

CHAPTER II

LITERATURE REVIEW

A. Concept of Speaking

1. Definition of Speaking

In the explanation of Bailey (2002: 124) defines the four traditional skills of language use (speaking, listening, reading, and writing) in terms of their direction and modality. Language generated by the learner (in speech or writing) is productive, and language directed at the learner (in reading or listening) is receptive. Modality refers to the medium of the message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving.

Based on the Department of Education WA (2013: 167) Speaking is a process as well as a product. Much of a student's speech occurs in unplanned, informal situations where a structured planning process for all spoken interactions would be inappropriate. This dynamic and interactive speaking needs to be promoted through inquiry and the exchange of ideas; teachers should help students to become aware of the way language works in a wide range of social interactions.

Iamsaard & Sakon (2015: 71) speaking is the reaction related to the message, situation, articulation, by using the appropriate language, grammar rules, meaning and culture properly. The speaker sends the message using the appropriate stress, intonation, facial expression, gesture to help convey the meanings for the listeners. Sometimes the speech might lack the completion or improper grammar; however,

speaking occurs between two people by using the language as the means of communication.

Zohra (2012: 8) Speaking as a natural integral part of the persons daily life. In other words, it is an activity which is carried out by both ordinary and specialized people to do their basic functions according to their specific needs. Attempting to illustrate the process of speaking fluently in foreign language, he claims that speaking is a complex skill that involves in addition to the knowledge of vocabulary, grammar and pronunciation a command of skills and another type of knowledge.

2. Types of Speaking Skill

There are five basic types of speaking from Brown (2004: p.141-142), they are:

a. Imitative

This type of speaking performances is the ability to imitate a word or phrase or possibly a sentence. (e.g., “Excuse me.” Or “Can you help me?”) for clarity and accuracy.

b. Intensive

It is a type of speaking where the speaker has lack of ability in interaction with interlocutor but the speaker knows well the linguistic of a language.

c. Responsive

This type includes interaction and test comprehension but at the limited level of very short conversation, standard greeting and small talk, simple request and comments.

d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentation, and story telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out together.

3. Problems in Speaking

There are some problems faced by learner in learning a foreign language according to Ur (1996: p.121), they are:

a. Inhibition

Learners are often inhibited about trying say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Learners could not think of anything to say when their teacher asked them some question about something. As defined by Ur “it is because of the guilty that they should be speaking”.

c. Students do not want to talk

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

d. Mother tongue use

As a consequent of the environment, they tend to use their own mother tongue because they feel easy to do so.

4. Teaching Speaking

In teaching speaking ability is very important part in second language learning. The ability to communicate in second language clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life. Therefore it is essential that language teacher pay great attention in teaching speaking ability so

that the teacher should make various activities to promote speaking to students, the teacher should motivate students to learn more about speaking.

Dogar (2011: 38-39) many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

5. Process of Speaking

In attempt to study the process of teaching speaking, Thorunbury in Zohra (2012: 9) stressed that speaking is a complicated skill in which speakers do certain things and need to develop a command of skills like speech production, conceptualization, formulation, articulation and managing interaction.

a. Speech production.

Speech production is one of the main points of focus in the study of speaking and he described speech as linear, contingent as well as spontaneous in nature. It is linear because it takes place in real time words follow words and phrases follow phrases and likewise at the utterance level, it is contingent because speech is the production of words by words and utterances by utterances responding to another speaker's production, and it is therefore spontaneous because each utterance we utter depends on the preceding one.

b. Articulation

Articulation refers to the process of using the organs of speech to produce sounds that takes place when a stream of air is produced in the lungs moving through the vocal cords and shaped among other organs such as movements of the tongue, lips and the teeth and results in the production of different phonemes.

c. Managing interaction.

Any form of actual face to face interaction require management which is governed by rules that are often influenced by status and social cultural conventions. Rules considered to govern interaction are those of openings and closings, taking turns and topic management.

B. Anxiety

1. Definition of Anxiety

There are several definition of anxiety according to some expert. On Cutrone (2009: 56) anxiety is a the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient. Some of the symptoms include nervousness, tension, apprehension, and introversion.

According to Lejla B (2011: 4) Anxiety is explained as a sort of fear that is manifested by visual signs, an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.

