CHAPTER II
LITERATURE REVIEW

A. The Concept of Speaking
1. Definition of Speaking

Speaking is a common activity in daily life. Speaking is the way to communicate and interact between speaker and listener. Lingga *et al*. (2020) defined speaking as the ability of humans to make sounds and express opinions from their minds. By speaking, the speaker delivers information and lets the listener know what the speaker talk about. In order for the listener to understand the information conveyed, the speaker must speak clearly. According to Prasetyaningrum *et al*. (2020), the goals of speaking are to tell the ideas, when the speaker initiates their talk then the listener understands the speaker is telling or sharing their ideas.

In the teaching and learning English process, the teacher always gives a chance to students to speak English and communicate with others. Even though students speak in their daily life, speaking in a foreign language can be a hard thing to do because there are some things that have to consider. According to Lingga *et al*. (2020), students consider that speaking is the most challenging skill to master because it requires preparation to speak well, such as knowing what topic to discuss with classmates, how to start it, how to extend the talk, and how to end the conversation or discussion with a polite way. Speaking skills are means as an indicator of students' success in learning the language. Speaking is a vital skill in communication that needs to be taught (Yoestara & Putri, 2019). Speaking is one of the most substantial components of language learning, and speaking is one of the productive skills that is extensively learned. Nazir *et al*. (2014) stated that speaking has always been a crucial skill. Speaking is the skill to convey or express something in a spoken language. Speaking skills are the abilities that deliver us the ability to communicate effectively. This skill allows the speakers to share their passionate, thoughtful, and convincing messages.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skills, people can carry out conversations with others, give ideas, and exchange information (Sadullaevna & Safarovna, 2020).

The brief conclusion from the point above, speaking is the way to communicate and interact between speaker and listener that a common activity in daily life. Even though speaking is an activity in daily life, speaking in a foreign language can be a hard thing to do. Students consider that speaking is the most challenging skill to master and speaking skills are means as an indicator of students' success in learning the language.

2. **Functions of Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. According to Brown and Yule (1983), as quoted by Jack & Richards (2008, p. 22), there are three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance.

a. Talk as interaction

Speaking as interaction refers to the interaction which serves a function in social relationships. It is an interactive act of verbal expression which is done spontaneously by two or more people.

b. Talk as transaction

Speaking as a transaction refers to the situation where the focus is on delivering the message and making sure that people understand what we deliver clearly and accurately.

c. Talk as performance

Speaking as a performance refers to public speaking. Speaking as a performance tends to be in form of monologue rather than dialogue. Speaking as performance can be seen in speeches, public talks, and retelling stories.

3. Components of Speaking

Students need to acquire some components of speaking to have good speaking skills. According to Lail (2019), to make students be able to speak English, the students have to memorize many English words, know how to pronounce the English words correctly, and be able to arrange a good sentence comprehending grammatical point. According to Harris as cited in Iman (2017), there are five components of speaking skills. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Pronunciation is how we pronounce a word correctly. According to Rizqiningsih & Hadi (2019), pronunciation is a way to produce clearer language when speaking. Pronunciation becomes important because it gives meaning to what is being said. Therefore, one must have good pronunciation to make others easy to be understood. If one mispronounces the sentence, there will be a misunderstanding.

b. Grammar

Grammar is a sentence structure. Grammar is the rule in spoken and written language (Bohari, 2020). Grammar is one of the crucial aspects of speaking because it rules how words change their form and combine with other words' sentences. By using the correct structure, a sentence will be perfect.

c. Vocabulary

According to Rohmatillah (2014), vocabulary is a list of words as a basic component of language proficiency that has a form of expression and contains aspects, they are meaning, use of word, form (pronunciation and spelling). Without vocabulary, learners cannot speak correctly or express their thoughts through speaking.

d. Fluency

Fluency is the speed of the flow of speech. Speaking fluency means someone can communicate well and fluently. Fluency is the extent to

which speakers speak fast and confidently, with few hesitations or lengthy pauses, false begins, and word searches (Utami, 2018).

e. Comprehension

Comprehensibility means the speaker and the listener must have a good understanding. Utami (2018) stated that comprehensibility is oral or written language that is easily understood. Comprehensibility is related to how understandable the speech of the speaker is.

4. **Problems of Speaking**

Most of the students still find difficult to speak English. There are a lot of factors that cause students to face difficulties in speaking English. Tang, as cited in Riadil (2020) mentioned that there are some problems in speaking activities namely inhibition, nothing to say, low or uneven participation and mother tongue use.

a. Inhibition

This concerns students' inability to participate in the classroom because of their affective and emotional factors. Students are often inhibited in trying to say something in a foreign language in the class because of worry in making mistakes, afraid of getting criticism, feel shy to speak in foreign language.

b. Nothing to say

Students often complain that they cannot say anything. They also do not have motivation to express themselves, or they may have little knowledge about the topic or they are not interested.

c. Low or uneven participation

In the classroom, there will students talk the most while the others have a little opportunity to speak or not at all. This condition causes the tendency of being dominance than the other.

d. Mother tongue use

In the realm of education such as school and university, the learners mostly come from the same area that uses some mother tongue. It leads them to use it in communicating each other because it is easier

and flow naturally than the foreign language. Also lack of vocabulary of the target language usually leads learners to borrow words from their native language.

