

CHAPTER II

LITERATURE REVIEW

2.1 Introduction to Speaking Ability

2.1.1 Definition of Speaking Ability

Speaking is the most prioritized productive skill in language learning. Richards (2008) states that people often evaluate how well they are learning a language and how effective their learning is based on improvements in their speaking ability. Speaking is a human ability involved in an interactive process to create meaning, which includes producing and receiving information (Nasir, 2021).

Speaking has an important function in communication. According to Harmer (2007), there are two functions of speaking. The transactional function conveys information and facilitates the exchange of goods and services, while the interpersonal function maintains and sustains good relationships between people. Any purpose of a speaking event can be interactive if the conversation takes place directly, while communication such as leaving a message becomes a non-interactive activity.

There are several indicators that are very important for speaking ability. Based on Hughes (2003) there are five indicators used to assess a person's speaking ability. They are accent, grammar, vocabulary, fluency, and comprehension. In addition to these indicators, a person's speaking ability is also affected by psychological and linguistic factors. According to research conducted by Maji et al. (2022), psychological factors include anxiety, shyness, motivation, native language, self-confidence, and fear of making mistakes. Meanwhile, linguistic factors include limited vocabulary, pronunciation, and grammar.

2.1.2 Components of Speaking Ability

According to Hughes (Hughes, 2003), there are 5 components of speaking ability:

2.1.2.1 Accent

According to Levis & Zhou (2017), accent refer to the various ways in which languages are spoken by both native and non-native speakers around the world. The Cambridge Dictionary also explains that an accent is the way each person pronounces words in each area, country, or social group. Accents are usually only mastered by native speakers, but some foreigners can also master an accent by learning it. According to Hughes (2003), the highest criteria for accent mastery is pronunciation that is identical to that of a native speaker, without any noticeable foreign accent. Some pronunciation errors are tolerable if they do not interfere with comprehension, but if mixed with a foreign accent, pronunciation can cause misunderstandings and result in errors in grammar or vocabulary.

2.1.2.2 Grammar

Herring (2016) argues that grammar is how words are used, categorized, and organized as a whole in both written and spoken communication. Grammar is still an important part of communication, even though native speakers often don't pay much attention to it in practice. Grammar needs to be considered in the context of speaking so as not to cause mistakes due to some uncontrolled patterns that can cause confusion, misunderstanding, and also hinder communication (Hughes, 2003).

2.1.2.3 Vocabulary

“Vocabulary” is a term that refers to a list or collection of words that are valid for a particular language or a list or

collection of words that can be used by individuals who speak a particular language (Hatch and Brown, 1995 as cited in Arisca et al. 2015). According to the Cambridge Dictionary, vocabulary is all the words that everyone knows and uses. In Hughes' assessment criteria, to get a high score, vocabulary must be as accurate and extensive as that of native speakers in order to master the language, especially when speaking conversationally (Hughes, 2003). People also need to have sufficient vocabulary for professional and general purposes. Limited vocabulary and inaccurate word choice can hinder conversation (Hughes, 2003).

2.1.2.4 Fluency

The ability to process language quickly and effectively is known as fluency (Brown, 2017). According to the Oxford Dictionary, fluency can be defined as the ability to speak or write in a language easily and well. Fluency in speaking can be seen from how well someone speaks coherently and can be understood. In his assessment criteria, Hughes also includes fluency as one of the aspects that must be assessed. Hughes states that if someone speaks on all professional and general topics as fluently and smoothly as a native speaker, or if someone speaks fluently and effortlessly even though they sound like a foreigner, they will receive the highest score (Hughes, 2003). Stuttering, hesitation, and even slow speech can cause incomplete sentences and hinder communication (Hughes, 2003).

2.1.2.5 Comprehension

Another component in speaking is comprehension. Comprehension is a person's ability to understand a language in order to communicate effectively (Sukoco, 2021). According to the Oxford Dictionary, comprehension means the ability to

understand. In the context of speaking ability, comprehension means a person's ability to understand a conversation. According to Hughes' assessment criteria, a person is considered a good speaker when they can understand all the formal and colloquial speech expected of a native speaker or at least understand almost all common conversations (Hughes, 2003). If a person still requires a considerable amount of repetition and rephrasing, they are not yet considered a good speaker (Hughes, 2003).

