CHAPTER 2

LITERATURE REVIEW

This section will review and discuss the available literature related to the theories being studied in this research and the position of research problems in the field of study being studied.

2.1. Theoretical Framework

This section will discuss the available theoretical framework related to the theories studied in this research.

2.1.1. English Native Speaker

Native speakers are speakers of foreign languages, especially English because since they were born a foreign language has become their first language. However, being a native English speaker does not mean that the person must come from the United Kingdom because there are still other countries that use English as their main language. Native speakers are also required to use language well, fluently, and appropriately, to identify with the culture in which it is spoken, and to have clear intuitions about what is grammatically correct and what is not. Richard & Schmidt(2002) state that a native speaker is someone who learns a language as a kid and continues to use it fluently as a dominant language. According to Budiarta (2020),"English native speakers are thought to be far more capable of delivering English as a foreign language than non-native English speakers" (p. 12).

Therefore, native speakers are speakers' languages, especially English, they also speak English well and fluently because they were born with a foreign language that has become their first language and their daily language, they also speak English. In this case, native speakers are someone who learns a language as a kid and continues to use it fluently as a dominant language.

2.1.2. The important of Native Speakers for Students

English native speakers have their own function in the development of English as an International language. Native speakers are considered as models because they have perfect pronunciation, regularity of language structure, and also vocabulary. According to M. R. Aini & Nohantiya (2020), "Native speakers has

advantages in communicating with use English intead of non-native speakers and are always seen as embodiment of standard English in the world" (p. 347). In learning English as a second language, contact with native speaker target language is indispensable. If students study from native speaker, then they will know how to pronounce correctly. Therefore they can master Englsih without coercion, with in other words, by acquisition.

It can be concluded that a native speaker is very important for a student who is learning English because a native speaker has advantages in communicating practice such as perfect pronunciation, regularity of language structure, and also vocabulary.

2.1.3. Javanese Language

Javanese language is the language which has the most speakers in Indonesia, this language is used by the Javanese whose territory includes Central Java, Yogyakarta and East Java. In addition, the Javanese languages is also used by some residents in the coastal areas of Karawang, Subang, Cirebon, Indramayu and Banten. The Javanese people in Indonesia and various overseas territories speak Javanese, an Austronesian language. Sepyani. R (2013) states that, "Javanese is one of the world's biggest languages, with around 80 million native speakers and the widest distribution area." It is also the largest and most widely spoken local language in Indonesia.

The Javanese language is extremely varied, and this richness is retained today, either by oral tradition or written evidence. The geographical dialect, temporal dialect, and register in Javanese are all so varied that it might be difficult for someone studying them keep up. Hafidh (2022) states that, "The Javanese language is spoken in numerous Javanese-speaking areas, including Central Java province, Yogyakarta Special Region, and East Java Province" (p. 2). The Javanese language is a reflection of the Javanese people's values and beliefs.

Therefore, Javanese is one of language that has the most speakers and is one of the largest languages in the world with around 80 million native speakers with the widest distribution area.

2.1.4. Dialect and Javanese Dialect

A dialect is a linguistic variety which existence is dictated by the speaker's ethnic background. Aini (2016), said that dialect is language used by people who live in the area or region that are different from another people who are neighborhood. According to Njeru (2013), the term "dialect" refers to variations of the same language that differ in the pronunciation of words associated with social groups and an area based on it is geographical location. Dialects are normally grouped by location, although other characteristics, such as social considerations, can also be used. According to Cahyono (1995), dialect refers to distinctions between variants of one language and another, including syntax, vocabulary, and features of speech. According to Ambalegin & Arianto (2018), Javanese has it is own characteristics such as dialect, sound, stress, and intonation. The characteristics may influence the second or the third language. As Fauzi & Puspitorini (2018) said, "The three Javanese dialects have various characteristics that distinguish one dialect from another. The phonetic variants [a] and [ɔ] are one of the distinctions that characterize the dialect divergence describe above" (p. 1). Other speakers were previously unaware of the use of Javanese dialects, particularly non-standard ones, because they were solely spoken in their own localities. Non-standard dialects' status and existence were being pushed to the margins. The Javanese dialect, which is the mainstream language, is the subject of greater research and documentation.

