

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses into two sections. They are, the first section is theoretical framework, those are speaking and anxiety, and strategies for dealing anxiety in speaking and the second section is previous study which related to this thesis.

A. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is one of the four skills in learning English. According to Suryani (2015), “Speaking is used to express meanings so that other people can make sense of them.” It means speaking is not only oral expression but also presents about the content and the right meaning that will be presented.

According to Jones (1989, p. 14) said that speaking is a form of communication, emphasizing the importance of effectively conveying one’s message. Speaking has been generally recognized as a means of communication that necessitates speakers to express their thoughts and ideas as effectively as possible in order to effectively convey their intended message. In addition, speaking is one of a key aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 2000).

Caroline (2015) defined that speaking is a basic oral communication among people in society. It is speaking which serves as

natural means of communication of the members of the community for both expression of thought and form a social behavior. Additionally, Kayi (2006) said that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context. From those perspectives above, the researcher can get that speaking is an activity around people and they make communication, exchange, discussion about some information, then share it. So, the listener can understand what the speaker means.

b. Functions of speaking

The function of speaking according to Richard, et al. (2008), categorize three functions of speaking. There were talk as interaction, talk as transaction, and talk as performance. Each of these activities has term of form of function and requires different teaching approach.

1) Talk as interaction

Talk as interaction is what we said as conversation. It is as interactive communication which done spontaneous by two or more people. This is how the way people convey the message to other people in conversation or in public. Therefore, they must use speaking skill to communicate to other people. The main intention or purpose in this function is social relationship.

2) Talk as transaction

Talk as transaction is focus more on the message that conveyed and making other people understand what we want to convey, by clearly and accurately. In this type of spoken language,

student and teacher usually focus on meaning or talking what their way to understanding rather than interaction.

3) Talk as performance

Talks as performance is speaking activity that is focus more on monologue rather than dialog. The function of speaking as performance happened at speeches, public talk, public announcements, retell story, telling story and others.

c. Types of speaking

There are five types of speaking according to Douglass (2004), those are:

- 1) First type is imitative. This type of speaking is such as the ability to simply imitate a word or phrase or even a sentence. So, it means about the students is trying to do. This level the students are simply trying to repeat what was said by them.
- 2) Second type is intensive this type of speaking is about producing a limit amount of language in highly control context. Such as this would be to read aloud a passage or give a direct response to simple question. The competency at this level is shown through achieving certain grammatical or lexical mastery.
- 3) Third type is responsive the dialog includes a simple question, test comprehension which limited level of very short conversation. Standard greeting and small talk, simple request, and comment.
- 4) Fourth type is interactive. Interactive speaking can take the two forms or transactional language which has the purpose of exchanging

specific information.

5) Fifth type is extensive. Extensive speaking is monologue. It is oral production task that include speeches, oral presentation, and storytelling.

2. Anxiety

a. Definition of Anxiety

Reber (1995) cited in Ali et al., (2013) states that anxiety is an emotional arises in unpleasant conditions without a specific object. It means anxiety generally arises from the human body in response to certain situations which makes human unpleasant conditions without a specific object.

The general definition of anxiety is a less pleasant emotional conditional characterized by feelings of tension and fear (Ozturk & Gurbuz, 2013). Anxiety is a term that describes psychological disorders that can have characteristically such as fear, concern for the future, prolonged worries, and nervousness. Almost the same as stated by Cheng (2005) cited in Scovel (1991) that anxiety is an unclear fear that is only indirectly related to the object.

Anxiety is defined as a state of uneasiness and apprehension that were caused by the anticipation of something threatening. While according to Horwitz (2001), he explains that anxiety is subject feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system.

Anxiety comes in many forms. Sometimes anxiety is accompanied by intense panic, racing heart, dizziness, and discomfort.

According to Barlow and Durand (2006) anxiety is a state of mood-feeling characterized by physical symptoms such as physical weakness and worries about conditions that have not yet occurred. According to Ghufron (2011) individuals who experience anxiety are influenced by several things, including because of the experience of negative behaviour that has been done, such as concerns about failure. Feel frustrated in certain situations and uncertainties about doing something.