2.1.3 Factor Contribution Speaking Ability

2.1.3.1 Anxiety

Research conducted by Areta & Purwanti (2021) shows that anxiety can cause students to overthink situations and fear negative outcomes. Their prior planning can be disrupted by anxiety. Learners must train their minds to be calm, relaxed, and manage their anxiety so that they can speak well.

2.1.3.2 Motivation

Research conducted by Irwan et al. (2017) shown that motivation to learn a language is the most important component that contributes to and influences students' speaking abilities. Students who are highly motivated will be more attentive, learn easily and quickly, and enjoy the lessons. On the other hand, students who are less motivated will appear less attentive and uninterested in the lessons.

2.1.3.3 Teacher Strategies

Learning strategies used by teachers also influence students' speaking ability. As Irwan et al. (2017) stated in their research, teacher strategies really influence students' speaking abilities because if teachers have good strategies for teaching in class, it will make students interested and motivated to improve their abilities. In contrast, if the teacher uses a monotonous

teaching style without innovative strategies, students will easily become bored and unmotivated. Furthermore, the teacher's personality also affects student learning.

2.1.3.4 Vocabulary Mastery

Vocabulary is an important component of language. Hughes (2003) states that discussions on some common professional and social topics can be hindered by limited vocabulary and inaccurate word choice.

2.1.3.5 Time Pressure

A study conducted by Nhung (2022) shows that one external factor that affects a person's speaking ability is time pressure or preparation. Preparation or planning is very important because it affects the outcome and fluency of speech. A person who is given time to prepare tends to perform better than someone who is not given time to prepare what to say (Rezai & Okhovat, 2016).

2.2 Introduction to Speaking Anxiety

2.2.1 Definition of Speaking Anxiety

Anxiety can be experienced by humans anytime and anywhere. Anxiety is a subjective feeling of tension, uncertainty, nervousness, and worry caused by the activation of the autonomic nervous system (Spielburger, 1983, as cited in Horwitz et al. 1986). In the world of language education, one of the things that affects student learning outcomes is speaking anxiety. Speaking anxiety is an emotional condition in which a person feels afraid, tense, and nervous when speaking in front of others (Horwitz et al. 1986).

Many situations can be described as speaking anxiety. Language learners generally experience the same types of anxiety as other types of anxiety. They feel worried, restless, afraid, their hearts pound, they sweat, have difficulty concentrating, and are forgetful.

They also exhibit avoidance behaviors, such as procrastinating and skipping class (Horwitz et al. 1986).

Anxiety in academics is actually a normal reaction in some situations, but it can be detrimental to students over time. Speaking anxiety is also included in academic anxiety, where widespread situations can affect students' ability to complete tasks. Students who experience anxiety may not be able to complete group assignments or feel uncomfortable asking for help in class (Hooda & Saini, 2017). Due to the aforementioned impacts, there is a need for learning approaches or techniques that can reduce student anxiety, especially those related to speaking skills.

Speaking anxiety can be reduced by activities that allow students to interact more actively, such as cooperative learning. Cooperative learning, which involves collaborative activities in groups or pairs, encourages students to actively interact with each other. Students will find themselves in a more relaxed and friendly environment by working together, therefore, students will feel safe and comfortable using the language even if they make mistakes (Susidamaiyanti, 2018). Interactive learning activities allow students to communicate gradually and avoid the immediate pressure of speaking in front of the class. By interacting with classmates, they can boost their confidence, reduce their fear of making mistakes, and become more comfortable using the language they are learning.

2.2.2 Factor Contributing Speaking Anxiety

Speaking anxiety is influenced by various factors that arise at the same time. Some of these factors can come from inside or outside the individual. The following are some factors that can cause speaking anxiety:

2.2.2.1 Belief that accuracy and grammar are important in speaking English

Most students consider accuracy and grammar to be important in speaking English. Viewing grammar and accuracy as important components in speaking English has become a habit for students because they have spent time with a learning process that focuses on form (Santoso & Perrodin, 2022).

2.2.2.2 Negative Feelings

Students worry that their speech will not be understood. These negative feelings can also make students nervous when they have to speak. Their nervousness arises because they think they will not be able to perform well, and also because they are being watched by other students (Abdullah et al. 2022).

2.2.2.3 Lack of Vocabulary

Students say that their difficulties in speaking tasks are exacerbated by a lack of vocabulary. This partly explains why students find it difficult to read texts and presentations (Prameswari et al. 2025).

2.2.2.4 Teacher Attitude

In a study conducted by Setyana et al. (2022), teacher attitude can also cause speaking anxiety. Teachers' changing feelings and responses, which may appear angry, can make students afraid to ask questions and speak.