Therefore, dialect is the language used by people who live in different areas from other people. Like people who live in the Central Java area with people who mostly use Javanese language, where the Javanese language has its own characteristics such as dialect, sound, stress, and intonation in speaking. It is unique in pronouncing other languages; Indonesian and English. Thus, Javanese influences a person in pronouncing some English vowels and consonants.

2.1.5. Five Differentiators of the Dialect

In the Javanese dialect there are five differences. The five differences can be seen in the table below.

Table 2.1 Five Differentiators the Dialect

1	Phonological distinctions	They are variations in the realm of phonology that most dialect users are unaware of.
2	Semantic differences	The phonological modifications and shifts that lead to the development of new words.
3	Onomasiology distinction	Different naming based on a single concept that is used in a variety of contexts.
4	Semasiological differences	Multiple ideas are given the same name.
5	Morphological differences	The emergence of new languages.

Based on the table above, there are five differences in the dialect. The first, is phonological distinctions which are the classical definition of a phonemic distinction that requires phonemes to be both contrastive (contextually unpredictable) and distinctive (heard as different from other sounds). The second is that semanticdifferences are semantic here means only semantic not substantive and locates theproblem not in differences of matters of fact but in differences in the meanings of linguistic expressions. Semasiology and onomasiology is that semasiology is (linguistics) a discipline within linguistics concerned with the meaning of a word independent of its phonetic expression while onomasiology is a branch of lexicology concerned with the names of concepts. And the last morphological differenced is the emergence of new languages.

2.1.6. Phonetics

Phonetics pertains to the vocal tract's activity, the acoustic characteristics of sounds and the perception of speech. It deals with what happens after the sounds are actually created. Hamka (2016), states that "Phonetics is the study of speech, including how sounds are made in the vocal tract or other parts of the body (articulatory phonetics), how they are transmitted and have physical characteristics (acoustics phonetics), and how people perceive them (auditory phonetics)" (p.

357).Vowel, short vowel and long vowel, diphthong, triphthong, consonant, syllable, length, stress, tones, intonation, vocal tract articulation, place of articulation, and manner of articulation are among the phonetic components.

Therefore, phonetic is the study how sounds are articulated and heard as a physical expression of language in sound waves and as being independent of language.

2.1.7. English Vowel

An English vowel is a type of spoken sound produced by altering the form of the upper vocal tract, which is the portion of the mouth above the tongue. Hartoto (2010), said that "English vowels are divided into two classifications that are based on the manner or place of articulation and based on the shape of the mouth" (p. 15). Manner of articulations are defined as front and back and shape of the mouth are defined as open and close. Divides the vowels into five categories depending on the location of the tongue:

1. Front vowels, in the production of which the 'front' of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.

2. Back vowels, in the production of which the 'back' of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.

3. Central vowels, when the position of the tongues is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.

4. Close vowels, when the tongue is held as high as possible consistently without producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.

5. Open vowels, when the tongue is held as low as possible as in /a:/ in /fa: ðə/ father.

Therefore, an English vowel is a type of spoken sound produced by altering the form of the upper vocal tract, which is the portion of the mouth above the tongue. English vowels are divided into two classifications that are based on the manner or place of articulation.

2.1.8. English Consonants

The manner of articulation may classify English consonants as plosives, fricative, nasals, liquids, and semivowels (Hartoto, 2010, p. 17). Plosives are known also as stop consonants. Liquid and semivowels are also defined in some publications as approximants and laterals. The place may make further classifications of articulation as labials (lips), dental (teeth), alveolar (gum), palatals (palate), velars (soft palate), glottal (glottis), and labiodentals (lips and teeth). Classification of English consonants is summarized in:

Table 2.2. The Place of Articulation

1	Labiodental	Sound which is articulated by the tip tongue and the upper teeth. e.g., /f/
2	Dental	Sound articulated by the tip tongue against the upper teeth. e.g.: /ð/
3	Alveolar	Namely sounds articulated by the tip or blade of the tongue against the teeth-ridge, e.g., normal English /t/
4	Palatals	Namely sounds articulated by the back of the tongue against the hard palate. e.g., /j/
5	Velars	Namely sounds articulated by the back of the tongue against the soft palate. e.g., /k/
6	Glottal	Namely sounds articulated in the glottis. e.g., /h/

