

CHAPTER II

LITERATURE REVIEW

A. Definition of Speaking

Speaking is the main skill that must be mastered by students in terms of communication needs. Speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across.

Speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message. This is because the ability to speak a language is synonymous with knowing that language. After all, the most basic means of human communication is speaking. Speaking is recognized as a language skill that is fundamental to effective interaction in any language, including speakers of foreign languages.

Its nature is very different from other language skills because it is a verbal productive skill that requires speakers to master linguistic and sociolinguistic competence (Nunan, 2003, 2009; Hinkel, 2005 Cited in Mukhlash Abrar, 2017). In general, talking is a way to build communication. It is used to share meanings through the use of words. Speaking is one of the important aspects of the process of human life. It is a process that involves two or more people to talk and express feelings, ideas, and emotions to others. Speaking is not only making sound by speech organs but ideas and emotions are also taking part in it. Speaking is the process of using the urge of speech to performance vocal symbol in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener. The important aspects seen in speaking are grammar/structure, vocabulary, fluency, pronunciation, and comprehension.

From the definition above, it can be synthesized that speaking is an activity involving two or more people in whom the participants are both the

listeners and the speakers having to act what they listen to. Speaking is important because it regards learners to the measure of knowing the language. In addition, speaking has general purpose to persuade, it means that the speaker uses speaking in order to grab attention from the audience. Lastly, speaking also has purpose to entertain, this means that speaker focus on making audience's enjoyment.

B. Types of Speaking

Public speaking has many facets. It can be done in a number of ways, depending on the speaker's intent. Knowing the types of speech will help you define specific ways to speak well in public. (Brown 2004, cited in Kurniati, A.K., 2015) states that there are several basic types of speech:

1. *Intensive*. Production of short stretches of spoken language designed for demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.
2. *Imitation*. At one end of the continuum of speaking appearance types is the ability to just repeat a word or maybe a sentence.
3. *Interactive*. Interactive can take two forms transactional language, which has the purpose of exchanging certain information or interpersonal exchanges aimed at maintaining social relations.
4. *Responsive*. Responsive includes interaction and comprehension tests but at that point is a somewhat limited level of a very brief conversation, such as greetings and small talk, comments, and simple requests.
5. *Extensive (monologue)*. Extensive oral production includes speech, spoken representation, and storytelling, where opportunities for spoken interaction of listeners is very limited.

C. Definition of Anxiety

Anxiety is a feeling of fear of something that will happen or a psychological phenomenon that appears in the human body. Signs of anxiety can be found through body language or communication. Feeling panicked,

nervous, stuttering, embarrassed, or tense are all signs of anxiety. Anxiety is not just about feelings but anxiety is found to occur by some cause outside the human body. Most of the signs of anxiety can be found through tests or anxiety approaches, especially in learning English. Anxiety is one of the most common neurotic symptoms, which is a constant fear (Drs. M. Dimiyati Mahmud 2018: 28 cited in Ardhea Rosana Putri 2020). Unlike ordinary fear, which is a response to a frightening stimulus that has recently occurred, neurotic fear is a response to adversity that has not yet occurred.

Anxiety about speaking English can be felt by students when they want to speak or answer questions or only give a few speeches. Some students feel they made a mistake in front of their friends or teacher. That is the reason why students never speak English in the teaching and learning process. A student's perspective can make anxiety to arise in them. When every process is in students' minds and the results are good, anxiety never arises in them. and if a process is disrupted, anxiety will manifest itself in their minds and bodies. The response to poor processing is to panic or worry when students display their knowledge or skills.

Meanwhile, anxiety can appear in various forms. that anxiety accompanied by intense panic, fear, or fear that a person may experience experiencing shortness of breath, shortness of chest pain, dizziness, palpitations, and discomfort (Dixon, 2015 Cited In Al-Hakim, R.N.A., & Syam, H., 2019). Anxiety can manifest as unwanted recurring thoughts and compulsive behaviors which seemed impossible to stop. Sometimes anxiety is specifically related to something situation, such as public speaking. anxiety creates a low self-confidence, which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing. (Mayer, 2008 cited in Sari, D. 2017) has said that “anxiety is defined as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger”. The feeling of anxiety is natural and is experienced at times by

everyone. But, excessive anxiety sometimes makes the sufferer unable to do anything.

