

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of literature has the purpose to review of related literature. This chapter discusses; speaking, teaching speaking, School Daze activities, students' anxiety, effects of foreign language learning anxiety, foreign language classroom anxiety, language anxiety in the speaking skill, language anxiety level.

A. Definition of Speaking

Speaking is one of the achievements that have to be mastered by students in learning English. Many experts define speaking in different ways. Richards states that speaking is the first goal of someone learning English as a second or foreign language¹³. Hughes states that as a productive skill, it is a major activity in oral language¹⁴. Most people spend their life in communicating with other. According to Folse there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension¹⁵.

Brown that "Speaking is to express the needs—request, information, service, etc." The speakers say words to the listener not only to express what in speaker's mind but also to express what their need information service¹⁶. Richards states that speaking is the first goal of someone learning English as

¹³ Richards, Jack C. "Developing classroom speaking activities: From theory to practice." *Guidelines-Singapore-Periodical For Classroom Language Teachers Then Magazine For Language Teachers*- 28, no. 2 (2006): 3.

¹⁴ Hughes, Rebecca, and Beatrice Szczepek Reed. *Teaching and researching speaking*. Routledge, 2016.

¹⁵ Folse, Keith S. *The art of teaching speaking: Research and pedagogy for the ESL/EFL classroom*. No. Sirsi) i9780472031658. 2006.

¹⁶ Brown, Gillian, Brown Gillian, Gillian D. Brown, and George Yule. *Teaching the spoken language*. Vol. 2. Cambridge university press, 1983.

a second or foreign language¹⁷. Speaking activity also give a chance for students to activate the various elements of language they have stored in their brains. As a result students gradually become autonomous language user.

Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings. *From the statement above, it can be concluded that speaking is the important skill that must be mastered by students.*

B. Teaching Speaking

In teaching speaking there are two factors in developing the speaking skill, there are Micro skill and Macro skill. Brown explains that a list of speaking skill can be drawn up for the purpose to serve as a taxonomy of skills from which we will select one or several that will become the objective(s) of an assessment task¹⁸. He suggests micro skills and macro skills to cope in a speaking class. The micro-skills refer to producing the smaller chunks of language such as phonemes morphemes, words, collations, and phrasal units. The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic option. The micro and macro-skills total roughly 16 objectives to assess in speaking are described as follows:

Micro-skills has some components those are first producing chunks of language of different length; Orally produce differences among English phonemes and allophonic variants; the second is producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours, produce reduced forms of words and phrases, use an

¹⁷ Richards, Jack Croft. Teaching listening and speaking. Vol. 35, no. 4. Cambridge: Cambridge university press, 2008.

¹⁸ Brown, H. Douglas. Principles of language learning and teaching. Vol. 4. New York: Longman, 2000.

adequate number of lexical units (words) to accomplish pragmatic purposes. The third is producing fluent speech at different rates of delivery, monitor the oral production and use various strategic devices-- pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message; the fourth is using grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. The fifth is producing speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents. Sixth, express a particular meaning in different grammatical form. Use cohesive devices in spoken discourse.

Macro-skill has some components those are first accomplishing appropriately communicative function according to situations, participants, and goals. The second is using appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to face conversations. The third is conveying links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. The fourth is using facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings. The fifth is developing and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you. It can be concluded that in designing tasks for assessing spoken language, these skills can act as a checklist of objectives. While the macro-skills have the appearance of being more complex than the micro skills, both contain ingredients of difficulty, depending on the stage and context of the test-taker.

So, in conclusion speaking is the productive skill in the oral communication. It's involves about pronouncing the words and also how to

interact with other speakers to deliver message or information. It can be successful if the speaker has macro and micro skill in balance situation. By using certain strategy, speaking activity can make classroom atmosphere more alive and enjoyable.