Table 2.3. Manner of Articulation

1	Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g., /p/ and /b/
2	Affricative	A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g., /t/ and /d/
3	Fricative	When two vocal organs come close enough together for the

		movement of air between them to be heard, e.g., /f/ and /v/
4	Nasal	A closure is made by the lips, or by the tongue against the palate, the soft plate is lowered, and air escapes through the nose, e.g., /m/ and /n/
5	Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g., /l/
6	Approximant	Vocal organs come near to each other, but not so close as to cause audible friction, e.g., /r/ and /w/

Therefore, the manner of articulation may classify English consonants as plosive, fricative, nasals, liquids, and semivowel. The place may make further classifications of articulations as dental (teeth), alveolar (gum), palatals (palate), and velars (soft palate).

2.1.9. Phonology

The systems and patterns of sounds that appear in language are described by phonology. According to Aduais. M. S (2015), the investigation of linguistic sound systems. Phonemic analysis, the most fundamental phonological activity, is to identify the phonemes and generate the language's phonemic inventory. Every language has a certain set of sounds, and by "patterns of sounds", we meanthe blending of these sounds with other elements like syllable, stress, pitch, and intonation. These sounds are referred to as distinctive sounds since each language has its own particular collection of sounds. Being unique implies that the entire meaning of a word may be altered by changing only one sound. To ascertain which sounds may communicate different meanings is the first step in phonology.

Therefore, phonology is the system and pattern of sounds that appear in language. The most basic phonological activity is identifying phonemes and generating a phonemic inventory of the language.

2.1.10. Speaking English

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is the most crucial way for the speakers to express himself in a language, especially in English language.

According to Hadijah. S (2014) speaking English is a skill that can be used productively in order to make sense of them, the people must be able to articulate and convey their ideas, thoughts, feelings, and needs. In this case, skills in speakingEnglish are needed, namely accuracy, fluency, and understanding. More Hadijah. S (2014) said that accuracy concerns grammar, vocabulary, and pronunciation. Then the fluency relates to a person's ability to speak English fluently and accurately so that the listeners can understand what is being said.

From the definition above, it can be concluded that speaking English requires skills such as accuracy and fluency in pronunciation, grammar and vocabulary.

2.1.11. The Component of Speaking English

Speaking English it is difficult to convey oneself verbally Azaimi. T (2018) said that in order to improve the speaking English abilities, the speakers should use a variety of speaking English components.

a. Pronunciation

Pronunciation is how someone pronounces or produces sounds of the words. In learning English, one of the most difficult subjects, next to grammar and vocabulary, is pronunciation. To master English pronunciation, an English learner needs to practice saying words every day. As stated by Gilakjani (2016), pronunciation is way of pronouncing words in an acceptable way. According to Nunan (2003), pronunciation is the sounds we make when we speak. It is a form of media communication. Producing a perfect pronunciation is difficult task for non-native speakers. Making a pronunciation mistake my make a world difficult to comprehend or even give it a whole new meaning. According to Cook (1999), pronunciation as "the act of making English sounds." Repeating sounds and correcting them when they are made incorrectly is how pronunciation is learned. When students begging learning to pronounce words correctly, they develop new habits and overcome challenges caused by their original language. As Gilakjani (2016), said that "Pronunciation training is highly crucial for oral communication, and it is also a big aspect of communicative competence" (p. 2).

Therefore, pronunciation is an effective medium of communication to learn. In learning pronunciation, we will get various benefits. By learning pronunciation, we can easily learn to pronunciation, especially in communication. If we do not have good pronunciation, it will be difficult for other people to understand what we say.

The components of pronunciation: the description of pronunciation, or phonology, includes a variety of characteristics of speech. Most language teachers associate pronunciation with the articulation of individual sounds and, to a lesser extent, with stress and intonation. The target language's intonation patterns. This reflects the fact that the conventional wisdom that pronunciation is mostly linked to the separate sounds or statement of referential meaning. The building blocks for higher-level phonological segments are phonological segments. However, according to recent discourse analysis research Pennington & Richards (1986), pronunciation is considered as more than just an element of the system for communicating referential information meaning, but also as a crucial component of interactional dynamics of the process of communicating. It is artificial, according to this viewpoint, to separate pronunciation from communication and other aspects of life features of language usage, because sounds are such an important part of language. There are three sorts of features: segmental features, voice setting features, and prosodic features.