According to Wilson (2006: 69) Anxiety is a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom and not merely a composite of other anxieties and that anxious students feel uniquely enable to deal with the task of language learning.

According to Marzec (2012: 221) anxiety is a multidimensional phenomenon, mostly of debilitating nature, conceptualized it in a model including three independent components: cognitive, physiological (somatic) and behavioral. Being nervous, stressed or forming negative expectations of one's performance are typical cognitive symptoms of apprehension. Physiological consequences make students suffer from upset stomach, experience excessive perspiration or blushing and feel their heart pounding. Behavioral symptoms can be observed in one's tendency for withdrawal, procrastination and avoidance.

2. Symptoms of Anxiety

Anxiety is a common condition that affects millions of people worldwide. Further, the distinction between pathological worry, as seen in generalized anxiety disorder, and normal worry is that the frequency, intensity, duration of anxiety, and the anxiety associated with it exceed by far the actual likelihood or impact of the feared event and the imitated anxiety. as difficult to control. Recent theories of generalized anxiety disorder have attempted to provide a functional explanation for excessive worry. For example, active worry has been found to reduce spontaneously unpleasant emotional images and is associated with decreased physiological arousal. Accordingly, it has been suggested

that some individuals may adopt worry as a strategy to regulate their anxiety.

Rachman (1993) stated that anxiety may be a survival instinct that has evolved over millions of years in order to protect us. It is a series of reflexes and responses that have an effect on our mind and body as we have a tendency to become ready to avoid dangerous situations. It means that when we are anxious, our senses are heightened, our sight and hearing become more sensitive, ready to pinpoint the slightest movement or sound. Our breathing and heartbeat have become a lot of speedy, feel light-weight headed and dizzy, want to go to the toilet or throw up, your limbs feel tremble and all of your body is now charged with energy, full of anxiety, and ready to fight or flee. Anxiety is a general symptom that the previous failure, being afraid to make mistakes to be a citizen and lose face or lack of self-confidence come be the factors that trigger the anxiety. This can be a difficulty for the students' performance in speaking inside and outside the classroom.

Getting anxious in certain situations is normal, everyone does and most people even experience the enhancement of anxiety frequently. Things like tests, interviews, public speaking, dating and competitive can make people be pretty anxious. Rachman (1993) divided anxiety into three parts, those are:

a. Anxiety protects a person in two main ways

- 1) It helps to prepare our body for action, create us more alert and prepare to fight or flee from any imminent threat to our survival. This directly affects the physical such as give sensations (rapid heartbeat, fast breathing, being jittery and on-edge, trembling etc.) that we feel when anxious. In real danger, we can go from being totally relaxed to extremely anxious in an instant that is panic.

- 2) It causes us to organize ahead for any potential dangers and how to deal with them an excellent survival strategy (it will be better to prepare our self to face the danger or avoid it before we tend to get into the situation) but an unfortunate effect of this is that we can get anxious/nervous just thinking about situations.
- b. Symptoms associated with anxiety
- Anxiety can cause a large range of symptoms that affect our body, mind, and behavior.
- 1) Body
 - a) Our heartbeat speeds and breathing become faster and more shallow.
 - b) We start to feel shaky, dizzy and light-headed; our legs feel like jelly and we often start to sweat.
 - c) The mouth feels dry and it becomes hard to swallow.
 - d) We might feel sick and our stomach churning
 - e) Need a toilet more often.
 - 2) Mind
 - a) We may feel frightened (for no apparent reason) and begin to worry about things more and more.
 - b) Start to believe that we are physically ill, having a heart attack or stroke, or going mad.
 - c) We may feel that other people are looking us more.
 - d) Worry that we may lose control or make a fool of ourselves in front of others.
 - e) Often there is an overwhelming urge to escape and get to a safe place
 - 3) Behavior. Depending on what we find stressful
 - a) We may begin to make excuses to avoid going out or doing certain things.
 - b) Rush out of places or situations where we feel anxious.
 - c) Often start to avoid things and situations that make us feel

anxious.

