

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. Concept of Students' Attitude



a. Definition of Students' Attitude

Attitude is a person's feeling or opinion towards something, which is manifested in the form of a tendency to act on it. Attitude is the result of a person's experience and beliefs. According to Damiani et al. (2017:36), attitude is a tendency to react to objects or situations in a certain way, and The success of foreign language learning is strongly influenced by the learner's attitude, which helps facilitate an optimal learning process. Student's attitude has important impact when they learn a language especially in speaking English. Students who have positive beliefs in language learning will increase more positive attitudes in the classroom. Otherwise, students who have negative beliefs will have anxiety, low ability and negative attitude in the class, this is related to what was stated by the previous researcher. Shams said that, "in the context of learning a foreign language, there are various factors that influence the students in learning process, including motivation, attitude, perception, anxiety, learning achievement, aptitudes, intelligence, age and personality" (Hashwani, 2008: 122). Learning a foreign language can provide us with a depth of knowledge as a result, those who are sincerely dedicated to learning a foreign language can learn a lot from it. Fakeye said, "The learner's attitude is acknowledged as one of the most crucial factors impacting language learning".

Other experts such as Lizawati (2019 79) she was mentioned that attitude is one of the affective aspects that can contribute to learning achievement,

especially in learning English. Generally, attitude refers to student's positive or negative response to the target process, it will affect their understanding and they receive a good score. As a result, the student will demonstrate their desire to learn, which it will enable them to succeed.

Attitude refers to an individual's tendency to respond positively or negatively toward a certain object, situation, or person. It is internal and shaped by one's experiences, knowledge, and feelings. Examples include being friendly, disciplined, or caring. Morality refers to a set of values or principles used to determine what is right and wrong in behavior. It is closely related to ethics, social norms, and societal values. Examples include being honest, fair, and not stealing

In conclusion, a positive attitude is a key factor for students in achieving effective learning outcomes. This is especially important in foreign language acquisition, which not only demands higher levels of skill but also requires a constructive mindset to support the learning process successfully.

2. Concept of Speaking Anxiety

a. Definition of Speaking

Speaking is considered one of the fundamental skills in language acquisition due to its role as a means of communication between individuals. Despite the difficulties associated with verbal communication, it is imperative for individuals to engage in it as it enables them to express their thoughts and ideas in an open and honest way (Najiha, 2021:538). The mastery of speaking skills in English is crucial for students, as it serves as a means to establish effective communication. The utilization of language is employed to convey significance and communicate ideas. This implies that verbal communication is a common

practice in everyday activities, serving as a means for students to express their understanding and convey their emotions.

b. Definition of Anxiety

Anxiety is a commonly recognized psychological disorder. Anxiety usually appears as a physiological response to a particular circumstance within the human body. Anxiety is commonly characterized as an emotional state marked by apprehension, unease, stress, or nervousness. Researchers have identified multiple definitions of anxiety. Mohtasham & Maryam (2017:539) assert that anxiety is a psychological state characterized by feelings of unease, frustration, self-doubt, apprehension, or worry, which are similar to those experienced in other forms of anxiety. Furthermore, as per Sutarsyah's (2017:539) statement, anxiety, also referred to as angst or worry, is a multifaceted psychological and physiological state that encompasses somatic, emotional, cognitive, and behavioral components. It refers to the unpleasant emotional state characterized by apprehension and unease. Anxiety is a psychological condition characterized by a state of uncertainty regarding one's abilities or intentions. The matter at hand is of significant importance to instructors of language at the university level, and warrants further investigation and earnest attention, as noted by (Liu, M., & Wu, 2021:539). Numerous students encounter challenges when communicating in English as a foreign language.

The phenomenon of speaking anxiety is a commonly encountered challenge among students who engage in verbal communication in a language that is not their native tongue. Anxiety can be influenced by various factors, including apprehension towards communication, anxiety test, and the feeling of negative evaluation.

c. Categories of Anxiety

There are two categories of anxiety describes by Spielberger and Sarason (2013:860) namely:

1) Trait anxiety

Trait anxiety is part of the anxiety that always continues to be felt under any circumstance. According to Indrianty (2016:860), this type of anxiety is considered likely to be difficult to overcome because individuals feel anxious in various circumstances. In this case, a person feels anxious all the time in everything even in nonthreatening circumstances. Moreover, this anxiety can be permanent in a person's character.