Meanwhile Juhana (2012) mentioned that there are some psychological factors that hinder students to speak English. Each of them is explain below.

a. Fear of mistake

Fear of mistake is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being citied by the teacher.

b. Shyness

Speaking in front of people is one of the more common phobias that students encounter and feeling of shyness make their mind go blank or that they will forget what to say.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Anxiety can influence the quality of oral language production and make individuals appear less fluent than they really are.

d. Lack of confidence

Students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. Students would keep silent while others do talking showing that the students are lack of confidence to communicate.

e. Lack of motivation

Motivation is important to notice in that it can affect students' reluctance to speak in English. No matter what kinds of motivation the students possess it will enhance their study interest.

Based on the problem statements above, the researcher focused on anxiety in speaking. Students' anxiety is a real problem that most students face in learning English as a foreign language.

B. The Concept of Anxiety

   1. **Definition of Anxiety**

Anxiety is defined as a fear of facing something. Suleimenova (2013) expressed anxiety as restlessness of the mind caused by the fear of danger. According to Musthachim (2014), anxiety is a feeling of being threatened, tension, and worry in response to a particular situation or something that might happen in the future. According to Yokuş (2013), anxiety is a state of depression, concern, oppression, and some physiologic reaction occurring in various situations in which an individual feels threatened. Anxiety tends to be used to describe the fear and worry, a feeling of unease when someone is about to do or face something.

Anxiety is a mind and body reaction that students experience, especially when speaking in front of the class. According to Öztürk & Gürbüz (2013), speaking is the most anxiety-inducing skill and the most significant source of anxiety in the language classroom. MacIntyre and Gardner, cited in (Gopang *et al.*, 2018) stated that anxiety is a feeling of tension and worry related to a second language learning. Anxiety is a form of weakness that makes students unable to carry out their competence in speaking English. Most of the students know something about what they are saying, but they cannot show it because of anxiety.

However, despite anxiety suggesting debilitating, there are positive effects of anxiety. Kleinmann (1977) revealed that learners must be made a little anxious for them to study harder, stimulating them to care more about their progress. Anxious feelings led students to pay more attention to their learning and increase awareness of the importance of English learning (Tran & Moni, 2015). Students must experience anxiety to create a desire to learn because anxiety can pose awareness for students. Anxiety can help students realize their weaknesses, pay more attention to English learning, and be well prepared for their learning.

From the point above, the brief conclusion is that anxiety is a fear and worry of facing something. However, if anxiety can be appropriately

controlled, anxiety will have positive effects. Positively, anxiety can help students realize their weaknesses, pay more attention to learning, and prepare well for their learning. Gregersen *et al.* (2014) found that everyone will experience emotions, but neither is itself stimulating or debilitating, it depends on how the emotion is interpreted or appraised. That is, anxiety can either have positive or negative effects depending on how anxiety controlled.

2. Types of Anxiety

Anxiety is normal when faced with situations that cause fear or worry. Anxiety has several types. Endler & Kocovski (2001) stated that anxiety is divided into two concepts such as a psycho physiological state (state anxiety) and a personality trait (trait anxiety).

a. Trait anxiety

Generally, trait anxiety is a kind of anxiety where a subject is generally anxious in many things. Trait anxiety is a stable feature of personality, an acquired behavioral disposition that leads an individual to perceive a wide range of non-dangerous situations as threatening.

b. State anxiety

State anxiety is defined as a kind of anxiety which is appeared when a person only experience the anxiety in a given situation. The kind of this anxiety is also temporary. It is because the person only feels anxious in an event which can be dangerous.

3. Components of Anxiety

Anxiety is a complex emotional expression with fear as the main component. Anxiety has several components. Horwitz *et al.* (1986) figured out three kinds of anxiety in language learning. They are communication apprehension, fear of negative evaluation, and test anxiety.

a. Communication apprehension

Communication apprehension is characterized by fear and anxiety in communicating with people. Difficulty speaking in public, listening, or

learning a spoken utterance are all manifestations of communication apprehension.

b. Fear of negative evaluation

Fear of negative evaluation is the apprehension about other people's evaluations. It may also include the students' fear inside the English classroom where factors such a learning activities, teacher's methodology, and even peer pressure may contribute to novice language learners' anxieties.

c. Test anxiety

Commonly, the test anxiety is appeared when the students worry to fail in a test. The students who feel anxious in test of foreign language class may get difficulty test and quizzes since the test.