C. Indicators of Speaking Ability

The following are indicators stated by Brown indicating that one can be called having a speaking ability¹⁹. They are as follows: The first is imitative; people are able to imitate a word or phrase or possibly a sentence. The second is intensive, people are able to produce short stretches of oral language designed to demonstrate ability in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements – intonation, stress, rhythm, juncture). The third is responsive; people are able to respond very short conversation, standard greetings and small talk, simple requests and comments. The fourth is transactional (dialogue), people are able to take the two forms of either transactional language which has the purpose of exchanging specific information, interpersonal. It has the purpose of maintaining social relationship with the transmission of facts and information. The fifthly is extensive (monologue); He/she is able to develop (monologue) oral production including speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together.

D. The Problems of Teaching Speaking

Ur suggests fundamental problems that appear in the speaking class, as follows: the first is inhibition, speaking requires some degree of real-time exposure to an audience²⁰. It is quite different from the other three skills, reading, listening and writing. Learners are often inhibited about trying to

¹⁹ Brown, H. Douglas. Principles of language learning and teaching. Fifth Edition. New York: Longman, 2000.

²⁰ Ur, Penny. "A course in language teaching." (1999)

say things in a foreign language in the classroom. They are usually worried in making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. The second is nothing to say, even if the learners are not inhibited, they often complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should speak. The third is low or uneven participation, only one participant can talk at a time if he or she is to be heard.

The students are like sponges, they speak up everything the teachers say and how the teachers say the words. Thus clear and correct pronunciation is vital importance, since the students repeat exactly what the learners hear. Interactions is an important way of learning into the teaching practice. Therefore, increased oral emphasis should be included in teachers *teaching to give the students as much speaking time as possible.*

E. Testing Speaking

Two important issues in testing speaking are the testing type and testing criteria. The most commonly used spoken test types are suggested by ThoThornbury as follows: The first is interviews are conducted by calling out *individuals one by one* for their interviews. The interview is easy to set up but it is not conducive to test informal, conversational speaking styles. *The effect of interviewer, such as style of questioning is difficult to eliminate*²¹.

The second is live monologues is the candidates prepare and present a short talk on a pre-selected topic. This type of test eliminates the interviewer effect and provides evidence of the candidate's ability to handle on extended turn, which is not always possible in interviews. Other students can be involved as audience in question and answer session so the speaker's ability to speak interactively and spontaneously can be coped in the test.

²¹ Thornbury, Scott. *How to teach grammar*. Vol. 3. Harlow: Longman, 1999.

The third is recorded monologues are less stressful than a more public performance. It is more practicable than live-monologue. Learners can record themselves on certain topic talk. The assessment of recorded monologue can be done after the event, and the result can be triangulated.

Fourth, role-plays; a learner must perform a certain role in the classroom. Another student or teacher can perform another role.

Fifthly, collaborative tasks and discussions these are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. The learner's interactive skills can be observed in circumstances that closely approximately real-life language use.

From the statement above, it can be concluded that many ways to test speaking, the examiner should take the appropriate test as need to appear skills that wants to be measured.

F. Techniques on Teaching Speaking

Brown defines that a technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives²². It can be inferred that techniques are the method of doing something through the activities or tasks. Thus, a technique is really important and is needed to do everything to acquire a good result. Furthermore, a technique may also help teachers to facilitate the students to get the target language.

Some other supporting techniques that should be carried out in the classroom are descriptions of object, pair work, role-play, oral presentation, question and answer (model dialogue), etc.

First, description of an object is a speech activity done by the students to describe a certain object or event surrounding the students, probably a picture or something else. This is also to train the students to express their ideas spontaneously in foreign language. In this case, the teacher should

²² Brown, H. Douglas. *Principles of language learning and teaching*. Vol. 4. New York: Longman, 2000.

avoid correcting the grammatical mistakes. Just let them speak out.

Second, pair work is a part of open pairs where the students talk to one another across the class under the teachers' control²³. The learners get a chance to work independently; pair work is good motivation and also good preparation for group work when they have to take a lot the responsibility for what they do.

