CHAPTER II
THEORETICAL BACKGROUND

This chapter presents a brief explanation of some theories that support the study. The theories related to speaking anxiety, utilizing video recording, the student's perception on utilizing video recording towards student's speaking anxiety, relevant study and framework relating to this present research.

A. Speaking Anxiety in Speaking English

According to Scovel (1978), anxiety is a very complicated experience that needs to be perceived as a combination of feelings, state of emotions and personality traits. In research study, trait and state are the two different types of anxiety variations. In trait anxiety, the condition is somewhat stable personality trait. In this category, the learner feels anxious in a variety of situations. A temporary condition with certain physical signs experienced at a particular moment or point of time is 'state-anxiety'. Situation-specific anxiety reflects and reoccurs in specific situations. The language anxiety is known as situation-specific anxiety. Situation-specific anxiety can be seen as trait anxiety limited to a given context (MacIntyre & Gardner, 1991). Besides that, Anxiety is defined as an unpleasant emotional condition that causes trembling, startled, quick heartbeat, and other unpredictable strange behaviours (Spielberger et al., 1983). Further explanation, Speaking anxiety is one of the most important affective variable that influences foreign language learning, often has a detrimental effect on the students' oral performance of English (Melouah, 2013). Speaking anxiety can be from

slight feeling of "nervousness" to high level of fear. Hand shaking, shivering, sweating, fear, forgetfulness, blankness, butterflies in the stomach, dry mouth and throat, fast heart beat and squeaky voice are the most common symptoms of speaking anxiety. The anxiety level varies from person to person according to the physical and psychological condition and specific situational demands. It is clear that anxiety when speaking can lead to a desire to leave the venue or stage and raises the audience uncertainty about the speaker.

In daily life, when students are supposed to complete an oral task, their anxiety level can increase (Zheng, 2008). Giving oral presentations and performing in front of other students was reported to be one of the most anxiety provoking situations, as well (Ohata, 2005; Woodrow, 2006). Ohata (2005) and Ay (2010) also mentioned the effect of "unpreparedness" on students' speaking anxiety. In this situation, a student reported that she/he feels weird, and prefers to keep his/her silence during the whole class, and wishes not to be asked any questions, it is clearly that the students need more practice (Ohata, 2005). Accordingly, public speaking anxiety has become important to research. Since it obstructs the speaker to convey the materials on a speech which is able to make the speaker lack confidence and excessive anxiety in fear of making mistakes (Harmer, 2004). Therefore, these problems can act as hurdles in achieving one's goals that could be both personal and professional, hence speakers need to develop strong public speaking skills to enable them to become more confident.

In summary, speaking anxiety is a problem that must be overcome by practicing so that the materials presented can be believed and accepted by the audiences. Also there are many reasons for why students experience speaking anxiety, such as: fear of public speaking, communicating orally, unpreparedness, fear of being laughed at, low self-confidence and worrying about being understood or not.

B. Utilizing Video Recording towards the Student's Speaking Anxiety

Recent developments in Information and Communication Technologies (ICTs) and digital advances have provided learners and teachers with new insights into language learning and teaching. The advances in ICT have contributed to the emergence of new literacy practices (Hafner & Miller, 2011). One of these practices is digital video projects prepared by learners. In these projects students are engaged in assignments to prepare videos in which they practice the language they learn. Implementation of these projects has a number of benefits for the learners. Hafner and Miller (2011) point out that video projects provide a social context within which learners are able to interact with one another as well as experiment with a range of digital video technology to create personally meaningful multimodal artifacts.

Furthermore, through these projects, learner's ability to use digital video technology to capture and play back their own performances as well as the performances of others would facilitate reflection on their language learning. With this video recording, students are able to see any anxiety that arises when they speak English.

