

## CHAPTER II

### LITERATURE REVIEW

This part will discuss the following matters: the definition of speaking, the components of speaking, the levels of speaking, definition of anxiety, the causes of anxiety, the levels of anxiety, students speaking anxiety and previous study.

#### A. Speaking

##### 1. The Definition of Speaking

Speaking is the productive oral ability that includes meaning-transmission through the systematic production of verbal utterances, (Bailey,2008). While Brown (2004) claims that speaking is one of the useful skills in English. Speaking is auseful ability that can be observed clearly and practically. Speakingis a way to convey thoughts that have been produced and organizedto meet the needs of the listeners.

Speaking is generally regarded as a means of fostering communication. Speaking is a challenging skill in addition to being useful. Speaking is one of the most challenging skills for language learners, according to Leong et al. (2017). Speaking is regarded as the most crucial of the four language skills. Speaking is a crucial component of both the learning and teaching processes as well as the process of living.

Speaking has the purpose of communicating message from the speaker to the listener. Richards (2008) distinguished between speaking's transactional and other function. A speech function tree exists. Speaking as an interaction refers to communication and describes an encounter that serves a largely social purpose as the initial function. The second function is transaction. In a transaction, the only thing that matters is what was said or done. Here, communication and proper self-interpretation are the major goals. The third function is performance, which refers to speaking in front of an audience. The discussions may take the form of speeches, announcements, or morning chats. Speaking is a useful ability to help pupils develop because it is employed in everyday interactions, transactions, and performances that require human language.

## **2. The Components of Speaking**

Speaking is generated up of at least various parts, according to Syakur in Mora (2010: 3). All of us share the ambition to be proficient in a second language. To accomplish this, we must understand the abilities needed to become an effective speaker. The first is pronunciation, which is a technique for making speech more understandable. The second is comprehension. According to Hornby (1995), comprehension is the capacity for understanding an activity intended to enhance or test one's understanding of a language, whether

it be spoken or written. The third subject is grammar, which must also be taught to students using a language structure system in addition to the sound system. The fourth quality is fluency. According to Wolfe-Quinter (2005), fluency refers to how quickly and extensively a student speaks without frequently pausing due to pointless repetitions, self-corrections, and false starts when adjusting to real-time processing. Vocabulary, which is the appropriate diction utilized in communication, is the final component.

### **3. The Levels of Speaking**

According to Bailey (2003), speaking abilities can be divided into three levels: beginner, moderate, and advanced. The level categories differ according to the syllabus, principles for teaching speaking, task and materials, teaching pronunciation, speaking in the classroom, and assessing the beginning.

The first level of speaking is the starting level; at this level, an English teacher must be familiar with a learner's personality traits in order to concentrate on the goals of English-related lessons, particularly for beginning students.

Intermediate level is the second level of speaking. Intermediate-level students share certain traits. The first trait is the ability to successfully manage a variety of straightforward, fundamental, and

communicative tasks and social circumstances. The second trait is the ability to participate in question-and-answer sessions, and the third trait is a minor increase in speech length.

Speaking at an advanced level is the third stage. Teaching advanced level kids at this level must be difficult, because students are actively asking questions at the advanced level. This levels instructors place a strong emphasis on speaking English more fluently.

## **B. Anxiety**

### **1. The Definition of Anxiety**

The subjective emotions of tension, apprehension, uneasiness, and worry connected to an activation of the autonomic nervous system are described as anxiety by Hotwitz (1986). The complex collection of negative feelings that include fear, trepidation, and concern are collectively referred to as anxiety. According to Nurhayati & Nuraida (2020), anxiety is distinct from one's view of oneself, feelings, beliefs, and actions associated to learning in a classroom, particularly speaking English. Learning can be hampered by a student's anxiety when it manifests in the classroom, especially if the student already has chronic anxiety (Al-Saraj, 2014).

Anxiety is one of the most thoroughly studied psychological phenomena. Anxiety generally manifests in the body of a human as a

reaction to a certain circumstance. Anxiety is frequently characterized as a sense of threat, dread, tension, or worry. Passer and Smith (2009), defined anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally feels anxious when they are threatened. While according to Omrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

Based on the definition explained above, it is clear that anxiety is a sensation of threat, anticipation, tension, and worry in response to a certain situation or potential future events.

## **2. Causes of Anxiety**

Horwitz (1986) categorized types of anxiety into four, there are communication apprehension, fear of test, fear of negative evaluation and fear of English classes.

### **a. Communication Apprehension**

Communication apprehension, or the inability to speak or express thoughts to others. Students are embarrassed to speak English to the teacher and their peers. Students have the impression that someone is observing them and gathering for grammar mistakes. Students believe that their English language skills are inferior to those of their peers.

b. Fear of Test

Fear of test, students feel pressurized and uneasy in this condition when they face an English language test, particularly an oral test. On the day of the exam, even students who have carefully studied for an oral English exam can make blunders. They seem to lose their skills during the test.

c. Fear of Negative Evaluation

Fear of negative evaluation, fear of negative evaluation is described as people's anxiety that someone will negatively correct them. Students believe that if they demonstrate their ability explicitly in English, their classmates will make negative comments. Students are often concerned when their teacher corrects them or makes negative comments.

d. Fear English Classes

Fear English classes, which is a typical anxiety among students who join in such classes. Students may experience this for a number of different reasons. It most likely results from a lack of knowledge, skills, interest, performance, and bad classroom management. If they attended English classes as opposed to other classrooms or lessons, the students felt more depressed.