4. **Factors of Anxiety**

Feelings of fear cause anxiety if how to control it is wrong. Anxiety depends on how to interpret these emotions. There are a lot of factors that cause anxiety in speaking. According to Liu (2006), the factors are:

a. Low English proficiency

Low English proficiency is also identified in the present research as a major factor that hindered the students from talking to others in English in class.

b. Lack of familiarity of task

The word familiar means well known, often seen or heard, having a good knowledge, close or friendly to something. Interest mattered a lot in students' active participation in classroom activities.

c. Lack of confidence

Confidence means having strong beliefs, firm trust, or sure expectation, feeling certain, fully assure, having no failure, etc. Some students might good have pronunciation and be at a high proficiency level but they still preferred to be reticent because of the lack of courage.

d. Fear of making mistakes

The students worried about losing face in oral language classroom. Students keep quiet and wait until they were required to speak English, it was because the students were afraid and feel embarrassment of making mistakes.

e. Incomprehensible inputs

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

5. **Strategies in Overcoming Speaking Anxiety**

Strategies are the behaviors and techniques adopted in the efforts to learn. Prasetyaningrum *et al*. (2020) stated that strategy is a procedure to achieve a specific goal. Strategies are the way chosen by students to optimize their success in achieving their goals in learning. Kondo & Ying-Ling (2004) found 70 basic strategies for overcoming language anxiety, which combined into five strategies:

a. Preparation

Preparation refers to attempts at controlling the impending threat by improving learning and study strategies. The use of this strategy would be expected to increase students' mastery of the subject matter, and hence reduce the anxiety associated with the speaking class. Examples of preparation are try to get used to English, study hard, prepare better, peruse the material, ask for help from friends, check the dictionary, ask the teacher, practice English, read carefully, and take a note.

b. Relaxation

Relaxation is involves tactics that aim at reducing somatic anxiety symptoms. There are several typical items such as: take a deep breath, try to relax, try to calm down, close eyes, pretend to be calm, shake body, touch hair, play with hands, or look at watch.

c. Positive thinking

      Positive thinking means that the learners should think positively about their performance in the classroom and that they are not less than the others. This strategy is intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student. Examples of positive thinking are try to be confident, try to think positively, think it will fine, believe in yourself, try to enjoy the tension, imagine will giving a great performance, think you can do it, tell yourself that you are better than others, use anxiety to motivate.

d. Peer seeking

      Peer seeking is characterized by the students' willingness to look for others who seem to suffer from anxiety in the language classroom just like them. For anxious students, realizing that there are others who have the same problem may serve as a source of emotional regulation by social comparison. This strategy is a good solution, especially if the students can share their experiences and strategies with their learning partner. Examples of peer seeking are think that problems that were difficult for you were also difficult for others, think the others must be worried too, look for other people who have difficulty understanding the class, look for other people who have trouble controlling their anxiety, asked friends around if they understood the class, talk to friends in the class.

e. Resignation

      Resignation is characterized by students' reluctance to do anything to alleviate their language anxiety. The typical items of resignation are give up, do not make useless resistance, accept the situation, just try to put up with the situation, sleep in class and stop paying attention.

      From the five strategies above, the researcher used those five strategies as assessment indicators to analyzed students' strategies in overcoming anxiety in speaking English.

C. Previous Study

Some researchers have conducted studies about students' strategies to overcome anxiety in speaking English. First, Maharani & Roslaini (2021) researched the coping strategies that most students use to overcome speaking anxiety during online learning. The study results, students mostly use preparation as a coping strategy for speaking anxiety.

The other study Prasetyaningrum *et al.* (2020) examined the types of students' dominant barriers in speaking and their strategies for overcoming their problems. The results revealed that the students' strategies were prepared to talk, role play, brainstorming, oral interview, debate, games, telling stories, and discussion.

Then, Nur & Baa (2022) researched the causal factors of the students' speaking anxiety and strategies to overcome them during online learning at Islamic senior secondary school setting. The study results, several strategies used by the students to overcome their speaking anxiety, namely: good preparation (lecture note), peer seeking, keeping silent or calm, practice speaking at home, turning the camera off, using 'google translator', and limiting the speaking duration.

Pabro-Maquidato (2021) investigated the speaking anxiety and strategies that second language learners use to deal with their anxiety when they speak English. The study results showed that the students use some strategies to cope with their nervousness by utilizing helpful tools such as reading books in English and consulting a dictionary.

Another study, Mardiani (2021) researched the factors that caused speaking anxiety in a virtual classroom presentation and the strategies to overcome it. The research results prove that the factors that caused students' speaking anxiety in delivering virtual classroom presentations are personal and interpersonal anxiety, learner beliefs about language learning, lack of preparation, and fear of making mistakes. The researchers also found some students' strategies to overcome their speaking. These are relaxation and resignation, preparation, peer seeking, and positive thinking.

Based on the previous study above, the research results prove that there are some strategies to overcome students' speaking anxiety. Therefore, this research aims to analyze students' strategies for overcoming anxiety in speaking English and the dominant strategy that students at SMP Negeri 1 Selakau used.