

## **PART II**

### **LITERATURE REVIEW**

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is one of the four language skills (reading, writing, listening and speaking). It is a means through which learners can communicate with others to achieve certain goals or to express their opinions, hopes, and points of view. In addition, people who know a language are referred to as 'speakers' of that language. Moreover, in almost all situations, speaking is the most frequently used language skill. Speaking is expressing thoughts, ideas, and feelings using the ability to pronounce words to arrange words into phrases or sentences to choose words related to the topic. Speaking is a way for people to express and communicate ideas to others orally. According to Gert and Hans in Efrizal (2012: 127), speaking is the utterance or utterance produced by the speaker to be known and then, the listener processes the utterance to find out the speaker's intent. Irawati (2014:26) defines speaking as an activity to produce speech in the form of words and sentences orally to communicate with other people.

According to Cora and Knight (2000), speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information. For majority of people, the ability of speaking a foreign language means knowing that language because speech is the main tool of human communication. English learners no longer expect the traditional approach by their teachers based on developing mainly the grammatical competence and using methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language. Speaking in a foreign language has often been viewed as the most demanding of the four skills. "While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and

writing, on the other hand, involve language production and are referred to as productive skills” (Harmer, 2000, p. 16).

## 2. Types of Speaking

There are many types of classroom speaking performance which can be used in teaching speaking. Teacher can give drill and ask students to make a dialogue whether transactional or interpersonal. Based, students are asked to give oral report short speech. According to Brown there are six types of classroom speaking performance, namely:

### a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice and axonation contour or try to pinpoint a certain vowel sound.

### b. Intensive

Intensive speaking goes one beyond imitative to include any speaking performance that designed to practice some phonological or grammatical aspect of language.

### c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or students initiated questions or comments. There replies are usually sufficient and do not extend into dialogues. Such as, can be meaningful and authentic.

### d. Transactional (dialogue)

Transactional dialogue, carried out for the purpose of conveying or exchanging specific information, is an extended from of responsive language.

### e. Interpersonal

The other from of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information.

f. Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative.

These monologues can be planned or impromptu.

3. Aspect of Speaking

In teaching speaking, there are five aspects of speaking that should be taught by the teacher in order to make the students have a good speaking and this aspect also can be measured by the teacher. According to Brown (2001: 172), there are five speaking aspects in teaching English, there are pronunciation, fluency, vocabulary, grammar, and comprehension. Below is the explanation about the aspect of speaking skill:

a. Pronunciation

According to Louma (2004: 11), pronunciation refers to many features of the speech stream, such as individual sound, volume, speed, pausing, stress, and intonation. It means pronunciation is about how the sound of a word. Related to speaking ability, it is ability to pronounce words by rhythm and intonation in order to make the listener understand.

b. Fluency

According to Louma (2004:88), stated that fluency is about flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of utterance and connectedness. It means fluency is about the length of utterance and how someone speaks without hesitation. Related to speaking, it is ability to speak fluently without pausing and hesitation.

Fluency is the process of producing the language easily. The speakers can speak fast without pause in a long time. It also an ability to produce utterances smoothly, rapidly, and accurately. It also can make the listener easier to accept and understand about what the speaker say.

c. Vocabulary

According to Harmer (2003:16), defined vocabulary is the knowledge of words and word meaning. It means that vocabulary is all about words and its meaning. Related to speaking skill it is ability how someone use words appropriately.

Vocabulary is one of the most important elements in speaking. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. By having many vocabularies, the students can express many utterances or sentences.

d. Grammar

According to Harmer (2003: 12), the grammar of a language is the description of the ways in which words can change their forms and can combined into sentences in that language. It means that grammar determines how words are arranged to be meaningful sentences. Related to speaking skill, it is an ability to arrange the sentence structured.

e. Comprehension

According to Louma (2004: 11), comprehension is ability to create meaning in discourse. It means comprehension is about how someone speaks meaningfully in other to make the listener understand to the point of speech. Related to speaking skill, comprehension is ability to speak understandable.

## **B. Anxiety**

Anxietas (English, anxiety) comes from Latin, *angere*, which means suffocated or blocked. Anxietas disorder is an excessive or out-of-place tense state characterized by feelings of worry, anxiety, uncertainty, or fear. Anxietas responses are often unrelated to a real threat, but can still make a person incapable of acting or even withdrawing. Anxiety is a feeling of tension, apprehension, and worries about something. In this case, anxiety has to

contribute to the psychology of language learners. Since anxiety has a contributing to the students. The researcher would conduct this part of the psychology of language learners. In this part, the researcher would be discussed more anxiety. Below are the parts that would be discussed:

#### 1. Definition of Anxiety

Anxiety is a feeling of worry that often occurs to every individual, whether it is a normal feeling or excessive anxiety. There are many definitions of anxiety offered by some experts. First, Anxiety is a state of the individual when she or he feels "uneasiness, frustration, self-doubt, apprehension, or worry" similar to any other specific anxiety. Likewise, Hilgard et al cited in Lucas et al (2011) define that anxiety as a psychological construct that is described as a state of apprehension, a vague fear that is only indirectly associated with an object. Horwitz, Horwitz and Cope (1986:125) define anxiety as "The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. In fact, anxiety is a complex multidimensional phenomenon, which involves many other independent variables." It is intertwined with attention, self-esteem, motivation (Horwitz, Horwitz and Cope 1986: 125) Psychologists used the term "The definition of anxiety is difficult as it can range from an amalgam of overt behavioral characteristics that can be studied scientifically to introspecting feelings that are inaccessible. Therefore, anxiety can be described in a large scope. According to Blau cited in Dornyei (2005: 198). "Anxiety as an affective state is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tensions in the face of an expected danger.

