

CHAPTER II

LITERATURE REVIEW

A. The Nature of Speaking

1. Definition of Speaking

Speaking is a productive skill used to communicate, share information, convey messages, and express idea through word. According to Matsumoto (2007: 11) speaking is the activity of conveying ideas conveyed with a certain expression, and expressed through a voice addressed to the other person. According to Leong et al (2017) speaking is not only an activity of expressing words by mouth but also conveying information through word from our mouth. Speaking not only happens through words from our mouth but also be supported using body language and facial expression. It makes the idea or information that the speaker wants to convey can be received clearly by the listener. In other words, speaking is an activity to convey information through verbal or non verbal.

Speaking skills are also the main thing that is needed to establish good social relationships with many people. Cameron (2001:11) stated that speaking is the active use of language to express meanings so that other people can make sense of them. Which means speaking is the most important part of human social life. Therefore, communication in learning to speak must be accurate and clear. With speaking we can communicate with others, express opinions, state the purpose and messages, express feelings that want to be said and so on, therefore speaking is an important activity for human life.

The main purpose of speaking is to convey messages to others or to say something using language that can be understood by someone who is a listener. In other words, speaking can be interpreted as a way of expressing ideas, opinions and feeling in the form of words or sounds that aim to inform, persuade and entertain others.

2. The Function of Speaking

The function of speaking is to express thoughts, feeling, and convey messages or ideas from the speaker to listener. According to Jack (2008:21) Talk as interaction, talk transaction, and talk performance are the three functions of speaking.

a. Talk as Interaction

The main purpose in talk as interaction is to maintain social relationship. It focuses on usually mean by conversation and identifies interaction that have a primary social purpose. They will greet each other when they meet, engage in small talk, interrupt, and react to others.

b. Talk as Transaction

This type of talk focuses on what is going to be said or the message to be conveyed rather than the participants. For the individual to be clearly and accurately understood the message is the main focus. For example, when the teacher asks students to discuss an assignment and then report it to the class.

c. Talk as Performance

In this type of speaking, it focuses on public speaking to convey information in front of a large audience such as speeches and public announcements. Some of the skills that must be mastered when using talk performance are being able to use the correct format, having correct pronunciation and grammar, being able to organize information in the right order, and being able to keep the audience engaged during the talk. Before starting the talk, it is necessary to prepare everything to support the success of the talk.

Based on the definition above, it can be said that speaking has many functions. They speak because it refers to activities to exchange information, and to engage in conversation with others. All speech functions are related to activities that involve sending and receiving messages.

3. Factors Influencing the Students Speaking Anxiety

There are some factors that influencing the students speaking anxiety. According to Madrid (1995) will be more logical and easier to classify those factors based on the same elements and type into internal factors and external factors.

a. Internal Factors

Internal factors involve cognitive and affective factors, such as motivation, intelligence, fear and risk-taking ability (Mahmoudi, 2015). Many expert mention the internal reason which affect students speaking anxiety. According to Szyszka (2017) confirm the construct of speaking anxiety is related to cognition because the students may be aware of their limited competence in the foreign language.

b. External Factors

External factors are the social of the class, the teachers behavior, the students first language and the curriculum (Mahmoudi, 2015). The environment where speaking performances take place is also important external factors which affect the students speaking anxiety such as classroom, a public conference or job interview (Occhipinti, 2009). The relationships between the students and the teacher and among the students also largely affect foreign language learning (Effong, 2016).

4. Components of Speaking

In teaching English speaking is the most important skill. Maxom Michelle (2009:204) without mastering speaking properly it is almost impossible to master a language. Because speaking is the right way to express ourselves by using language. According to Harris (1969) there are five speaking skill components concerned with vocabulary, pronunciation, grammar, fluency, comprehension.

a. Vocabulary

Vocabulary is the words used in a language. According to Richard and Renandya (2002:255) vocabulary is a core component of proficiency and provides much of basis of how well learners speak, listen, read and write. That means of the language components that are always used both orally and in writing, vocabulary is the most important factor. When communicating with others, if we have the required vocabulary, we can easily communicate.

b. Pronunciation

Pronunciation is a way of pronouncing vocabulary. According to Brown (2000:68) One of the elements that make up communicative competence, which is said to be the ideal goal of any language teaching, is pronunciation that is referred to as a psychomotor skill. The differences between the native language and the target language make difficulties and problem in mastering pronunciation unavoidable.