- d) May have a drink or take a tablet before doing something we find stressful.

c. Anxiety problems

Getting anxious in certain situations is normal, everyone does and most people even experience increased anxiety frequently. Stocker (2013) divided symptoms of anxiety in some classifications there are tightness, rigidity, guardedness, tension, feeling vulnerable, feeling exposed, always expecting danger, shakiness, shivering or sweating, a sense of dread, feeling like a “victim”, being docile or passive, being angry, aggressive or filled with rage, appearing humorless, lifeless, invisible: feeling resigned or indifferent, being disengaged, having no trusted friends, having fractured family relationships, being hyper-alert, being a hoarder with money or possessions or spending recklessly, lack of concentration, feeling dissatisfied and feeling like there is never enough.

Related to the linguistic study, Tanveer (2007) revealed the fact that language anxiety is a psychological construct, it most likely stems from the learners' own self as an internal factor such as his or her self-perceptions, perceptions about other (peer, teacher, interlocutors, etc) target language communications situation and his or her beliefs about second language or foreign language learning. Language anxiety could also be a result as well as a cause of insufficient command of the target language. That is why it may be experienced due to linguistics difficulties in learning the second or foreign language. Meanwhile, within the social context, language anxiety may be due to the external factor such as different social and cultural environments where first language and the second language of foreign language take place. Besides, the target language is the presentation of cultural community where people

experience anxiety because of their own concern about ethnicity and foreignness. Social status and the relationship between the speaker and the interlocutors could also be very important factors cause language anxiety for students.

According to Hatzigeorgiadis & Biddle (2008), presenting symptoms for a person with a clinical level of anxiety might include fear, worry, and inappropriate thought or actions. The examples of the diagnostic criteria for generalized anxiety disorder are:

- 1) Excessive anxiety and worry, for more days than not. That is out of proportion to the likelihood or impact of feared events.
- 2) The worry is hard to manage.
- 3) The worry is related to the symptoms of motor tension (tremble, muscle, tension), autonomic hypersensitive (dry mouth, palpitation).
- 4) The anxiety, worry or physical symptoms cause clinically important distress or impairment in social, activity or other important areas of functioning.

Horwitz, et al. (1986) stated that anxiety in the linguistic field especially in classroom presentation could be observed directly. Ochs (1991) (as cited in Fadlan 2017) classified the symptoms of anxiety that may be occurred into:

- 1) Voice
 - a) Tremble
 - b) Too slow
 - c) Too fast
 - d) Monotonous
 - e) Unemphatic
 - f) Hoarse

- 2) Oral Effect
 - a) Stammers halting/awkward pauses
 - b) Hunt of words
 - c) Repeated same word
- 3) Mouth and throat
 - a) Too slowly repeatedly
 - b) Breathes heavily
- 4) Facial Expressions
 - a) No eye contact
 - b) Roll eye
 - c) Grimaces too often
 - d) The face muscle is tense
- 5) Arms and Hands
 - a) Rigid or tense
 - b) Fidget; waves and hand about
 - c) Motionless; stiff
 - d) Sweat
- 6) Body movement
 - a) Body sways too often
 - b) Paces & shuffles feet

3. The Causes of Foreign Language Anxiety

Foreign language anxiety is a common problem that many language learners experience, and it can significantly impact their ability to learn and use a foreign language. Horwitz et al., (1986) classified the causes of foreign language anxiety into 3 components; those are communicative apprehension (CA), test anxiety, and fear of negative evaluation.

a. Communication Apprehension

Horwitz et al., (1986) stated that communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people. It arises when someone has to

talk with others in everyday communication situations. Apprehensive people will have difficulty to speak in public situations. McCroskey (1978) stated that communication apprehension is an individual's level of fear or anxiety associated with either real or anticipated communication with other persons. It can be caused by general personality traits such as quietness, shyness, and reticence in individual personality. In learning a foreign language, the learning process in the classroom the students not only receive the information from the teacher but also how they do the language, including oral communication, such as speaking. So, when students try to communicate using the second language, it will increase their anxiety level.

1) Test Anxiety

The second component which caused foreign language anxiety is test anxiety. Brown (1994) stated that when someone is confronted with a test-taking situation, they feel afraid of failure in a test. It means that the students might have the bad experience in the previous test and this will lead to a negative opinion when the students taking the test. Students will feel a little nervous and stress before the test started. It could possibly happen because of their unpleasant test experience from the previous test related to their poor performance.

