The learners need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the learners have been ready

and prepared for the activity, they can use the language appropriately.

c. Speaking Performance Problem

Regarding to some experts in language teaching and learning, there are various problems learners encountered in speaking performance. Sadtono (1997) stated that are two problems in language learning and this problem divided into linguistic and non- linguistic problem.

1) Linguistic Problems

The linguistic problems include difficulties faced by learner in learning a language related to the aspects of language. Linguistic problem has some categories, include;

a) Pronunciation

Pronunciation is one of the most important things that learners have to master in order to communicate appropriately and fluently. According to Fangzi (1998, p.36) pronunciation is result in whether or not someone's message can be passed or not by other people. Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of individual word, and understanding of intonation (Fulcher, 2003). the testee. Then the interviewer assesses the language proficiency of the testee.

b) Vocabulary

Vocabulary is an important aspect in teaching and learning a language (Edward, and Vallette, 1997, p.149) "vocabulary is one of the important factors in all language teaching; learners must continually learn words as they learn structure and as they practice sound system. Furthermore, Laufer (1997, p.54) rehearse that vocabulary learning is at the heart of language learning and language use. In fact; it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate in the target language.

c) Grammar

According to Jeffrey & Stacy (2003, p.171) "language grammar is a set of rules that govern its structure, which determines how words are arranged in units forming meaningful language." Similarly, Michael (2005) defines grammar as "the rules that explain how words are combined, arranged, or changed to show certain kinds of meaning." Furthermore, according to Ur (1996), sometimes grammar is defined as "the way words are put together to make correct sentences.

2) Non-Linguistic Problems

According to Ur (1996), there are four main problems faced by learners in speaking.

a) Inhibition

In his book, Ur (2000, p. 111) stated that "learners are often inhibited about trying to say things in a foreign language in the classroom. about making mistakes, fearful of critics or loosing face, or simply shy of the attention that they speech attract." Moreover, Latha (2012) reported that inhibition is the most common problem faced by learners in learning foreign language. They worried to make mistake in speaking the language because they are afraid the speaker will criticize of them. Thus, in this condition they have high of inhibition and it causes they keep silent. Therefore, Inhibition must be reduced by thinking that everyone has to make mistake and the mistake is an experience for going to be better.

b) Nothing to say

Even if they are not inhibited, many learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c) Low or uneven participation

Only one participant can talk at the time if he or she is to be heard and in a large group this means that each one will have little talking only, this problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d) Mother tongue use

In classes where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak too another in foreign language. If they talk in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the second language.

d. The Speaking Anxiety in Speaking Performance

It has been explained before that speaking anxiety is someone's feeling of nervousness in facing an event in a particular situation. The speaking anxiety is often evoked for learners in English speaking class. Commonly, the anxious feeling is appeared because learners have lack of language feature English (vocabulary, grammar, and word choice), fluency, accuracy, and comprehension in speaking

skill. Moreover, it can influence the learners' self-confident, such as afraid of being laughed by other learners. Finally, it has effect toward their performance in speaking skill. Thus, the anxious learner in speaking performance is categorized into state speaking anxiety. It is because learners feel threatening when they are order to practice speaking in front of their class.

The learners who experience failure in speaking performance, they will better to quiet than taking a risk to fail again. Hence, it is important for teacher to make effective class in stimulating them to speak. Horwitz, Horwitz, and Cope (1986) stated that the learners who have problem in speaking, they will have greater difficulty in speaking in foreign language class. To sum up, speaking anxiety is serious problem for learners that can influence their achievement in speaking performance. For this reason, Antony (2004) claimed that it is necessary to overcome learners' speaking anxiety in speaking performance. The learners can plan for change, change the way of think, confront anxiety-provoke situation, change the way to communicate and improving relationship, medicate, copy with rejection, meet new people, learn to make presentation with confidence, and stop trying to be perfect.

2.2.4 Perception

Perception does not occur to or inside us. This is the work we practice. Consider how a blind person navigates a busy place utilizing touch and intelligent probing (Noë, 2004). The emotion system is slightly distinct from the systems for visual, auditory, and kinesthetic perception, and it contains specialized procedures for emotional processing (Pliner et al., 1979). Delivering a speech and delivering material is insufficient for communicating expertise and knowledge. It should be developed and reviewed throughout the learning process. Furthermore, as a lecturer or instructor, particular attention is crucial when teaching speaking skills like English for Public Speaking, English for Telephoning, Debating, English greetings, and and so forth. The lecturer should not let the learners learn on their own. They should be mentored and evaluated. Speaking in English is commonly perceived as a challenge by L2 learners because they lack a sense of belonging to the language (Haley & Austin, Balakrishnan & Puteh, 2014).