Third, an oral presentation is a short talk on a topic that the student has either been asked to prepare beforehand or has been informed of shortly before the test.²⁴

Fourth, dialogue is a short conversation between two persons. It can be presented as the language model in the manipulative phase of language learning. In this case, the learner is given a task to fill in a form that contains information about his partner. In order to do this, each learner in turn must ask questions and supply answers. As a final activity, random learners are asked to tell the form in dialogue form.

G. Factors Influencing the Students' Speaking Skill

There are some influential factors in developing the speaking skill. The factors that influence the speaking skills of the students are interest, motivation and environment²⁵. The student's interest to study and practice their speaking skill is an important factor. By having a strong interest, the learners will try to give a great attention to improve their speaking. They will manage some activities that enable to increase their skill.

²³ Long, Michael H., and Patricia A. Porter. "Group work, interlanguage talk, and second language acquisition." *TESOL quarterly* 19, no. 2 (1985): 207-228.

²⁴ Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern language journal* 70, no. 2 (1986): 125-132.

²⁵ Dörnyei, Zoltán, and Ema Ushioda. *Teaching and researching: Motivation*. Routledge, 2013.

The oral skill appears to be the most problematic area in term of its relationship to anxiety level and its potential negative effect on student self-esteem. Philip in Ohata, He states "...highly anxious students indicate that all of the students felt that speaking in their language classes had been the greatest source of anxiety ". The embarrassment that students feel when they expose their language weakness to others and the possibility get negative feedback from the instructor like when students are too interrupted by instructors when he/she has a mistake²⁶. This is caused by increased anxiety levels.

H. School Daze Program (Broadcasting)

Many students interested in radio broadcasting enter the classroom with a narrowly defined concept of the broadcast industry. Performance appears to be a primary goal for many students, yet for the person interested in broadcasting as a vocation, a concentration in performace only limits employment opportunities.

Implementing the School Daze program as a podcast for learning speaking can be a great way to engage students and provide them with an effective learning experience. Here are some steps to implement the School Daze program as a podcast for learning speaking:

1. Choose the content: Select content from the School Daze program that is appropriate for the learners' level and interests. The content should focus on specific speaking skills, such as pronunciation, vocabulary, or fluency.
2. Create a podcast format: Develop a format for the podcast that includes an introduction, the content from the School Daze program, and a summary or review section.

²⁶ Ohata, Kota. "Language anxiety from the teacher's perspective: Interviews with seven experienced ESL/EFL teachers." (2005): 133-155.

3. Record the podcast: Record the podcast using high-quality recording equipment and software. Ensure that the recording is clear and audible to the listeners.
4. Publish the podcast: Publish the podcast on a platform that is accessible to the students, such as the school website or a podcast hosting service.
5. Encourage active listening: Encourage students to actively listen to the podcast by taking notes and identifying key points. Provide opportunities for students to ask questions and clarify their understanding of the content.
6. Provide practice activities: Provide students with practice activities that relate to the content of the podcast, such as role-playing exercises, discussion questions, or vocabulary-building activities.
7. Assess student progress: Assess student progress through assessments, such as quizzes or speaking assessments. Provide feedback to students on their progress and areas for improvement.

Overall, implementing the School Daze program as a podcast for learning speaking can be a creative and effective way to engage students and help them develop their speaking skills. By following these steps, can create an effective and engaging podcast that supports students' language learning.

Based on Wimmer's article broadcasting is more than playing favorite records and reading news and weather reports; it is a business aspects that many students fail to grasp when they concentrate on announcing and news writing in speech or mass communication classes. Students' activity outside the classroom is encouraged, and classroom discussion is aimed to provide basic information to pursue specific interests. This approach is developed open from personal experience in radio advertising sales and from suggestions from students with information about

specific topics. Some words may be confusing at first glance. A review of the literature discussed later will provide the teacher with necessary definition²⁷.

School Daze Program of LPPL Radio Suara Anjuk Ladang 105,3 FM is one of proud program of favorite radio in Nganjuk. It is on air every Friday, starts from 3 a.m until 4 am. Every on air the broadcaster always give the specific topics to be discussed with guest star from senior or vocational high school, even junior high school and college students.