Tsai & Chang (2013) stated that some students will feel anxiety if they are under a lot of pressure. Their apprehensive about the result of their test will make them feel anxious about making the same mistakes when doing the test. Sometimes, the types of test can affect students' anxiety level, such as written and spoken test. A spoken test is more complicated because it trigger test anxiety and fear of oral communication apprehension. The students' courage plays an important role in taking test that can affect their performance.

2) Fear of Negative Evaluation

The third component which caused foreign language anxiety is fear of negative evaluation. Horwitz et al., (1986) stated that this type of anxiety broader than test anxiety situation. Fear of negative evaluation is closely related to communication apprehension because students sometimes doubt with their potency in learning and influence from their surroundings environment. When they try to communicate with the others by using the second language, they are doubtful about the structures, whether it is correct or not and they worry about other people's judgment. Furthermore, negative evaluation come from teachers and other students in the learning process. Students will feel anxious when they have to interact with their teacher, such as asking and giving question-related with the topic and they will also feel embarrassed when they perform in front of the classroom which watched by their classmates. All of these situations can increase the level of students' anxiety.

4. The Effect of Anxiety

In the process of studying the correlation between anxiety and performance, many researchers have formed their own ideas about anxiety. Alpert & Haber (1960) made a distinction between debilitating anxiety and facilitating anxiety. They mentioned that facilitating anxiety helps a learner to be more alert to a task, pushes students on to make greater efforts, and is considered to be a positive factor in order to accomplish a task. Debilitating anxiety, on the contrary, is negative, where a student becomes too anxious and may not perform a task to the optimum level, even may frighten the learner off task. In other words, Oxford (1999) stated that debilitating anxiety is bad because it harms students' performance in many ways, both indirectly through worry and self-doubt and directly by reducing participation and creating an overt

avoidance of the language. It may be more a matter of the intensity of the feeling, than of its quality.

In daily life, there are many examples of language anxiety. Some students show their anxiety by giving up on the assignments because find it difficult and they cannot deal with stress, while others are able to identify their anxiety and choose positive ways to reduce it and finally succeed. Anxiety, no matter how debilitating or facilitating it may be, will surely do pervasive effects on language learning. To make it clear, the researcher describes these two types of anxiety below:

a. Effects of Debilitating Anxiety

The term "anxiety" often has a negative connotation and is often associated with negative feelings such as anxiety, frustration, insecurity, fear and tension. When anxiety is detrimental to student performance, it is detrimental and counterproductive to foreign language learning. It is characterized by fear of failure and lack of confidence in success. Students often compare themselves to other students in the class and consider themselves incompetent, they tend to be anxious, their anxiety decreases as they become more proficient. Some students found the teacher's questions threatening and felt frozen and stupid during the interrogation. No matter how much classroom anxiety is generated, it has a huge impact on the EFL.

First, anxiety blocks normal thought processes. When we are anxious, our memory, attention and concentration are affected. Energy is drained rather than focused on class discussion and instruction, such blocks can lead to poor understanding, poor results and loss of confidence. Second, anxiety inhibits student interaction with learning materials. Anxiety causes students to wait for the teacher to encourage them rather than actively engaging or trying to use them. Third, anxiety is usually associated with a feeling of incompetence because of their incompetence, anxious

students tend to prefer a passive approach to the learning process. They lack self-confidence and fail to actively engage with the material, thus failing to internalize the ideas presented in the material and doing the assignments poorly, so feelings of incompetence are reinforced and students eventually drop out. So not all anxiety is negative when it comes to language learning. Aspects that facilitate anxiety cannot be ignored either.

b. Effects of Facilitating Anxiety

Everything has two sides, mostly we consider anxiety as a negative affective variable, but it does not demonstrate to be necessarily negative in its effect on learning. It has been discovered that sometimes learners who are anxious do better than those who are not. Kleinmann (1977) explained that higher levels of anxiety could also be related to higher levels of risk taking. It means that the people who produce the complicated structures might be more anxious than people who are content to remain at a lower level of attainment. Besides, Saidi (2015) stated that anxiety with appropriate level acts as a positive role that motivates the students to preserve their efforts in the learning process. Moreover, Scovel (1978) stated that facilitating anxiety keeps the learners motivated and fight the bad information which comes from them and pushes it to do more effort to reduce their anxiety. Therefore it seems that anxiety sometimes is somewhat helpful to some people.