D. Types of Anxiety

Based on some theory, any three types of Anxiety. There are State, Trait Anxiety and Situation-specific anxiety. A distinction between state and trait anxiety has become common place (Spielberger, 1972, 1983 cited in Evrim Onem 2010: 22).

1. First trait anxiety can be defined as the possibility of an individual being anxious in any situation, (Spielberger, 1983 cited in Damayanti, M. E., & Listyani, L. , 2020) Students with high trait anxiety will tend to be anxious in any situation, some situations will trigger individual anxiety.
2. Second, (Ellis 2011, Cited In Al Hakim, R. N. A., & Syam, H. 2019) stated that a temporary feeling of anxiety elicited by threatening situations is called state anxiety. State anxiety is an unpleasant feeling which can seriously disturb the individual's ability to react positively to any situation and in a certain environment. For example, when a person hears bad information about his parents, he becomes so anxious, so that his emotional equilibrium would be put into question.

E. Factor of Students Make Anxiety

There are many obstacles to public speaking, including lack of confidence, fear of being wrong, and fear of being laughed at. Tanveer (2007) stated that this description was general for the causes of students' anxiety in speaking English (foreign language). Providing an insight to comprehend the sources or causes. During the lesson, you can still find students sitting in the back row of seats to avoid public speaking and there are also many students choose to be passive just because they are afraid to speak. Here are some of the factors most often experienced by students when nature speaks in class:

1. Fear of Mistake

Fear of being wrong is a situation students are reluctant or afraid to speak English for fear of being criticized and laughed at by their interlocutors. With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear 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 criticized by the teacher. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

From some of the opinions above, the researcher can conclude that. When students experience fear of making mistakes, it is caused by feelings of students who are negative about things like they make mistakes when learning a language. Their friends will laugh and berate, so students lose enthusiasm to produce good language and prefer to be silent.

2. Shyness

Shyness occurs someone does something behavior that is in their own best interest for fear that the outcome will be negative (Dingman & Bloom, 2012). Shyness can also be described as feeling anxious or awkward when someone is in a new situation or approached by strangers. A stronger form of shyness is social anxiety or social phobia. Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom.

3. Lack of Confidence

Lack of self-confidence or insecurity is a feeling of being inadequate and perceiving other people as better . The result of a lack of self-confidence is feelings of guilt, unrealistic expectations, fear of change,

and depression (Fitriani & Apriliaswati, 2015). It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

4. Lack of Motivation

Lack of motivation in learning can cause doubts in students learning English in class. Motivation is the key to a student's readiness to communicate (Rahayu, 2015). Motivation is inner energy. Students are motivated will increase their interest in learning. Student not have motivation will easily give up learning. The opinion above can be concluded that, lack of motivation from students also affect performance in learning English in students. Student motivation greatly influences student performance in producing language. Weak student learning motivation resulting in weak language produced by students, while high motivation will cause students to be enthusiastic to learn English more actively, especially speaking in class.

F. Strategies in Overcoming Anxiety in Speaking English

Anxiety is a negative feeling that can make students to be less confident in their performance in class. In this case, every student has a strategy to minimize their anxiety in speaking English (Kondo and Ling, 2004 cited in Al Hakim, R. N. A., & Syam, H, : 2019) argued that there are five strategies used by students for reducing their anxiety to perform in front of the class, namely: preparation, relaxation, positive thinking, peer seeking and resignation, explained as follows:

1. Preparation

The first strategy is Preparation. In this strategy, students try to control themselves by improving study and study strategies (eg study hard). Use this strategy is expected to increase mastery of subject matter

which is assessed subjectively by students subject matter and reduce speaking anxiety.

2. Relaxation

After preparation and still struggling with feelings of anxiety and fear, relaxation, which involves tactics aimed at reducing symptoms of anxiety, is offered. Students should take a breath or be calm speaking English. According to Grasha (1987, cited in Ravica 2016: 2) suggests that breathing deeply and out for three to five minutes is an effective way to reduce tension.

3. Positive Thinking

This point correlated with the second strategies, because both of strategies from the students self esteem. In positive thinking students trying to reduce the anxiety speak english. According to Horwitz et al. (1986, cited in Ravica 2016: 5) note that language anxiety shared some common mental characteristics, such as fear of being ridiculed in class, too shy to communicate with others, and anxious of under-performing compared with the other learners.