1. Segmental Features

    Phonetically speaking, segmental characteristics are the smallest units of sound. Mastery of phonemic differences encoded in the target language's phonological inventory, as well as the phonetic variations of phonemes that occur in various situations inside syllables and words, has long been seen as mastery of the target language's phonological.

2. Voice Setting Features

    Voice setting aspects pertain to the overall articulatory qualities of speech stretches, whereas segmental features refer to precise phonetic characteristics of individual sound segments. The propensity of speakers of certain languages to use certain words.

3. Prosodic Feature

Stress and intonation, often known as the prosodic or suprasegmental domain, are the third dimension of pronunciation, together with the associated coarticulatory phenomena of blending and overlapping. In fluent speaking, there are a variety of sounds, and the relative importance of prosodic characteristics is one of them. Stress and pitch level in syllables, words, phrases, and sentences lengthier pauses in speaking. In the stream of sounds, coarticulation creates elisions, contractions, and assimilations of nearby sounds. The impact of stress and intonation on speech.

b. **Grammar**

Grammar is necessary for structuring effective sentences in conversations, both oral and written. A concept or collection of rules that may be utilized to produce properly formed grammatical utterances in that language is known as grammar Purpura (2004:6). Additionally, Nelson & Greenbaum (2001:1) said that grammar may be described as a system of rules that enable us to combine tiny language terms into larger entities Nelson & Greenbaum (2001:1).

A language's grammar allows for the transformation of words into different forms and the arrangement of those forms into various sentences Harmer (2001:12). Thus, it can be shown that certain phrases' right meanings are misplaced in their context. Additionally, it may be used to prevent errors in communication for any communication that uses the grammar function. Furthermore, grammar is a rule that is necessary for students to integrate appropriate phrases into dialogue both orally and in writing.

c. **Vocabulary**

The ability to use the structure and function we have been learning for clear communication requires a wide vocabulary, which is essential for the successful use of a second language. The power of words is one of the keys to effective communication, as can be shown. The most important aspect of language, particularly when speaking and using suitable diction, is vocabulary. Additionally, having a large vocabulary will make expressing our ideas, emotions, and feelings in both written and spoken form simpler because we utilize it on a daily basis

Azaimi. T (2018). It indicates that in order to understand spoken language or spoken speech, vocabulary must be highly familiar if it is used frequently in conversation. A key component of learning a language is acquiring a vocabulary. Learners must be familiar with terms, their meanings, pronunciations, and spellings.

For students, learning vocabulary is essential since it will aid in their ability to communicate with one another. Kreidler (2004) said that combining words and expressions will provide meaning that the audience can understand. We need a wide range of vocabulary in order to interact with one another and turn each word intoa phrase that may be spoken to the listener. If we lack vocabulary, it will be challenging for us to communicate since we do not know what to say to our audience. Vocabulary is one of the keys to learning a language, according to several researchers and there is a strong link between vocabulary and students' capacity to construct meaning.

2.1.12. Speaking Performance

Presentation is one of the key actions for pupils in speaking performances. This may motivate students to practice using the English language effectively and receptively on a regular basis. Students are given the chance to practice their English in settings where expressing their needs, thoughts, and opinions is encouraged.

Speaking exercises, as defined by Alonso (2012), include talk as interaction, talk as transaction, and talk as performance. They aim to help students produce sounds, words, or grammatical structures. Each of these activities has a unique form and purpose, necessitating a particular method to instruction. Aminullah (2015) claims that using presentations in the classroom is one way to improve students' speaking performance. It is a tool for the lecturer to help the students participate actively in the learning process, of course. In a presenting activity, the presenter's content and delivery or the manner in which the content is conveyed are the two factors that should be taken into account.