On the other hand, when the students have the time to prepare and more concerned over a task, anxiety can be helpful or facilitate. For example, when the students feel anxious before performing speaking, this anxious feeling may help him to well prepare the speech by learning it by heart or presenting it to others in advance.

A repeated effort like this will add confidence and chances to succeed and motivate them to work to their full potentials. In this

sense, a certain amount of anxiety can really make learners more alert to what they are doing. Just as what Scovel (1978) commented: "facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval of behavior". Therefore, it is obvious that stress only becomes our enemy when it becomes an end in itself. Only when the focus of our energy turns to anxiety rather than the task at hand, it becomes detrimental to our efforts, but you can manage the anxiety to work for you, instead of against you.

Speech anxiety is one of the most researched topics in communication. Research has shown that students can mitigate many of the causes of speech anxiety, reduce its symptoms, and use their nervous energy in productive ways. The students may always feel somewhat nervous when speaking in public. That is natural, normal, and even beneficial. Think of speech anxiety as intelligent fear, an interaction can serve a positive purpose. The existence of intelligent fear makes students use the responses associated with fear, such as heightened emotions, increased sensitivity to their surroundings, and greater attention to sensory information, to give a better presentation.

C. Communicative Activities

1. Definition of Communicative Activities

Based on Iamsaard & Sakon (2015: 71) Communicative activities based on the social interaction. Moreover the classified the communicative elements as grammatical competence, social linguistic competence, discourse competence, and strategic competence. In addition, communicative language teaching will be successful depends on many factors such as learner's role, teacher's role, instructional material role and instructional activities.

Scarino & Liddicoat (2009: 38) Communicative Language Teaching has also focused on the idea that classroom interactions should be 'natural', by which it is assumed that they will resemble conversations in a number of ways: unequal participation, the negotiation of meaning, topic nomination and negotiation by more than one speaker, and the right of interlocutors to decide whether to contribute to an interaction or not.

In addition Nunan in Wilson (2006) Communicative activities has lists in five basic characteristics of CLT:

- a. An emphasis on learning to communicate through interaction in the target language.
- b. The introduction of authentic texts into the learning situation.
- c. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- d. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- e. An attempt to link classroom language learning with language activation outside the classroom.

These five features are claimed by practitioners of Communicative Language Teaching to show that they are very interested in the needs and desires of their learners, as well as the connection between the language as it is taught in their class and as it used outside the classroom. Under this broad definition, any teaching practice that helps students develop their communicative competence in an authentic context is considered an acceptable and beneficial form of instruction.

Viorica & Angela (2012: 95) The concept of communication is the process by which people assign and convey meaning in an attempt to create shared understanding. It is through communication that collaboration and cooperation occur. Communication is the articulation of sending a message, through different media whether it be verbal or

nonverbal, so long as a being transmits a thought, provoking idea, gesture or action. Considered several types of communication: verbal (by means of language, dialogue) and non-verbal communication.

2. Procedure of Communicative Activities

A procedure is a method for completing something with steps and instructions for each aspect of the task. Hodel (2004: 6) The term communicative language activity is a description of what a language user or learner is able to do with a language, divided into reception, production, interaction and mediation (principally translation and interpretation).

a. Receptive

Receptive activities assume silence on the part of the listener and attention to the medium or to the speaker and that they play an important part in many forms of learning (understanding the content of lessons, reading instructions, reference works and documents).

b. Productive

Productive activities have also an important function in a number of academic and professional fields (spoken presentations and exposés, written studies and reports) and in the area of social evaluation which they typically give rise to (judgment of written performance or spoken fluency, confidence in spoken presentations and explanations).

c. Mediation

Mediation involves both reception and production and consists of translation and interpretation (such as summarizing, reporting, or (re)formulation of statements). The language activities employing mediation, of explaining an existing text in different words, form a considerable part of the day-to-day use of language in society.