4. Peer Seeking

Peer Seeking is distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety this strategy distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

5. Resignation

This is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seems intent on minimizing the impact of anxiety by refusing to face the problem (example: give up, sleeping in class), students reporting examples of Resignation seem intent on minimizing the impact of anxiety by refusing to face the problem.

Insight and understanding is very important to overcome the problem of anxiety. However, from shame to depression, there are other things that are just as important, namely changing behavior. To change the behavior we have to do behavior, but it will not help students if they still feel bad about themselves themselves and they still have not answered their own problem by finding a solution. Therefore, successfully dealing with anxiety disorders requires insight and changes in behavior.

G. Previous Study

This study contains several previous studies that have characteristics similar to that study. These similarities can be in the form of research subjects, variables, and types of research. Previous research which became a reference in writing this research is as follows;

The first research by Ardhea Rosana Putri (2020) entitled “Student Anxiety Study in Class X Students of SMAN 5 Langsa” in this study, there were 21 students as participants who the researchers took purposively example. The researcher also took 3 students in each class. The method used in this research is descriptive qualitative. Data collection was carried out through structured interviews and class observation. Data is described with interview transcripts. the results of this study explain three factors that cause students' anxiety in speaking English. The first is the self-perception of students who always think that English is difficult to learn and pronounce. The second factor is Class Performance Conditions which make students experience anxiety when speaking in front of friends and teachers. The third factor of student anxiety in speaking English is Fear of Making Mistakes.

The second research by Al Hakim, R. N. A , & Syam, H. (2019) entitled “An Analysis Of Students' Anxiety In Speaking English At Man I Kolaka” This study uses mixed methods, namely quantitative and qualitative. researchers collected data using questionnaires and interviews. The participants in this study were 30 students of class X IPA 1. Based on the writer observation students' anxiety in speaking English that most influences

students in learning English is communicative comprehension with an average score (3.82) Second negative evaluation of the fear factor with an average value (3.67) of the last factor is an anxiety test with an average value (3.4). Furthermore, students overcome anxiety in speaking English using five strategies namely: preparation, relaxation, positive think, look for colleagues and surrender.

The third research by Sari, D. (2017) entitled “ Speaking Anxiety As A Factor In Studying EFL Of The XI Grade Student’s Of SMA Negeri 5 Banda Aceh” This study uses a qualitative method. Foreign Language Class Anxiety Scale Questionnaire (FLCAS) was adapted and modified by Horwitz, Horwitz, and Cope (1986), and Yahya (2013) used in collecting data. Sixty-five grade 11 high school sophomores Negeri 5 Banda Aceh was asked to fill out a questionnaire. This research was focused on the investigation of anxiety phenomena when speaking or having to speak English in the classroom that are suffered by many students, and which make them reluctant to speak English in front of others because of the anxiety they experience while doing so. There are four anxiety factors in speaking which cause students to be reluctant and anxious to speak English in the classroom, namely communication apprehension factor, test anxiety factor, fear of negative evaluation factor, and finally the anxiety about English classes factor. Based on the results using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, second grade students at SMA Negeri 5 Banda Aceh experienced the highest anxiety from the communication apprehension factor. Data from the questionnaire showed that 71% of the students experienced anxiety in communication apprehension followed by fear of negative evaluation 53%, test anxiety 48% and anxiety about English classes 39%.

Another research was conducted by Damayanti, M . E . , & Listiyani, L . (2020) entitled “ An Analysis Of Student’s Speaking Anxiety In Academy Speaking Class” This research uses a qualitative method This research revealed that students' speaking anxiety in English speaking classes originates from three main factors of anxiety, namely exam anxiety, fear of negative

evaluation, fear of communication. Moreover, as answers to questionnaires and interviews exposed data, lack of vocabulary, underestimate their ability, lack of preparation, fear of making mistakes, and worry of being embarrassed by friends also contribute to students' anxiety in speaking.

The last, research from Rumiyantri, R. , & Seftika, S, (2018) entitled “Anxiety Of Speaking English In English Foreign Language (EFL) This study uses a case study design. The research subject is the first-semester EFL students at STKIP Muhammadiyah Pringsewu Lampung totaling 45 people students. There are two types of data, namely qualitative data and quantitative data. Results from research show that EFL students are generally anxious in speaking English. 39 students have high anxiety, student anxiety factors include three aspects such as communication anxiety, test anxiety, and fear of negative evaluation. As a result, that affect students' speaking ability.