From those definitions above, the researcher concluded that anxiety is a feeling of being apprehension, threatened, tension, and worry as a response to situation or something that might happen in the future.

b. Speaking Anxiety

Speaking is a productive skill such as writing, it involves the use of speech to express meaning to others. In developing students speaking skills, teachers usually do this by focusing regularly on certain aspects of speech, such as fluency, pronunciation, accuracy of grammar or body language.

Understanding of speaking according to Rumanti (2005) is the delivery of information carried out verbally through the utterance of words. In line with this understanding, Devito (2003) also states that public speaking is a form of developing conversations where there are more listeners than speakers with the aim of conveying information

through direct face to face.

For students who are studying foreign languages, learning a second language or a foreign language is one thing that is considered a difficult thing. So according to Balemir (2009), students will experience anxiety before they even begin the learning process, they will always feel worried. He also stated that one source of anxiety is when speaking in front of class or delivering their speeches.

Jones (2004) shows that many people feel afraid to do wrong (reciting the sentence incorrectly) and fear will be the material of ridicule of friends who see them speaking in a second language such as English, because they have not fully mastered because "afraid to look strange, stupid, incompetent in the eyes of the audience". As a result of this fear and worry many people say that learning a foreign language/ second language is always a problem, because many people who pay attention, criticize, laugh and even blame.

Burgoon and Ruftner (cited in Rahayu, 2016) state that speaking anxiety during presentation is normal, even if it is healthy if the anxiety encourages someone to prepare as well as possible to anticipate what they fear, but anxiety that is too high when speaking will inhibit someone to show his capacity. Whereas anxiety speaks with the term reticence, namely the inability of individuals to develop conversations that are not caused by lack of knowledge but because of the inability to convey messages.

Talking anxiety such as stage fever, talking anxiety or a more

general work stress. The meaning of speaking anxiety is an uncomfortable situation that does not settle on an individual, this happens well when only by imagining and when speaking in front of many people (Wahyuni, 2015). From the explanation above, the researcher took the point that speaking anxiety is a condition with physical and psychological stress on individuals when they have to speak or convey thoughts, ideas, and feelings in front of many people.

c. Types of Anxiety

Conceptually, in anxiety, it is known as trait anxiety which shows an emotional state that is relatively settled in a person in assessing the same situation and condition. This anxiety will be experienced by someone when someone assesses the situation that has been experienced before the same as the situation that will be experienced next, even though the actual situation faced at the next time is different from the situation experienced in the past and the anxiety experienced is also different.

Spielberger (1983) distinguishes anxiety into two parts, namely:

- 1) Anxiety is trait anxiety, which is the tendency for someone to feel threatened by several conditions that are harmless. From this explanation above, the researcher summarizes that trait anxiety is kind of anxiety that is nature in their body. Someone who have trait anxiety always feel anxious when they have a problem and not have problem. People who have trait anxiety usually always feel anxious because of their personality. It is not because of the external factors. But it is

because of internal factors that is personality.

- 2) Anxiety as a state (state anxiety), which is a state or temporary emotional condition in a person, which is characterized by feelings of tension and concern that is lived consciously and subjectively, and the increased activity of the autonomic nervous system. From this explanation above, the researcher summarized that state anxiety has the meaning as an uncomfortable feeling which disturbs the individual's ability to make an effect to any situation and in particular environment. For example, students become irritable when students feel anxious because they will come to the front of the class to convey the results of their assignments. This situation is determined by a feeling of subjective tension.

d. Factors of Anxiety

According to Horwitz (1986), the primary varieties factors of language anxiety explicated by Horwitz are communication apprehension, fear of negative evaluation and test anxiety.

1) Communication apprehension

Communication apprehension is a type of shyness characterized by fear of anxiety about communicating with people. Generally, communication apprehension refers to a type of anxiety experienced in the classroom where the learners have little control of the communicative situation, and their performance is constantly monitored by the teacher and peers.

Communication apprehension has a great influence on

students' communication competence. Learners who typically have difficulty speaking in front of others are likely to be less able to learn a foreign language and develop their communication skill.

2) Fear of negative evaluation

Fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability. Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their friends. As a result, they keep silent most of the time and refuse to participate in language classroom presentation activities.

