

## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking Anxiety on EFL Students

Commonly EFL students have experienced a phenomenon called foreign language speaking anxiety. As stated by Young (1990), speaking is stated as the most anxiety-producing experience by the learners when it comes to the target of language. However, sometimes it appears to be problematic to classify whether a student seems reluctant to speak in the target language because of lack of motivation or increased anxiety level (Yalcin & Incecay, 2014). (Horwitz et al., 1986), explore and define speaking anxiety as “a distinct complex of self-perceptions, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.127). In addition, speaking anxiety also defines as the subjective feeling of tension, apprehension, nervousness, and worry associated with the arousal of the nervous system (Spielberger, 1983).

Speaking anxiety usually occurs when speakers think that their oral performance is wrong, stupid, or incomprehensible (Brown, 2001). Students often to shake uncontrollably when their performances are being controlled by their instructors or teachers (Pappamihiel, 2002; Zheng, 2008). In addition, students also often excessive sweating when they are not given enough time to prepare the responses when asked by the teachers (Chang, 2012).

As a result of speaking anxiety, students face a lack of performance such as loss of concentration, lose of fluency, and lose of general sense. Onwuegbuzie et al. (1999) argue that foreign language anxiety can affect the fluency of learners’

speech and learn in a general sense negatively. In addition, Na (2007), and Spielmann and Radnofsky (2001) reported foreign language anxiety among EFL learners can negatively impact the learners' performance.

## **B. Orai Application as The Speaking Learning Platform**

Orai application is a platform to help people to be a better speaker. Orai gives people the confidence and skills to speak powerfully on stage, in front of the public, or in everyday life (Chang, 2017 cited in Halimah, Lustyantie, and Ibrahim, 2018). Orai also helps people prepare before they do public speaking or do a presentation. This application brings a lot of journeys such as students need to finish the first step to get into the next step of learning, students also can make practice and get the feedback immediately after record their voices.

Orai application provides lots of features. The features are:

1. A recording practice and instant feedback machine

In this feature, people could see the word clarity, number of filler, speed pace, and level of the energy produced.

2. A speech improvement process machine from level to level

This feature allows people to complete their speech tasks to reach the next level and get a new challenge from day to day.

*Simulation of using Orai Application for a beginner:*

1. Students need to download the Orai application on the play store/app store.
2. Students are required to create an account or log in using the previous account.  
(students can log in using Facebook and Google account).

3. Students can choose the features they want to use to facilitate them with their speaking. (journey and practice).
4. Students get feedback immediately from their speech practice and move to the next level of the journey.

### **C. Previous Studies on Orai**

In the previous study Halimah, Lustyantie, and Ibrahim (2018) used Orai combined with the teaching method CLL and applied it to speaking class. The methodology used was a qualitative descriptive method. The participants were from the second semester of the English education department private university. The data collection used was a questionnaire. The data were analyzed using coding and calculate in Microsoft excel. The results illustrated that the Orai application helps students alleviate the fear of speaking and increasing speaking ability on the aspects of pronunciation, intonation, and speaking speed.

Another previous study from Suryani, Syahrizal, and Fauziah (2019) used Orai to discover the pro and cons of students in learning pronunciation. Participants were 35 students of third-semester private education institutes majoring in English Education. The data collection were used classroom observation logbook and interview. The result showed most participants agree that Orai brings more benefits in learning pronunciation, while some students not. To fill these gaps, this study will report a descriptive case study of using Orai application on the EFL students to see the impact on students' speaking anxiety.