2) State anxiety

State anxiety is a form of anxiety that is experienced at a certain time. Anxiety in this case is temporary because the anxiety feeling will disappear as the threatening situation ends. This is supported by Kim (2001:860) who states that anxiety is conceptualized as a state of restlessness or a temporary feeling of anxiety that is felt by the individual. That is, the state of anxiety is only temporary, this anxiety only occurs when a person feels something harmful Concept of Vocabulary Mastery consequences students to be anxious to express the contents of his mind and heart.

d. Definition of Speaking Anxiety

English speaking anxiety refers to the feelings of nervousness, shyness, pressure, and uneasiness when learning and using English in communication. Even though such anxiety is commonly experienced by many students and often overlooked, it remains a significant issue that needs immediate attention. When anxiety becomes excessive, students may feel overwhelmed



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e. Factor Causes English Speaking Anxiety

Limited of vocabulary is the basic problems in mastering speaking English, even students feel nervous when they are asked to speak English in class.

Low English proficiency can lead to nervousness and fear of speaking English.

Discussing "preparation" is not only about reading, writing and listening skills but also including speaking. It is certain that good preparation will produce good results and can increase students' self-confidence. On the other hand, inadequate preparation might produce poor results. In other words, preparation has a big influence on the speaking process and performance. Successful or unsuccessful depends on how much effort is put in. It is the same with students' success in speaking English depends on how well or maximal the students prepare themselves.

Lack of practice might result students have limitations in speaking English. The fact that English is a foreign language, only learned in school, and not practiced continuously might make students feel anxious about speaking English.

5) Fear of making mistake and being laughed

It is inevitable that students make mistakes and others end up laughed at. It is often found that students feel pressured over their imperfect performance, which triggers anxiety and fear of being laughed at by their classmates.



3. Indicators of Students Attitude and Speaking Anxiety

a. Indicators of students' attitude

According to Orfan (2020:3), students' attitudes in learning English can be identified through three main aspects, namely cognitive, affective, and behavioral dimensions.

1) Cognitive aspect

The cognitive element refers to values, thoughts, and beliefs of a person towards a language. In other words, it deals with the beliefs of learners about the knowledge of the target language they learn and their understanding during learning the target language.

2) Affective Aspect

The affective aspect is based on the feelings and emotions of a person towards a language. The affective component is essentially the evaluation element in an attitude, on the basis of which attitude holder judges the objects to be good or bad. It is believed that the learners' feelings and emotions, which are included in the affective domain of learning, affect their perspective and attitudes towards the target language.

3) Behavior Aspect

The behavior aspect refers to behaviorally intended acts towards a language. It involves how a person beliefs in a specific situation. These three

elements of attitude are interrelated. That is positive belief towards a language brings about positive affect, which leads to positive behavior,

b. Indicators of speaking anxiety

Ahmed and Alamin (2014:98) says speaking anxiety indicators, such as:

1) Communication apprehension

Communication apprehension deals with students' fears in terms of communication. Their fear arises because they feel they cannot understand the information presented and are also unable to convey information clearly when they communicate. This is marked by the appearance of shame and fear of communicating with others.

2) Test Anxiety

This type of anxiety is related to academic evaluation, which is the fear of failing a performance or exam. Usually students who experience this type of anxiety have bad experiences regarding previous exams that cause students to be insecure and think about failing the test they are taking, this can happen to all students.

3) Fear of negative evaluation

Fear of negative social evaluation is related to students' fear of negative opinions and views from those around them. When they talk, they are afraid that they will get an evaluation, criticism, or a bad impression from others. It causes them to be anxious and try to avoid these kinds of things. This type of anxiety is broader than the test anxiety situation, it can attack a variety of other social evaluation conditions, such as job interview, speaking in the class.

4. Correlation between Attitude and Speaking Anxiety



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Students' attitude is considered one of the important factors that influence their willingness to learn English (Syafri et al., 2018). According to Azizifar (2014), learners who hold a positive perception of the target language tend to be more successful. This implies that students with favorable attitudes are more likely to perform well in English speaking, while those with poor attitudes often face difficulties in this skill. Similarly, Bui (2013) revealed in her study that learners with positive attitudes toward speaking English reported using a greater number and wider range of strategies compared to students with negative attitudes. Moreover, those with unfavorable attitudes toward English speaking generally demonstrated only moderate or even low oral proficiency.