2.2.2.5 Negative Environment

Students' desire to speak is also greatly influenced by the classroom environment. Students may feel uncomfortable in an environment that is competitive or does not support them in communicating their ideas (Arifah et al. 2025).

2.2.3 Symptoms of Speaking Anxiety

According to Horwitz (1986), there are several symptoms that can be observed and experienced by someone with speaking anxiety.

For instance, students may appear hesitant when they are about to start speaking, and their hands or bodies can look trembling due to high tension. Internally, students feel afraid and panicked, which makes them extremely nervous before the audience or classmate. This psychological pressure often triggers a physical reaction, such as a heart pounding rapidly, leaving the students feeling confused, embarrassed, and deeply upset about their performance. Consequently, they experience a general feeling of feeling insecure and constantly worried about making mistakes. This state makes the students unfocused, feeling depressed, and physically tense, which ultimately leaves them feeling completely overwhelmed by the situation.

In addition, Wardani (2018) also explains that speaking anxiety symptoms are divided into two categories based on how they manifest. The first category is observable symptoms, which can be easily seen by others. These include the students trembling on stage, remaining silent for a long period, or nervously touching object around them like a pen or a desk. Students might also show difficulties in delivering words, such as stuttering or stammering, frequently using filler, getting sweaty, and actively avoiding eye contact with the teacher or peers. Physical gestures like rubbing the palms, speaking with a staggering voice, or playing with clothing are also common among anxious students. To cope with this, students often resort to reading script directly, delivering the material at a too slow speed of speech, or constantly squirming in discomfort. The second category is non-observable symptoms, which are internal sensations experienced only by the students. These include students getting confused with their own thoughts, suddenly getting cold, feeling nervous deep inside, and experiencing their heart beating quickly without others noticing it.

2.2.4 Impact of Speaking Anxiety

In addition to inhibiting students' communication, speaking anxiety also has a negative effect on their speaking abilities. This can impact students' academic performance, class participation, and their desire to learn. Students tend to have difficulty organizing their ideas, using appropriate intonation, and using nonverbal expressions to support their speaking performance when their level of speaking anxiety increases (Setiadi et al. 2025). The following are some of the impacts experienced by students:

2.2.4.1 Passive in Conversation

Anxious students often demonstrate an inability to produce complex words or sentences in speaking activities during the learning process (Joko & Sembodo, 2018).

2.2.4.2 Underdeveloped English Skills

Students' language skills are unlikely to develop because practicing the language being learned requires mastery of language input, which should occur during the learning process (Joko & Sembodo, 2018)

2.2.4.3 Learning objectives are not achieved

Speaking anxiety prevents students from participating effectively in the learning process. When student participation is poor, they will not be able to achieve the learning objectives (Abdullah et al. 2022).

2.3 Introduction to Think Pair Share Method

2.3.3 Definition of Think Pair Share Method

The Think Pair Share method is a cooperative method developed by Frank Lyman in 1981. This method has been widely used in learning activities in schools because of its student-oriented activities. The Think Pair Share cooperative learning strategy is a strategy that encourages students to work together to solve problems

and find answers to questions related to a predetermined topic (Ibe et al. 2024). In this method, the teacher's role is only to assist, direct, guide, and facilitate the students.

With three main stages, this model is one of the most effective cooperative learning strategies because it allows students to actively participate in the learning process, improving their understanding, interaction, and communication skills (Herianto, 2025). According to Hayati (2017), the 3 steps are as follows:

2.3.1.1 Step “Think”: The teacher gives questions or topics related to the subject matter and allows students to think about these questions or topics independently for a sufficient amount of time.

2.3.1.2 Step “Pair”: The teacher asks students to work in pairs with other students to discuss the ideas they thought of during the thinking step. At this step, it is hoped that the interaction will enable students to share their answers to the questions asked or share ideas if a problem has been found. Usually, the teacher allows four to five minutes for this step.

2.3.1.3 Step “Share”: The teacher asks couples to share what they have discussed, taking turns couple by couple until about 25% of couples have had a chance to speak.

Fadly (2022) explains more detail that there are five steps involved in applying the TPS method: (1) The teacher conveys the basic material and learning skills; (2) Students are given problems related to the material and think about their opinions; (3) Students are asked to work in pairs with their desk mates and convey the results of their thinking; (4) Students present the results of their discussions with their partners in front of the class; and (5) The teacher provides feedback and gives students a correct understanding of the material.