Based on the explanation above, it is concluded that anxiety is a complex and multidimensional phenomenon and can be defined as a subjective feeling of tension, apprehension, nervousness, and worry that are associated with an arousal of the automatic nervous system.

## 2. Types of Anxiety

### a. Trait anxiety

This perspective considers anxiety as a general potential character that is relevant within several situations. Individuals who are more anxious in any situation are referred to as having trait anxiety. That is a part of their character or an aspect of a more serious disorder.

### b. State anxiety

Anxiety is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Based on Cui, L.C. (2011) his is classified into three types of anxiety, here are the types of anxiety:

This second perspective is interested in the experience of anxiety as an emotional circumstance. However, those who are able to appraise situations accurately as being threatening or not within reasonable limits are said to have state anxiety, a social type of anxiety that occurs under certain conditions. For example, a person may not ordinarily be anxious but becomes so when asked to make a public address.

### c. Situation-specific anxiety.

The third perspective examines the specific form of anxiety that occur consistently over time within a given situation. Individuals who suffer from situation-specific anxiety may appraise certain events as anxiety-producing only when certain factors are present. For example, students may be anxiety free when writing an essay in English. However, when asked to write a similar essay in French, a second language, the same student may then feel higher levels of anxiety

Based on the explanation above it is can be conclude the type of anxiety are Trait anxiety (general potential character), State anxiety (experience of anxiety) and the last one situation-specific anxiety (occur consistently over time within a given situation).

### 3. Factor Causing Anxiety

According to (Horwitz,Horwitz,& Cope, 1986) that are three significant anxiety producing variables exist fear of verbal communication, test anxiety,and fear of negative evaluation:

- a. Fear of verbal communication is the primary element that contributes to students' speaking anxiety. It refers to people's fear or anxiety when they believe they be assessed by others. These anxieties are significant contributors to foreign language anxiety. Students who struggle with speaking in the target language seem to be uncomfortable speaking in front of others. Additionally, courses in foreign languages need students to interact through a media. They are fearful of speaking due to their poor language abilities, which contributes to their restricted resources. Following that, exam anxiety is the second element that contributes to students' speaking anxiety.
- b. Test anxiety is a psychological disorder in which students feel high pressure and anxiety during any exam situations (Dawood et al., 2016). (Horwitz et al., 1986) defined test anxiety as a kind of performance anxiety caused by fear of failure, mainly in oral communication. Students believe that the assessment procedure includes all aspects of language learning process. Additionally, nervous students in foreign language courses may struggle with this, possibly from out anxiety of failure. They would not see the process of language learning as a means for improving their communication abilities.
- c. Fear of negative evaluation refers to an individual's anxiety about other people's evaluations, their fear of negative evaluations by others and their expectations that others evaluate negatively (Watson &Friend,1969).The majority of foreign language learners assume negative evaluations from others. Students may see getting an evaluation of their language errors,especially oral output, as an objection to developing their target language,rather than as a normal part of the process of foreign language learning (Horwitz et al., 1986).

Based on the explanation above, the researcher concludes that the factors causing anxiety in this researcher are communication anxiety (apprehension), fear of negative evaluation, and anxiety test (on him/her). It can be concluded that several variables related to learner psychology such as anxiety are related to the focus of foreign language learning so far. However, very little work needs to be done to find out their relationship with different schools related to students' anxiety factors in learning English on campus. The presence of this research is an attempt to look at the various factors that make students anxious in learning English.

### **C. Previous Study**

Some researchers had conducted studies that focus on the Analysis of Students' Anxiety Factors in English Speaking Classroom.

First, Cui (2011) "Research on High Students' English Learning Anxiety in the Dezhou University". Students had relatively high levels of anxiety when studying English, according to the data. Males exhibit more anxiety in English lessons than females, and elevated anxiety has been demonstrated to have a negative effect on high school students' language learning.

Second, Hidayati,(2018)"Students Language Anxiety in Learning English: Examining non-English Major Students in Rural Area".The study was aimed to investigating the level of language anxiety among non-English major students living in a rural area along with its perceived cause the factors such as the feeling of tension, apprehension,fearfulness, and worry in language class had been pointed to greatly influence learner's progress in mastering the language.The main cause of language anxiety was attributed to fear of negative evaluation the highest.

Third, Lucas et al. (2011)" English Language Learning Anxiety among Foreign Language Learners in the Philippines".The study was aimed to investigate language anxiety in learning English such as communication anxiety, fear of negative evaluation, test anxiety,and English classroom

anxiety, the like that hinder them from the language technique. This study used purposeful sampling that is common to be used in a qualitative study to select participants, Benoot et al., Palinkas et al., in Aunurrahman et al.,(2020). Researcher taken 20 students from English Education study program fifth semester.

Based on previous research that English speaking anxiety in students often occurs due to several influencing factors. In the previous study, their subjects were SMP and SMA. The difference from previous research is that researchers now focus on students in colleges or campuses. Researchers conducted this research on IKIP PGRI Pontianak students, especially fourth semester students in class b morning.