B. Review of Related Findings

Looking at previous research, it turns out that there are still many findings in learning English, namely speaking skills, as in the example in the research that I have read before.

The first study was carried out by Khoiriyah (2016) at Maulana Malik Ibrahim State Islamic University of Malang under the title "The Correlation among Attitude, Motivation and Speaking Achievement of College Students across Personality Factors." The research employed a correlational design with a sample of 60 students selected through stratified random sampling. Data were gathered using two methods. The first was a questionnaire designed to assess students' motivation and attitude, while the second involved structured interviews conducted face-to-face with closed-ended questions, requiring participants to provide specific information by selecting from predetermined options. The findings revealed a significant correlation between attitude, motivation, and speaking achievement among both extrovert and introvert learners.

The second research is from Syafrizal et.al (2018) conducted research at Senior High School of class XI-AP 1 until XI-AP 3 in the academic year 2016/2017 by the title "Correlational Study of Language Learning Attitude and Speaking in Indonesian Context (a Case Study) ", the method of this research was quantitative through ex-post facto design. The researchers took a correlational research because it involved the collection of two sets of data, measured of students' language learning attitude toward English and their speaking achievement, so, in this research, all of the 93 students became the sample of the research. However, there were only 80 students who came to the school to answer the close-ended questionnaire. The data were collected by two techniques. The first technique was questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researchers, and often being comparatively straightforward to analyze. The second technique was documents were necessary for the sake of finding answer of this research. In this case, the documents were students' speaking score. Students' speaking score were gained from the English teacher. To find out the correlation between students" The investigation of students' attitudes toward learning English and their speaking performance was analyzed through SPSS version 21 by applying the Pearson Product Moment formula. The results indicated a strong and significant positive correlation, suggesting that learners with favorable attitudes toward English tend to achieve better outcomes in speaking.

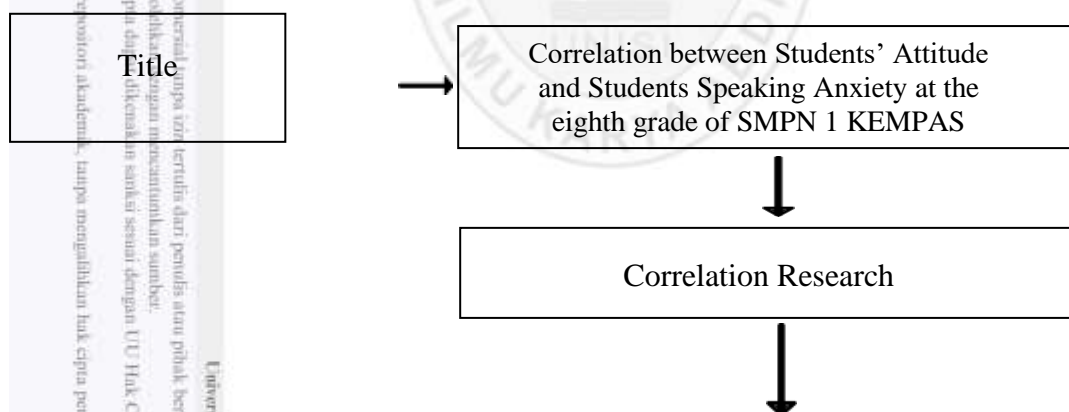
The third research is from Mohammadi, M. P. (2012) conducted research by the title "EFL Students Attitudes towards Learning English Language: The Case of Libyan Secondary School Students", The present study employed a quantitative approach with both descriptive and inferential analysis. Data were collected using an attitude questionnaire designed to examine learners' perspectives on studying English. A total of