In here, the students' learning is encouraged and sharing responsibility between themselves and the other learners in the classroom activities even outside. By using School Daze Program broadcasting hopefully to develop the oral skills of the students, a wide range of communicative activities are used in language classrooms and broadcasting is among the popular choices. In addition, most learners agree that enjoyment learning process leads to reduce their anxiety.

I. Definition of Students' Anxiety

According to Spielberger in Wilson anxiety is described by psychologists "...as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". In addition, how to measure anxiety by using behavioral test where the subject is under observation, self-report of internal feeling or response and physical reaction like palm sweating, heart rate or blood pressure which appears when the subject due to feeling anxiety²⁸. Anxiety prevents some people from performing successfully in learning, when anxiety is limited to the language learning situation, it falls into the category of specific anxiety reaction.

²⁷ Wimmer, Roger D. "An approach to teaching radio broadcasting." (1976): 172-174.

²⁸ Wilson, Jean T. Stephenson. *Anxiety in Learning English as a Foreign Language: Its Associations with Student Variables, with Overall Proficiency, and with Performance on an Oral Test: Tesis Doctoral*. Editorial de la Universidad de Granada, 2006.

According to MacIntyre in Izadi state that "...Anxious students are likely to experience mental block, negative self-talk and ruminate over a poor performance which affects their ability to process information in language learning contexts". Anxiety was manifest in many different ways depending on the individual learner and any specific situation that causes anxiety²⁹.

J. Type of anxiety

According to Young, she explained that psychologists had identified three different types of anxiety which are: a). Trait or global anxiety, b). Situation-specific anxiety and c). State anxiety³⁰.

Firstly is trait or global anxiety which refer like a stable behavior to become anxious in particular condition, it is regard for individual's personality or a permanent personality trait. Secondly, situation-specific anxiety refers to the anxiety experienced in a specific situation or context such as math anxiety, test anxiety, public speaking anxiety, writing anxiety or language anxiety. And thirdly, state anxiety refers to the actual experience and its effect on emotion, cognition and behavior. State anxiety refers to an unpleasant emotional condition or temporary state.

K. Foreign Language Anxiety

Language anxiety viewed as relation to performance evaluation within academic and social contexts. According Horwitz and Young in Ohata : as Ohata explanation drew parallels between language anxiety and three related performance anxieties: (a) communication apprehension (CA), (b) test anxiety, (c) fear of negative evaluation. This description will be

²⁹ Atasheneh, Naser, and Ahmad Izadi. "The Role of Teachers in Reducing/Increasing Listening Comprehension Test Anxiety: A Case of Iranian EFL Learners." *English Language Teaching* 5, no. 3 (2012): 178-187.

³⁰ Young, Dolly Jesusita. "Creating a low-anxiety classroom environment: What does language anxiety research suggest?." *The modern language journal* 75, no. 4 (1991): 426-439.

general for the causes of student's anxiety in speaking English (foreign language)³¹. Providing perceptive to comprehend the sources or causes of anxiety are :

a. Communication Apprehension (CA)

Students' personality traits such as shyness, quietness, and reticence are considered to frequently precipitate CA. These feeling of shyness will appear different from individual to individual, and from situation to situation. Communication apprehension are likely communication with other in public speaking situation or group discussion, this anxiety raise up because of not only when they have communicate with other language but also the feeling that their performance is being monitored.

b. Test Anxiety

Test is also relevant to the discussion of foreign language anxiety. Test anxiety, as explained by Horwitz, and Young refers to a type of performance anxiety stemming from a fear of failure. Students may have unrealistic expectation of themselves in test result with full of failure mark, this undoubtedly will impact negative on self esteem and may lead on feeling anxiety in language learning experience³².

c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test taking situations, but, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class. "...Fear of negative evaluation can occur in any social situation which has an evaluative component and is

³¹ Ohata, Kota. "Potential sources of anxiety for Japanese learners of English: Preliminary case interviews with five Japanese college students in the US." *TESL-EJ* 9, no. 3 (2005): n3.