When a learner says, for example, soap in a situation such as a restaurant where they should have said soup, the inaccurate production of a phoneme can lead to misunderstanding. It is very important to understand the correct pronunciation when speaking English so that the other person can understand easily.

c. Grammar

Grammar is the rules for creating sentences that organize the structure of sentences, phrases, and words in a structured way. According to Harmer (2007) grammar of a language is the description of the ways in which words can change their forms and combine into sentence in that language. This is necessary for students to be able to construct correct sentences in conversation. Grammar also functions to learn how to gain expertise in speaking and writing language correctly.

d. Fluency

Fluency is how you can be organized and efficient when expressing an idea. A person can be said to be a native speaker when their speech is close to the pauses, rhythms, stresses, and intonations. In

a foreign language class, communication competency level is about fluency (Richard and Weber, 1985).

e. Comprehension

Comprehension is the skill of understanding what is read or heard. Brown (2000:172) states that the thing that shows that he understands or comprehends the meaning well is by being able to answer or express the sentence well and correctly. Students will tend to get confused when two words have overlapping meanings. Words that have multiple meanings can also be troublesome for students.

Based on the explanation above, there are several problems or difficulties faced by students in mastering speaking skills; namely: pronunciation, vocabulary, grammar, fluency, and understanding.

B. Anxiety

1. Definition of Anxiety

Anxiety is a normal feeling of anxious or nervousness that a person feels when facing certain situations which they think are scary situation, speaking in front of many people and doing things they think they can't. According to Passer and Smith (2009:546) define anxiety is a natural reponse to a perceived threat that elicits a state of tension and fear. Anxiety is a feeling of agitated mental tension and inability to cope with a problem or lack of security. These feelings will later led to physiological changes such as trembling, sweating, increased heart rate and psychological in the form of panic, tension, calmness, and stuttering in communication which can cause umpleasant feelings.

Anxiety is an emotional state characterized by uncomfortable feelings such as tension and a feeling of worry if something does not go well (Nevid, Jeffrey et al 2003: 163). Although anxiety and fear sounds similar, they are actually different. According to Halgin and Whitbourne (2007:148) Fear and anxiety are two different things, fear is a natural

response to a dangerous situation while anxiety is a feeling of worry and unease at the possibility of something bad happening in the future.

The anxiety that is experienced by a person can make a negative, one of them is in the field of language learning. Language anxiety has long been known to be one of the biggest challenges in learning a foreign language. According to Zheng and Cheng (2018) state language anxiety is stimulated by concern and adverse emotional reaction when studying or using a second language. Many students feel anxious when they have to use the foreign language they are learning. According to Sadiq (2017), foreign language learner performance can be affected by anxiety, which is one of the emotional problems that can be interfere.

From the definitions described above, it can be concluded that there are a negative impact on students language learning development if students feel anxiety which is a negative feeling such as worry, fear and nervous, which can hinder students' learning.

2. Types of Anxiety

Psychologists differentiate anxiety into three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Anxiety is usually divided into three different types:

- a. Trait anxiety, this kind of anxiety which is come from the body of person and it is nature in their body. According to Lufi and Kohen (2004) trait anxiety as an individual, personality tendency to be aware of various situations as dangerous and threatening. Trait anxiety might be seen as the likelihood for an individual to be anxious in any situation during any specific task.
- b. State anxiety, State anxiety is transitory emotional state or condition of the human organism that is characterized by subjective, consciously perceived feeling of tension and apprehension and heightened autonomic nervous system activity. This type of anxiety may be referred to as a situational self-esteem. A learner might feel competent when they

writing an essay but might be much less confident and self-certain during speaking tasks.

3. Impact of Speaking Anxiety

Basically, the anxiety felt by students will interfere with students when speaking. Anxious students will make more mistakes and find it difficult to think which can affect their speaking effort and performance. In addition, they have to work harder to do a task because anxiety makes them worry and interferes with their learning. Educators have long recognized anxiety as a potential problem in classroom speaking. Anxiety can affect cognitive processes that make students have difficulty in speaking. According to Omrod (2011) anxiety in speaking process can interfere with some aspects of cognition. Students will find it difficult to pay attention to learning, process the information obtained, retrieve information, and demonstrate previously learned skills because they experience anxiety during learning. In other words, speaking anxiety is included in anxiety that inhibits language learning because anxiety can weaken interest in learning.

Krashen (1982) state that affective filters can increase when feeling anxiety and can form mental blocks that prevent input in comprehensible language acquisition. For example, anxious students are unable to process information because they are unable to gather information about speaking rules and vocabulary.