In the other hand, Liu (2006) explains that Fear of negative evaluation is the anxiety associated with the learner's perception of how other classmates, instructors, or others; may negatively view their language ability. It means that negative evaluation based on the Liu (2006) perspective, is when the learner watched the audiences, and the instructors evaluate negatively.

3) Test anxiety

Test anxiety refers to a type of anxiety stemming from a fear of failure. Learners who experience text anxiety consider the foreign language process and especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking. He said that the anxiety is easily happened

in the classroom because the anxiety happened natural.

According to Liu (2006), there are some causes of reticence it means anxiety to speak English, they are low English proficiency, lack of familiar of task, lack of confidence, fear of making mistake, incomprehensible inputs.

a) Low English proficiency

Low English proficiency is also a biggest factor that hindered the students from communicating to others in English in class. Thus, students may feel poor in speaking English, perceived their English to be poor, and may feel that the other is better than him or her. The argumentation above means that the students feel their English speaking is weak, they don't know to speak English better, the achievements to make their speaking is better. The student have to have skill in vocabulary, pronunciation, grammatical understanding.

b) Lack of familiar 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. In short, students will active in speaking about a topic if she or he is interest, well known, often see or heard, having a good knowledge or even close or friendly to a topic. It means the students have to master and interest with the topic that will be told in the classroom. The students will be active if they master and interest or even close or friendly with the topic that will be told.

c) Lack of confidence

Based on Cubukcu (2007:133) suggests that anxious students often struggle in their foreign language studies. In other words, students who feel confident and comfortable in language classes tend to experience less fear and anxiety. Therefore, it is crucial to consider the role of self-confidence as a key factor in successful language learning. Some students might have good pronunciation and be at high proficiency level but they still preferred to be reticent because of the lack of courage.

d) Fear of making mistake

Many students feel hesitant to participate in class discussions due to their fear of being ridiculed by their peers or others. As a result, they often refrain from expressing their opinions or thoughts openly. Students commonly experience anxiety when they anticipate making mistakes or receiving negative feedback. These fears are frequently manifested in the classroom setting.

e) Incomprehensible inputs

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

The explanation above means that the factors of student's anxiety also come from shyness, fear of making mistakes, being laughed at, lack of vocabulary, and lack of confidence.

3. Strategies for Dealing with Speaking Anxiety

Many students reported being anxious when speaking English in front of class. Every student has different anxiety in speaking English. They feel so difficult to express their ideas even in a simple form of conversation to their friends. Consequently, anxiety can give a negative impact on their personality if they cannot manage it. So, students' anxiety in speaking English in the classroom should be solved.

According to Tsui (1996) and Fuji (2015) said that the successful strategies minimized language anxiety and the unsuccessful ones exacerbated language anxiety. Then, she also said the effective strategies: (1) accepting a variety of answers (i.e., let students know there is not always the right answer), (2) peer support and group work (i.e., allowing students to check their answer with their peers before presenting to the whole class), (3) focus on content (i.e., activities that focus students on content rather than form), and (4) establishing good relationships with students.

In addition, Pratama et al. (2018) found that the strategies to overcome speaking anxiety in public speaking class are rehearsal, relaxation, visualization, gestures, and using note card. If students feel nervous, anxious, fear in doing something, relaxation is the appropriate way to erase those. Panic is the cause of feeling fear. What students really need to do is calm down and relax in those moments.

Based on Kondo and Ying-Ling (2004), write in academic journal about strategies for coping with language anxiety. In their journal, there are five strategies that can be used by students for reducing their anxiety to perform

in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation.

a. Preparation

Preparation refers to attempts at controlling the impending threat by improving learning and study strategies (e.g. studying hard, trying to obtain good summaries of lecture notes). Use of these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class.

The researcher assumed that preparation is one of the effective strategy or way to reduce speaking anxiety. Doing preparation, the student can prepare all the things that really need before doing something.

b. Relaxation

The second one is Relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something. The more relaxes, the more anxiety loses. Take a sit comfortably and straight in the classroom seat. Before the lesson begin or during the lesson, just take a long, slow breath, inhale, hold it five second then exhale.

c. Positive Thinking

Positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety (e.g., imagining for giving a great performance, trying to enjoy

the tension). These strategies are intended to divert attention from the stressful situation to positive and pleasant cues and bring relief to the anxious student.

d. Peer Seeking

The fourth strategy is Peer Seeking, 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.

e. Resignation

The last strategy is 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).