Presentation is a beneficial verbal exchange exercise that has been widely used by English Foreign Language communication teachers to increase oral

fluency, according to King (2002) in her journal of Humanistic Studies in Dong Hwa. Additionally, communication is frequently defined as consisting of both verbal and nonverbal elements.

2.2. Study of the Relevant Research

Before the researcher decided to do this research, the researcher studied previous research on the Javanese dialect in speaking English. The prior studies will be discussed in the following order.

The study, conducted by Jaber & Hussein (2011), investigated how people perceive different accents (e.g., French, Jordanian). There are few studies that look at several types of non-native accented speech, and it is unclear what elements could influence how listeners perceive intelligibility. Distinct accents as a result, it is crucial to examine the listener's reactions to a range of accents to see whether there are any differences. Factors may influence assessments in a comparable way regardless of accent. Accordingto Hakim (2012: p. 244), the study intended to analyze how to pronounce phonetics b, d, g, j, ʤ and ð into English pronunciation for Java Students in English Study Program. The research design of this paper is descriptive qualitative. The study found that every time students pronounce an English sentence ending with a vowel sound, thick Javanese dialect is carried over everytime they say an English word or sentence.

Meanwhile Herman (2016: p. 5), has conducted research regarding students' difficulties in pronouncing the English labiodental sounds. The research design of this research paper is descriptive qualitative. He found that Javanese students face difficulties to recognize English sounds as well as differentiate similar sounds. Found that Javanese students face difficulties to recognize English sounds as well as differentiate similar sounds. For instance, sounds /f/ and /v/ are pronounced without obvious distinction.

Lestari (2017), also conducted a study Javanese Accent in English Pronunciation of Harris Hotel Batam Employee: A Phonological Analysis. This research uses qualitative research methods. The research found the highest frequency of nonstandard phoneme is 35.85% for phoneme [Ɵ] and 29.25% for phoneme [ʃ]. Then, for standard pronunciation the highest is 42.55% for

phoneme [g] and 25.53% for phoneme [ð] it means the respondents are difficult to eliminate some phonetics when speaking English. It occurs because of differenced the way to produce the sound of phonetics.

Based on (Dewi, et al., 2017) research, The Influence of Brebes Javanese Dialect toward Students " Pronunciation of English Speech Sounds (A Case Study in Sman 1 Brebes). This research uses the descriptive qualitative method. They found that there was one vowel that strongly got a transfer from Brebes Javanese Dialect. It was negatively influenced by Brebes Javanese Dialect. It is an English vowel [I]. All subjects (20 participants) both in two classes could not pronounce that sound properly. They tended to replace it with [i] or [i:]. The researcher also found that the participants' pronunciations of this sound, almost all of them, both the subjects and non-subject participants, pronounced this sound incorrectly, even the participants who are from western Brebes. Most of students also have difficulty in pronouncing final voiced /d/ such as in bed' /bed/. Since in their language the corresponding voiced stop does not occur in utterance final positions, they have to earn to pronounce it correctly by have much practice.

Other related research was conducted by Wardani & Suwartono (2019), on Javanese language interference in the pronunciation of English phonemes. This research adopted both the qualitative and quantitative data gathering techniques. The research found that people who have a Javanese dialect have difficulties with voice substitution, deletion, first language interference, and monophthongs. Also, four factors hinder Javanese people from mastering pronounce English. They are age, first language, exposure, and motivation.

Sekarsarimurti (2019), also studied Javanese students' mispronunciation of English. The study found three reasons that caused the students' mispronunciation. There are English phonological systems, Javanese phonological systems and English orthography. The term of the silent letter "b" that exists in the English phonological system is, in fact, absent in the Javanese phonological system. The absences of the silent letter "b" terms can easily influence the students' pronunciation. They did not know that in a certain

condition the letter "b" in English can be present in the writing of the word, but it is not pronounced.

According to a study by Lev-Ari (2019), claims made by persons with accents are seen as less believable. Accents had an effect on "processing fluency," or the ease with which the speaker was understood, and instead of evaluating a speaker's ability to communicate, an assessment of the speaker's ability to communicate was made.

Based on Ito (2019), research. Japanese EFL learners' perceptions of different accents in spoken English. *The* result was that sentences read by speakers who Japanese EFL learners identified as "non-native" English speakers were more likely to be accurately rated as ungrammatical than sentences read by those who were identified as "native" English speakers.