The Think Pair Share method will have a greater impact on students because they will be more critical in dealing with problems through discussion. Students will be more confident in speaking in public and will interact more socially rather than individually (Fadly, 2022). The structured and gradual method makes students feel more comfortable and gain a better understanding of what is being taught. By learning to express their opinions in class, students also learn to control their emotions, realize that they have skills that can be shown to social groups, and that they have reliable abilities (Amir & Suhartina, 2023).

2.3.3 Characteristics of Think Pair Share Method

2.3.2.1 Student-Centered Learning

The Think Pair Share method encourages students to participate actively, improves their ability to communicate and collaborate, and helps them develop critical thinking skills. These abilities are essential in both education and everyday life (Achadah, 2025).

2.3.2.2 Flexible and Adaptable

TPS can be applied anytime and anywhere because it does not require specific equipment and can be used in large classes. This model can be applied in various contexts and materials in learning (Harianja et al. 2022).

2.3.2.3 Gradual Practice

Herianto (2025) argues that the Think Pair Share model has the ability to enhance student discussion and understanding of the topic being studied through the stages of thinking, pairing, and sharing. Gradual learning makes the student learning experience more interactive and meaningful.

2.3.2.4 Low-Risk Interaction

The step-by-step process creates a calm and relaxed interaction. Students have numerous opportunities to understand

the context being discussed. Achadah (2025) also said that during the “pairs” phase, students can talk in a more intimate atmosphere. This makes them more comfortable to express their ideas and makes them more ready to accept constructive feedback from other students.

2.3.3 Advantages of Think Pair Share Method

Think Pair Share is an active learning approach that allows students to think and discuss what they have learned (Harianja et al. 2022). This model is suitable for speaking activities because it helps students think about answers and requires them to speak to convey their ideas. The following are the advantages of Think Pair Share to support this point:

2.3.3.1 Reducing students' learning pressure

Amir & Suhartina (2023) state in their research that this structured Think Pair Share method allows students to better prepare their ideas before speaking in front of others, which reduces the pressure and anxiety they often experience when speaking in front of a wider audience.

2.3.3.2 Improving students' learning outcomes

The Think Pair Share method improves students' speaking skills better than the expository model (Ginting, 2024). Based on research by Sipayung (2023), student learning completeness has improved significantly using this method. This shows that student learning outcomes can be improved with this method.

2.3.3.3 Encouraging students to speak

Students are trained to communicate their ideas through the Think Pair Share learning model, which also encourages them to actively participate in class discussions (Harianja et al. 2022).

2.3.3.4 Expanding students' thinking

As also mentioned by Harianja et al. (2022), students have better quality answers because they have enough time to think individually, which allows them to think more broadly.

2.3.3.5 Students are more prepared to speak

Boleng (2014) states that the pair component encourages students to compare and contrast their understanding with others. They are also trained to practice their answers in low-risk situations first before presenting them to the whole class. The opportunity to practice answers first with a partner tends to increase readiness and willingness to speak in larger groups.

2.4 TPS to Reduce Speaking Anxiety and Improve Speaking Ability

Think Pair Share as a cooperative method in English language learning certainly influences learning and students. This method is essential for learning because it involves all students and can be quickly implemented in all lessons (Musyawir et al. 2022). TPS, which is a student-centered approach, allows students to express their opinions and reflect on the subject matter (Hayati, 2017).

TPS is designed as a method that requires students to express their opinions to their partners and in front of the class, and has been proven to improve students' speaking skills. Research conducted by Sanjani (2015) found that the application of TPS made students more active in class and gave them more opportunities to speak in English. In addition, students had the opportunity to interact with each other and enjoy the learning process with TPS.

According to Aprianti & Ayu (2020), students learn more about affective matters in the learning process that uses the Think Pair Share method, such as cooperation between students and teacher, respecting different points of view, and giving others the opportunity to speak. Activities carried out during the learning process with the Think Pair Share strategy help students learn more, including controlling their feelings when speaking in public.

Many students experience anxiety when they have to speak spontaneously in front of a large audience. Amir & Suhartina (2023) state in their research that this structured Think Pair Share method allows students to better prepare their ideas before speaking in front of others, which reduces the pressure and anxiety they often experience when speaking in front of a wider audience.

Based on the explanation above, the use of the Think Pair Share method to improve speaking ability and reduce speaking anxiety can be considered effective.