### 3. The Levels of Anxiety

Peplau (in Sari, 2020) categorized level of anxiety into four. There are mild anxiety, moderate anxiety, severe anxiety and panic.

#### a) Mild Anxiety

The first level is mild anxiety, which is related to everyday life. Anxiety can stimulate learning, growth, and creativity. Increased sensibility and attention, alertness, awareness of internal and external stimuli, ability to deal with situations successfully, and learning abilities emerge as signs and symptoms. Restlessness, difficulties sleeping, hypersensitivity to sound, vital signs, and normal pupils are symptoms of physiological alterations.

#### b) Moderate Anxiety

The second level is moderate anxiety. Moderate anxiety helps a person to focus on what is vital while ignoring others, resulting in selective attention but the ability to perform something more focused. Shortness of breath, elevated pulse and blood pressure, dry mouth, restlessness, and constipation are among physiological responses. External stimuli cannot be acknowledged while the cognitive response, specifically the perceptual area, is constricted, focused on what is of concern.

c) Severe Anxiety

The third level is severe anxiety, individual perceptions are highly influenced by severe worry; individuals prefer to focus on something detailed and distinct and are unable to think about other things. Every action is intended to relieve tension. Severe anxiety is characterized by impaired perception, difficulty focusing on details, a short attention span, inability to concentrate or solve issues, and inability to learn well. Headaches, dizziness, nausea, shaking, sleeplessness, palpitations, tachycardia, hyperventilation, frequent urination and defecation, and airhead are all symptoms of this level. Fear grips the individual emotionally, and all attention is drawn to himself.

d) Panic Anxiety

The last level is panic, which is associated with astonishment, fear, and terror. Individuals suffering panic are unable to perform anything, even with direction, due to a loss of control. Panic increases motor activity, decreases capacity to relate to people, distorts perception, and impairs rational thought. This anxiety is out of character for life, and if it persists, it can lead to great tiredness and even death. The inability to focus on an event is one of the signs and symptoms of panic.



### **C. Students Speaking Anxiety**

Speaking anxiety grows in every language learners especially in Indonesia because of the lack of knowledge in other skills, such as lack of vocabulary and grammar. Learners feel afraid of make mistakes while speaking and afraid of negative judges from other. When a student has speak in front of the class, for instance, they will feel extra pressure if they have speaking anxiety. Wahyuni and Umam (2017) claim that even when students have enough intellectual maturity to engage in real dialogue, they will still feel uneasy, bashful, and afraid.

English classes that require speaking and communicating in the target language frequently fill many students with dread and anxiety. According to Horwitz et al. (1986), students with foreign language speaking anxiety express feelings of dread and fear as well as discomfort when speaking in front of the class. They feel that their pronunciation is not good enough because they think that only proper English should be used and because they compare their abilities to those of native speakers of the target language. Speaking ability is typically the first thing that students compare to that of peers, teachers, and uninformed speakers, claims Kitano (2001). They may struggle to concentrate and display signs like "nausea, sweating, weakness, and dry mouth" when confronted with questions from their teachers and the potential to speak in front of the entire class. These fearful kids may also skip lessons, act out in class, or

give up studying altogether.

Anxiety can be lessened, despite the fact that it is a significant obstacle to learning English in general and speaking in particular. Understanding the origins and causes of English speaking anxiety will help you find more effective solutions. In addition to ensuring a calm, low-anxiety environment for the development of speaking abilities, it can be helpful for teachers to encourage and support fearful pupils to actively participate in speaking English in class.

#### **D. Previous Study**

First study was conducted by Siagan et al (2020). In this study, third-grade students at SMPN 15 Bengkulu had their speaking ability in English class assessed, as well as the main source of their speaking anxiety. The researchers utilized a descriptive qualitative design for their research. The researchers used a questionnaire as their instrument. The findings indicated that the majority of third-grade students at SMPN 15 Bengkulu had mild anxious. The worry of receiving a bad score is the main source of speaking anxiety in third-grade pupils at SMPN 15 Bengkulu.

Second previous study was conducted by Najiha and Sailun (2021). The purpose of this study was to pinpoint the causes and manifestations of speaking anxiety among students in English class, especially among third-graders at SMAN 2 Siak Hulu. The researchers used the questionnaire as a

descriptive qualitative tool. The results of their study indicate that exam worry and communication apprehension are among the mild levels of speaking anxiety that predominate among SMAN 2 Siak Hulu third-graders. In this instance, the researchers found that the most prevalent form of anxiety in English classrooms is communication anxiety.

As can be observed from earlier studies, several researchers have previously investigated students' degrees of speaking anxiety, reasons for students' speaking anxiety, types of students' speaking anxiety, and students' strategies for overcoming speaking anxiety. Meanwhile, the levels of students' speaking anxiety were examined as well as the dominant level of students' speaking anxiety. Previous studies used junior and senior high school students as research participants.