Besides the student's own strategies to deal their anxiety, a teacher also can contribute to help students to face it. Tseng (2012) states that there are several ways for teacher to face students' anxiety, they are:

- 1) Give more attention for students and their language learning.
- 2) Create a warm, reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere. Walk around and make occasional contact and use humor in sufficient amounts.
- 3) Incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause of it, and possibly ways of alleviating or reduce it.

B. Previous Studies

A review of relevant research is the results of research related to the object research to be studied. Many researchers made research about this kind of case at school or at university. The research that will be carried out is development from previous study, so that research will be carried out is not a duplication or repetition. Some relevant research with this research includes:

Siti Nuri Muslimah in 2023 by thesis entitled “Foreign language anxiety in speaking performance at the seventh semester students of the English Education Department of UIN Suska Riau. The research investigated (1) the factors that cause the student’s anxiety in speaking English and (2) their strategy to reduce the anxiety. Used qualitative research with case study design. The data was taken from a set of open-ended interview and close-ended questionnaire. It found that there were some factors which were likely responsible for students’ anxiety, namely internal and external factors. The internal factors are highness that was feeling shy with score 186. Then the lowest factor anxiety was identified from external factor that was fear of making mistake with score 46. The strategies to reduce anxiety were preparation, relaxation, positive thinking, peer seeking, and resignation.

Another research conducted by Amanda Putri in 2023 by thesis entitled “An analysis of students’ anxiety in speaking at SMPN 4 Metro. The researcher shows that the objective of this research was to find out the factors caused the students’ anxiety in speaking. The approach of those research was qualitative. There were 9 students chosen as the subject. The data was taken from oral performance, observation, interview, and video recorder. The data

were analyzed through data reduction, data display, and conclusion drawing/verification. The result showed that the factors that influence students' anxiety in speaking were communication apprehension which including inaccurate grammar and speech fillers with total of 4 students, test anxiety which including unnecessary body movements and excessive laugh with a total of 3 students, and fear of negative evaluation which including sweating more and avoiding eye contact with a total of 2 students.

Based on the research of Anggelia, Noldy, and Paula in 2023 that conducted in SMP Negeri 5 Kotamobagu, the research aimed to examine the underlying causes of speaking anxiety in students and explore the coping strategies students employ to address it. The study adopted a qualitative approach and involved 8th grade student at SMP Negeri 5 Kotamobagu. Data collection was conducted through participant observation and in-depth interviews. The study's findings indicated that students' speaking anxiety primarily stems from two sources: (1) internal factors related to their own self-perception, influenced by various factors like a lack of self-confidence, insufficient preparation and training, the fear of making mistakes, concerns about negative judgments from others, or inherent shyness. (2) external factors tied to classroom activities, including the pressure exerted by teachers to speak spontaneously or an unsupportive classroom environment. Students employ a range of strategies to cope with speaking anxiety, including triggering a relaxation response, through preparation and practice, adjusting they're through pattern and attitudes, envisioning successful outcomes, and incorporating physical movement. The result showed that emphasize the crucial role of

positive thinking and the support provided by parents, teachers, and peer in assisting students in overcoming speaking anxiety, there by enhancing their self-assurance and level of readiness.

The similarities among this study and those previous studies are emphasize on investigating factors of causing speaking anxiety and strategies that contribute to overcome speaking anxiety. Then, the differences among this study and those previous studies. First, the previous study conducted by Muslimah (2023) and Anggelia et al. (2023), they are grouping factors into internal factors and external factors whereas in my study, it did not group them. Second, the previous study conducted by Amanda (2023), she used a test anxiety including unnecessary body movements and excessive laugh, communication appreciation including inaccurate grammar and speech fillers, whereas in my study, there are communication apprehension including nervous and shy, low English proficiency including low in vocabulary, low in pronunciation, and grammatical sentence (arranging sentence).