3. Categorize of communicative activities

In summary, supported by sufficient amount of literature, these are the following categorization of communicative activities:

a. Information gap activities

Information gap activities are described by Thornbury (2005, 80-84) who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the interactants have to communicate. Littlewood (1994, 22-26) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing. The most common information gap activity is finding the differences in the pictures, exchanging personal information, guessing games and also creating the story based on flashcards shown to the students in random order, for a few seconds and one flashcard per group only. This makes the students cooperate and communicate with each other to find the lacking information.

b. Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia (2001, 106) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members

c. Role plays

A widely spread and one of the best communicative activities is a role play which trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Nunan (2004) points out the special reasons

for using the role play in the lessons. It puts students in situations in which they are required to use and develop language necessary in social relationships and helps them to build up their social skills. Using role play is useful especially while teaching shy students who have difficulty participating in conversation about themselves. Through this activity they are put into various roles and no longer feel that their own personality is implicated. Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation. Here are some steps to use role-play teaching:

- 1) Determine the learning objectives: Identify the learning objectives that you want your students to achieve through role-playing. This will help you to design scenarios that will help students meet those objectives.
- 2) Choose appropriate scenarios: Select scenarios that are relevant to the topic being taught and appropriate for the age and skill level of your students. You can use real-life scenarios or create fictional scenarios that will help students to understand and apply the concepts being taught.
- 3) Assign roles: Assign roles to each student and provide them with the necessary information and background for their character. Encourage students to take on their roles and immerse themselves in the scenario.
- 4) Provide guidance: Provide guidance and support as needed throughout the role-playing activity. Help students to stay focused on the learning objectives and provide feedback on their performance.
- 5) Debrief: After the role-play activity is over, debrief with the students. Discuss what they learned from the activity and how it relates to the topic being taught. Encourage students to

reflect on their experience and share their thoughts and feelings about the activity.

- 6) Repeat: Repeat the process with different scenarios to reinforce learning and allow students to build their skills and confidence.

Overall, role-play teaching can be a fun and effective way to engage students in the learning process and help them to understand and apply complex concepts.

d. Simulation

Simulation is a kind of role play but the emphasis is put on creating the atmosphere of a real world. Students pretend they are a part of a simulated environment and take part either as themselves or are given a role and pretend being someone else. To achieve a suitable simulated environment, the classroom is usually rearranged and, where possible, converted in a required place according to the situation.

e. Guessing games

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called “games”, they provide intensive language practice, especially in asking questions, so they should not be regarded as an extra activity. Students are fond of these guessing tasks mainly because they enjoy themselves without realizing they also practice and improve their speaking skills.

Here are some steps to use guessing games teaching:

- 1) Choose a topic: Select a topic that you want to teach your students. It could be anything from vocabulary words to concepts in a particular subject.
- 2) Develop clues: Create a set of clues that are related to the topic. The clues can be in the form of riddles, trivia questions,

or charades. Make sure the clues are challenging but not too difficult for your students.

- 3) Divide into teams: Divide your students into teams. This will make the guessing game more interactive and competitive.
- 4) Explain the rules: Explain the rules of the game to your students. Make sure they understand how to play and what the objective is.
- 5) Start the game: Begin the game by giving the first clue. Allow each team to take turns guessing the answer. If a team guesses correctly, they get a point.
- 6) Keep playing: Continue to give clues until all the topics have been covered or until a team reaches a predetermined number of points.
- 7) Review: After the game is over, review the topics covered and reinforce any key concepts that were discussed.
- 8) Follow-up: Follow-up with additional activities or assignments that build upon the concepts covered in the guessing game.
- 9) Remember, the key to using guessing games in teaching is to make it fun and engaging for your students. By incorporating games into your lessons, you can create a more interactive and memorable learning experience.

In this study the researcher interested to use role-plays and guessing games in reducing students' speaking anxiety. The reason why the researcher choose role plays because it is fun activity which prompt interaction and makes a good ambience in the classroom. Moreover, for the guessing games it can makes students more interesting and fun in learning process because they can use a media such as picture related to topic.

D. Previous Related Studies

Some studies about speaking anxiety have conducted by some researchers as follows: Juni Bayu Saputra (2018) conducted a research entitled *An Analysis of Students' Speaking Anxiety Toward Their Speaking Skill* to find out the effect on improving students' speaking skill viewed from different speaking anxiety, the design of this research is quasi-experimental. The researcher in this research found there is difference on students' speaking skill before and after the implementation of CLT, students having low speaking anxiety have better speaking skill than those having high speaking anxiety, there is interaction between the teaching technique, speaking skill and students' speaking anxiety.