In this instance, the researcher's primary aim in conducting this research is to delve into learners' perceptions regarding their English language proficiency. Recognizing the significance of learners' perspectives in the learning journey, the

study acknowledges perception as the conscious process through which individuals interpret their environment. According to Koentjaraningrat (2011: 99), perception encompasses the entire conscious reasoning process concerning one's surroundings. In this context, learners' perceptions encapsulate their feelings and understanding of their learning experiences, including the teachings will be provided by their instructors. Perception is portrayed as a sensory-driven information gathering and comprehension process, crucial for connecting individuals to their environment. The investigation seeks to understand how learners' perceptions influence their English speaking abilities and whether regular speaking practice in class can contribute to enhancing these abilities. Through exploring learners' perceptions and their correlation with language proficiency, the research aims to shed light on effective pedagogical approaches for fostering English language development.

2.3   Conceptual Framework

EFL LEARNERS OF ENGLISH STUDY PROGRAM

THEORETICAL BASIS

HORWITZ'S FLCAS SCALE

BROWN'S SPEAKING PERFORMANCE ASPECT

EFL LEARNERS PERCEIVE

MIX METHOD (QUANTITATIVE-QUALITATIVE)

SPEAKING ANXIETY LEVELS AND ITS

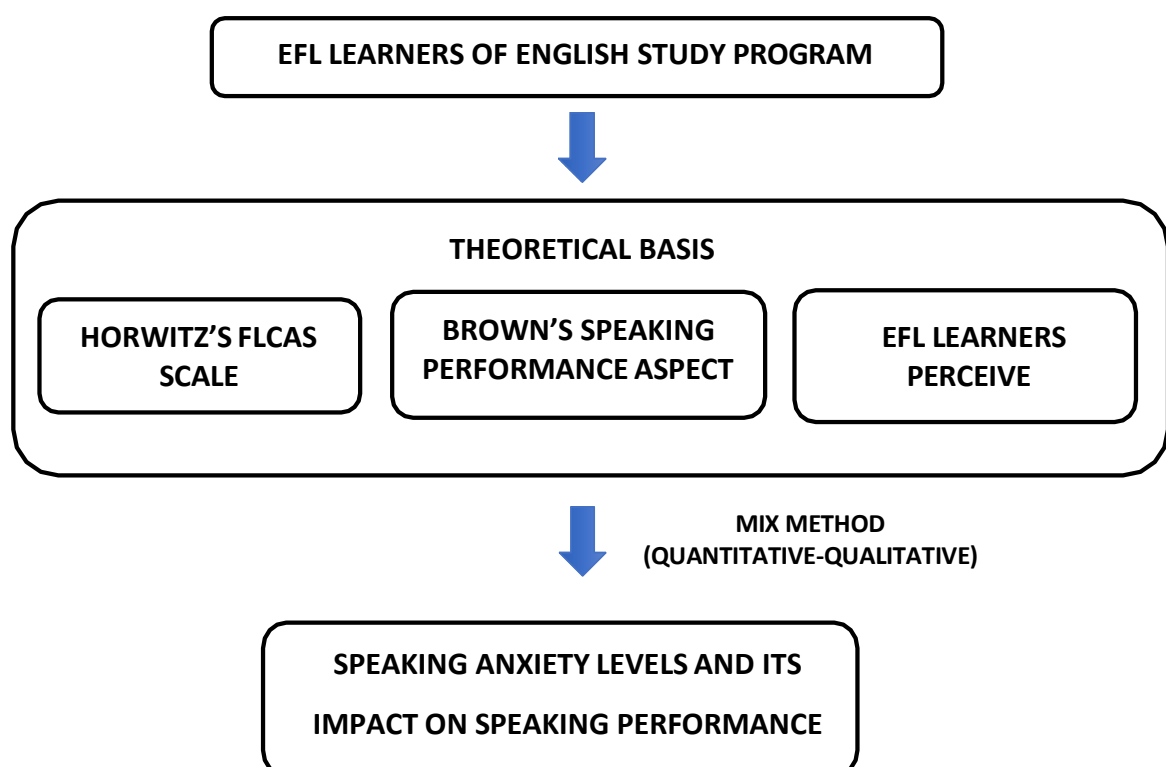**IMPACT ON SPEAKING PERFORMANCE**

Figure 1: Conceptual Framework

The conceptual framework above showed the researcher focused on EFL learners' speaking anxiety on their speaking performance. First, the study investigated the levels of EFL learners' speaking anxiety concerning communication apprehension, test anxiety, and fear of negative evaluation by Horwitz's FLCAS (Foreign Language Classroom Anxiety Scale) Scale. Second, the levels of speaking anxiety were evaluated in learners' speaking performance by speaking test to determine whether there were significant impacts of learners' speaking anxiety on their speaking performance. Third, EFL learners perceive were gathered through interviews to gain the relation between speaking anxiety and their speaking performance.