Anxiety acts as a distraction during the processing stage. This can interfere with students processing information effectively. Anxious students will need more time to process lessons, have difficulty in digesting new words and grammar, which causes students' interest in learning to decrease. In the output process, the quality of students' speaking performance can be affected because of the anxiety that students feel. Students will find it difficult to express what they have learned because of anxiety.

Based on the description above, it can be concluded speaking anxiety can affect learners' speaking fluency and learning in general.

4. Components of Foreign Language Anxiety

Horwitz et al. (1986) stated that the language anxiety that students often feel is mostly in speaking and listening skills. Students will feel anxiety when they are evaluated or tested in academics. Therefore, three performance anxieties have been identified, as follows: communication apprehension, test anxiety and fear of negative evaluation.

a. Communication Apprehension

Communication apprehension is a feeling of fear of speaking to others, which can occur in certain situations. Horwitz et al. (1986) define communication apprehension (CA) shyness when communicating with others characterized by fear or anxiety. This condition can be seen when the teacher asks students to speak English in front of their friends. They are embarrassed that they can't give their best and they will start to worry about being judged by teachers and classmates. Since learning a foreign language emphasizes the importance of being active in speaking, communication fear plays an important role in language learning. Students who experience communication apprehension will find it difficult to speak in groups or in public.

McCroskey (2006) also asserts children who from childhood are familiarized with negative reactions to their attempts to communicate with others will feel more valued when they are silent rather than speaking. Additionally, especially "students whose personalities tend to fear negative evaluation seem to be strong candidates for experiencing anxiety in foreign language classrooms" (Kitano, 2001). It can be concluded that negative reactions to language learners can reinforce anxiety and fear of speaking.

b. Test Anxiety

Test anxiety is excessive anxiety in a person when facing a test situation. They worry if they cannot face the test well. When students often face tests they tend to experience test anxiety. Chan and Wu (2004) states that students have unreasonable negative thoughts when faced with a test situation.

Chan and Wu (2004: 293) argue that students who have poor results on previous tests will experience test anxiety. When students face exams they tend to face test anxiety. Mayer (2008:77) states that students know that taking a test means they will be judged and compared with their classmates, and if they get bad results, they will get consequences from their teachers and parents. Symptoms that can be caused by test anxiety such as palpitations, stomach pain, headaches and others can cause a loss of concentration to complete the test because it is difficult to remember the previous material.

c. Fear of negative evaluation

Fear of negative evaluation is a condition where students are afraid of negative opinions and views from their friends. When students talk, they are afraid that they will get an evaluation, judged or get negative evaluation from others. According to Lucas, Miraflores & Go (2011:102) Fear of negative evaluation is a concern about test situations that people want to avoid, thinking they will be evaluated negatively by other. This means that students who are not confident in what they want to say will be anxious because they do not want to look bad in front of others, they will feel afraid of negative evaluation from others. Students who experience the fear of negative evaluation will take their mistakes seriously as something fatal, not as a natural thing for students to do or as an attempt to learn a new language. Which causes them to refuse to participate in learning and be more silent.

5. FLCAS (Foreign Language Classroom Anxiety)

FLCAS (Foreign Language Classroom Anxiety) was designed by Horwitz and Cope (1986) and is the most frequently used questionnaire.

The FLCAS consists of 33 questions that cover three things that cause foreign language speaking anxiety, communication apprehension, test anxiety, fear of negative evaluation. And the results of the questionnaires that students have filled out will show at which level their speaking anxiety.

C. Relevant Study

Previous research is the result obtained from searches that have been carried out by previous researchers. To avoid plagiarization or duplication, this researcher is supported by previous studies, among others.

The first research came from Haidara (2016) with the title “Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia”. This research aimed at describing the psychological factor that affects negatively the English speaking performance for the English learners in Indonesia. The results of the research reveal that the psychological factor truly affects negatively the students’ English speaking performance. Although most of the students think that they have good level of English vocabulary and grammar, they are insecure while speaking English. Most of the problems were (1) Fear of making mistakes (2) Feeling shy (3) Feeling hesitated (4) lack of confidence while speaking English.

The second research conducted by Fariadian (2015) with the title “The Effect of Anxiety on Irianian EFL Learners Speaking Skill”. The aim of this study is to investigate the relationship between anxiety and English speaking skill among Iranian EFL learners. The instrument used in this study to measure student’s foreign language speaking anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986). The results show that English learning anxiety has a significant moderate negative correlation with the English achievement of the students in this study, the participants of this study as EFL learners usually have levels of anxiety, and the higher the FLCAS score is, the low English speaking is, so by reducing the level of anxiety of learners English speaking can be improved.