Rafada & Madini (2017) conducted a research entitled *Major Causes of Saudi Learners' Speaking Anxiety in EFL Classroom* to explore the main causes of speaking anxiety that encountered by Saudi EFL learners in the language classroom. The design of this research pre-experimental quantitative method. They found that the main causes of Saudi learners' speaking anxiety were the teacher's role in raising or reducing anxiety, communication apprehension, lack of vocabulary, fear of peer evaluation, presenting a topic or material in front of the class, low English proficiency, and fear of taking a test.

The similarity between the previous research and this research is both of the researchers describe the students' speaking anxiety that becomes the main objective of the study. The difference between the previous research and this research lies in the aim of the research. The previous research aimed at finding out the main causes of foreign language anxiety toward the Saudi female students in King Abdul Azis University, while the present research aimed at reducing students' speaking anxiety, enhancing students' speaking skill toward communicative activities. Another difference is the previous research collected the data from the questionnaire and interview while the present research collected the data by using a questionnaire and speaking test.

Han & Keskin (2016) conducted a research entitled Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety to find out the level of students' speaking anxiety and their perception about WhatsApp application. This research applied pre-experimental quantitative method.

The similarity between the previous research and both of the researchers aimed at the students' speaking anxiety. The difference between the previous research and this research lies in the activity or media. The previous research used WhatsApp media to reduce the students' speaking anxiety while the present research used communicative activities.

Another research carried out by Atas (2015) entitled The Reduction of Speaking Anxiety in EFL Learners through Drama Techniques to reduce the learners' speaking anxiety through drama techniques and find out their perception about the use of drama. This research applied pre-experimental quantitative design and descriptive qualitative. The result of this research showed that drama helped to reduce the students' speaking anxiety and influenced their emotional quality 12 in the foreign language classroom. Besides, the students felt better, began to speak without worrying about constructing mistakes, interested and try to participate in learning English. The similarity between the previous research and this research is both of the researchers aimed at reducing the students' speaking anxiety. The difference between the previous research and this research lies in the activity. The previous research used drama to reduce the students' speaking anxiety while the present research used communicative activities. Another difference is the previous research aimed at knowing the effect of drama in the students' speaking anxiety while the present research aimed at reducing the students' speaking anxiety, enhancing the students' speaking skill toward peer group activities.

To confirm the result of discussion in speaking, anxiety, communicative activities, the researcher tried to do another research related to them. The researcher did another research to use communicative activities in teaching speaking and anxiety. So , the difference between other research

and this research was is method using communicative activities teaching speaking and anxiety, variable, research, methodology, setting and participants.

E. Research Hypothesis

The researcher develops and states a hypothesis that indicates the expected causal relationship between the variables, stated by Lodico (2010:231). Furthermore, hypothesis as defined by Kerlinger cited by Cohen, Manion and Morrison (2007:14), “as a conjectural statement of the relations between two or more variables, or ‘an educated guess’, though it is unlike an educated guess in that it is often the result of considerable research, reflective thinking and observation.” In other words a hypothesis is the estimation or the possible outcome that will reveal itself at the end of the research.

In this research the researcher used two types of hypothesis namely Null Hypothesis (H_0) and nondirectional hypothesis or Alternative Hypothesis (H_a). So, in this research there are two Hypothesis and will be listed below:

1. Alternative Hypothesis (H_a)

Lodico (2010: 230) Non directional hypothesis simply state that there will be some difference between the variables, but the direction of that difference is not being predicted there is significant effect of Communicative Activities strategies on students’ speaking anxiety and speaking ability of the Eighth Grade at SMP Negeri 1 Nanga Pinoh in the Academic Year of 2022/2023.

2. Null hypotheses (H_0)

Lodico (2010:232) stated that in null hypothesis there’s no significant difference between the variables is expected after the treatment is applied. The null hypothesis is implicit in all experimental research. In other words, the possible finding of the research is nothing or no such changes, effect or anything that found between the independent variable and dependent variable. There is no significant effect of

communicative activities strategies on students' speaking anxiety and speaking ability of the Eighth Grade of SMP Negeri 1 Nanga Pinoh in the Academic Year of 2022/2023