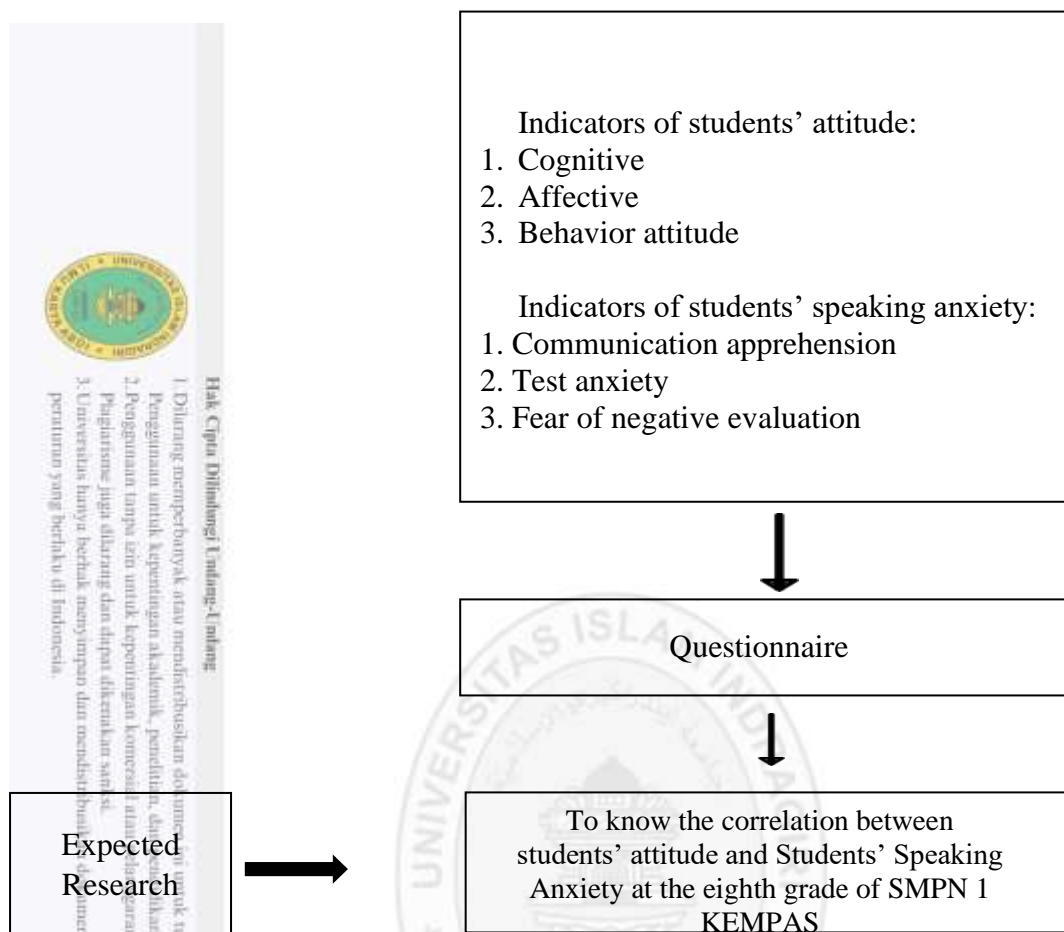
180 students from three academic years and three disciplines—Basic Sciences, Life Sciences, and Social Sciences—participated by completing the questionnaire. The findings revealed that in relation to the three dimensions of attitude, namely cognitive, behavioral, and emotional, the respondents generally demonstrated unfavorable attitudes toward learning English.

From these 3 studies, the researcher not only want to know the relationship between attitude and speaking skills, but the researcher also want to know whether there is a significant correlation between students' attitudes and students' speaking anxiety, and this is what makes my research different from the previous ones.

C. Conceptual Framework

The conceptual framework of this research can be seen below:





The conceptual framework explain that the title of this research is correlation between students' attitude and students' speaking anxiety at the eighth grade of SMPN 1 Kempas, the type of research is correlation research, the indicators are from students' attitude such as: Cognitive aspect, affective aspect and behaviour attitude. Then the indicators of speaking anxiety such as: communication apprehension, test anxiety fear of negative evaluation. The research instrument that researcher use is questionnaire and the expected of this research is to know the correlation between students' attitude a students' speaking anxiety at the eighth grade of SMPN 1 Kempas.

D. Hypothesis & Assumption

1. Assumption

- a. Students who hold a more positive attitude toward learning English are likely to demonstrate stronger speaking skills.
- b. Conversely, learners with less favorable attitudes toward English tend to show weaker speaking abilities and may experience anxiety when speaking.

2. Hypothesis

Ho: There is no significant correlation between students' attitude and students' speaking anxiety at the eighth grade of SMP Negeri 1 Kempas.

Ha: There is significant correlation between students' attitude and students' speaking anxiety at the eighth grade of SMP Negeri 1 Kempas.