According to Tumshevits (2019), as perception test, the intensity of an accent affects how pleasant one's speech seems to others. According to the statistics, strongly accented products are seen as less pleasant than slightly accented ones. The responses of native and non-native respondents were not statistically different, although they were not equal. The findings revealed that native English speakers have a more favorable attitude toward accented speech than non-native English speakers, as their total rating of the test samples was higher.

In another research by Candan (2020), EFL learners' perceptions of different accents of English and non-native speaking teachers in pronunciation teaching. As a result, when respondents were asked to describe excellent pronunciation, they came up with two distinct and frequently contradictory meanings. The majority of interviewees (70%) believe that excellent pronunciation is intelligible. It indicates good pronunciation if they can comprehend what the other is saying.

Hilman (2022), conducted an analysis of students' speaking performance problems in presentation of the third semester at English language education of *fakultas keguruan dan ilmu pendidikan Universitas Islam Riau.* This study found that most of the third semester students felt worried if their making some mistakes during the speaking performance this results based on the statement 4

of confidence or 68.4% of them felt worried if their making some mistakes. They felt embarrassed throughout the speaking performance because they were not fluent in speaking English and their pronunciation was poor, which made them sound slurred. According to fluency indicator statement 22, 36.8% of them felt guilty because their pronunciation caused them to appear stiff in front of the audience. According to statement 15 concerning body language indicators, however 47.4% of them found it challenging to make eye contact with the audience while speaking.

Dayat (2017), also conducted an analysis on English speaking performance: exploring students' errors and the causes. This study found that misused forms, inaccurate omissions, misplaced word, unneeded words, and confusing words were the error categories that had been compiled. Second, 348 out of 29 people had a total amount of discovering errors in this study. The mistakes lead to improper omissions of 28%, needless words of 26%, forms that are abused by 24%, forms that are confused by 19% and forms that are misplaced by 3%. False omissions were the type of error that was most frequently discovered. The lowest one, however was misplaced. Third, the study and evaluation of the students' responses to the four key interview questions led to the conclusion that there were four factors interfering with their ability to produce English. They were communication techniques, learning context, interlingual transfer, and intralingual transfer.

In another research by (Wael, et al., 2018), exploring students' learning strategies in speaking performance. This study found that the primary strategies used by students in their speaking performance were memory strategies, metacognitive strategies, social strategies, affective strategies, compensation strategies, cognitive strategies, and social strategies. The factors that influence students learning strategies were factor of psychology, teacher, task, environment, and social factors. The students asked for clarification to their lecturer, friends, and family concerning their learning to make understand.

According to Mandasari, B., & Aminatun, D. (2020), improving students' speaking performance through vlog. In this study found that after utilizing vlog to learn English students' performance improved significantly, notably in speaking abilities. It was established that there are significant variations between the means of the pre-test and post-test since the value of Sig. (p-value)

is 0.000 < 0.05. Vlog has been proposed as an alternate tool to aid in the teaching and study of the English language.

Based on Fitriani, D. A., & Apriliaswati, R. (2015), research about a study on student's English speaking problems in speaking performance. This study found that the most dominant problem faced by third semester students of English Study Program FKIP Tanjungpura University Pontianak is the psychological problems with mean percentage 20.70%. This is determined by seeing the highest percentage of each problem from the data which has been tabulated. The second problem is the anxiety with total percentage 21.27%. Anxiety plays an important role in students' speaking performance, as if they feel anxious, they cannot deliver their ideas and opinions as flawless as they want. The third problem is the vocabulary problem with total percentage 20.19%. The fourth problem is lack of self - confidence with total percentage 19.11%. The last problem is pronunciation with total percentage 16.25%.

In Sutarsyah, C. (2017), research about an analysis of student's speaking anxiety and its effect on speaking performance. This study found that those with higher levels of anxiety perform significantly worse when speaking than those with lower levels of nervousness. This distinction also indicates that children with lower levels of anxiety perform better speaking than those with higher levels of anxiety. It is evident that students who have less nervousness do better in their speaking performance.