C. Students' Perception on the Impact of Utilizing Video Recording

According to Toha (2003) perception is a cognitive process that is experienced by every human in understanding their environment both through understanding, vision, hearing, feeling and sense of smell. The perception of the students is the process of complex nature observation in the received and interpret the information that is in an environment with the use of the five senses. So when students have the perception of an object by using the five senses, it means that he know, understand and realize. Students can record their speaking activity and see the result of taking the video. This activity will help learners to investigate the kinds of anxiety that arise in the videos. By re-watching the videos, student will know whether the pronunciation is correct or not, whether the look on his face is strange or not, if so then whatever is seen, whether the body language is appropriate or not. After knowing their weakness points, someone will be motivated to overcome them by improving and making themselves more confident. The students' self-confidence obtained from the reflection which is done personally by utilizing video recording. It's a line with Nunan (1991) declared that the students have enthusiasm to enhance their speaking skills, if the teachers are required to identify the needs of their students with specific tool, and then they should meticulously design the activities and if required a suitable model for teaching according to the need of the hour can also be implemented. And success is measured in terms of the ability to carry out a conversation in the (target) language.

This study, of course, is a good invention especially for a student to train self-confidence based on his/her perception to detect anxiety in speaking and determine whether the use of this observation video is appropriate or not to see what anxieties arise during speaking English based on students' perceptions. Meanwhile, the stage of speaking practice uses a video recording to analyze student's speaking anxiety, namely by telling about the school activities that day, from waking up until returning home. Student tells activities in front of the researcher's camera video.

D. Relevant Study of the Research

This study is relevant to the study conducted by Giannakakis et al., (2016) "Stress an Anxiety Detection Using Facial Cues from Videos". This study develops a framework for the detection and analysis of stress/anxiety emotional states through video-recorded facial cues. A thorough experimental protocol was established to induce systematic variability in affective states (neutral, relaxed and stressed/anxious) through a variety of external and internal stressors. The analysis was focused mainly on non-voluntary and semi-voluntary facial cues in order to estimate the emotion representation more objectively. Features under investigation included eyerelated events, mouth activity, head motion parameters and heart rate estimated through camera-based photoplethysmography. A feature selection procedure was employed to select the most robust features followed by classification schemes discriminating between stress/anxiety and neutral states with reference to a

relaxed state in each experimental phase. In addition, a ranking transformation was proposed utilizing self reports in order to investigate the correlation of facial parameters with a participant perceived amount of stress/anxiety. The results indicated that, specific facial cues, derived from eye activity, mouth activity, head movements and camera based heart activity achieve good accuracy and are suitable as discriminative indicators of stress and anxiety. E. J. Yan, et al. (2019) added that using students' perception also needed to emphasizes reflective thinking where the student can guide and assess the best practice for them and establishing positive learning outcomes.

The similarity between the study done by Giannakakis et al. (2016) and this research is both the researchers detection and analysis of anxiety emotional states through video-recorded facial cues. The differences in this study are not only the facial cues but also the gesture of the student and his perception about the activities. Then, the design and data analysis technique. The design of his study is expeimental and the data analysis used biomedical signal processing to detect the emotional anxiety. While my research use the camera video to observe what kinds of anxiety appear in speaking English. Then, the design is descriptive case study and the data analysis used Miles and Hubberman (1994) Qualitative data analysis to make it easier for student to provide perceptions on the use of video recording, so that student knows what anxiety needs to be addressed.

E. Framework

Based on the literature review, speaking anxiety is a problem that must be overcome by practicing so that the materials presented by the speaker can be believed and accepted by the audiences. And as long as the activity conducted, student can see kind of anxiety appeared. Also there are many reasons for why students experience speaking anxiety, such as: fear of public speaking, communicating orally, unpreparedness, fear of being laughed at, low self-confidence and worrying about being understood or not. During the activity, student was able to see and know what kinds of anxieties that arise in student through the video recording and give his perception on utilizing video reording toward student's speaking anxiety which divided into two classifications, there are signs of anxiety in speaking English and student's perception in utilizing video recording. The student's speaking English by telling about his activities at that day, such as people telling stories in a diary. Therefore, this study shows that practicing speaking English by utilizing a video recording can be a medium to find out what anxieties happen to student and give the student opportunities in delivering perception towards student's speaking anxiety.