³² Horwitz, Elaine K. "Reflections on Horwitz (1986)," Preliminary Evidence for the Validity and Reliability of a Foreign Language Anxiety Scale". *Tesol Quarterly* 50, no. 4 (2016): 932-935.

particularly important in language class where student may feel as if they are constantly being evaluate by their instructor or peers“ Horwitz and Young in Ohata ³³

L. Effects of Foreign Language Learning Anxiety

In term of language learning it, is possible for an individual to experience anxiety when he/she meet new people, speaks in front of public or in class, and has error correction. When leaner have an associated feeling of anxiety with the language classroom it is likely that individuals will begin in language anxiety. In term of cognitive effect, it makes individuals may more sensitive to what other people think about them, behavior affect individuals' attempt to escape in such situation and physical sign like sweaty palm, trembling or raise of heart rate, dry mouth, and excessive perspiration.

Negative social behavior may be manifested in such ways as inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. Other manifestations of foreign language classroom anxiety include nervous laughter, avoiding eye contact, joking, short answer responses. These effects can lead to poor performance and low achievement. Research suggests that for many learners, success and perseverance in foreign language learning to a large extent depends both on the teacher's ability to minimize the debilitating effects of classroom anxiety and the learners' ability to cope with the anxiety that cannot be prevented or avoided.

M. Foreign Language Classroom Anxiety

In arising out of discussions with beginner foreign language students

³³ Ohata, Kota. "Language anxiety from the teacher's perspective: Interviews with seven experienced ESL/EFL teachers." (2005): 133-155.

about anxiety experiences at the Learning Skills Centre at the University of Texas, Horwitz and her colleagues described the physiological and psychological symptoms of this phenomenon, many of which occur in anxious states in general: “tenseness, trembling, perspiring, palpitations, and sleep disturbances” . In language learners, anxiety was also observed in such symptoms as “freezing” in class, “going blank” before exams, and feeling reticence about entering the classroom³⁴.

In language learners, anxiety was also observed in such symptoms as “freezing” in class, “going blank” before exams, and feeling reticence about entering the classroom . The researchers noted how these learners “experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. They exhibit avoidance behavior such as missing class and postponing homework”.³⁵ These observations and discussions led the authors to put forward a definition of foreign language classroom anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” .

N. Language Anxiety in the Speaking Skill

The literature suggests that the speaking skill is extremely anxiety-provoking in many language students and that it is often to seen to arouse more anxiety than the other skills. Anxiety reactions suffered by many students when speaking or when being asked to speak by the teacher in the foreign language classroom include “distortion of sounds, inability to

³⁴ Wilson, Jean T. Stephenson. *Anxiety in Learning English as a Foreign Language: Its Associations with Student Variables, with Overall Proficiency, and with Performance on an Oral Test: Tesis Doctoral*. Editorial de la Universidad de Granada, 2006.

³⁵ Wilson, Jean T. Stephenson. *Anxiety in Learning English as a Foreign Language: Its Associations with Student Variables, with Overall Proficiency, and with Performance on an Oral Test: Tesis Doctoral*. Editorial de la Universidad de Granada, 2006.

reproduce the intonation and rhythm of the language, 'freezing up' when called on to perform, and forgetting words or phrases just learned or simply refusing to speak and remaining silent"³⁶.

J. Language Anxiety Level

Some writers have looked into how students' language level, and their year of study might be associated with anxiety experiences. It might seem logical to suppose that as students progress through language level (presumably achieving higher proficiency), their anxiety levels would decrease. Saito and Samimy who investigated language anxiety in students of Japanese at three different levels (beginning, intermediate, and advanced) reported that advanced student were the most language-anxious, intermediate learners were the least, and beginners fell between the two³⁷.

The researchers speculated that course material may have explained this trend. Intermediate learners were now familiar with classroom activities, which were similar to beginning-level ones, and so these learners were more relaxed. At the advanced level, the focus turned away from speaking and towards translation, reading, and writing.

³⁶ Young, Dolly Jesusita. "Creating a low-anxiety classroom environment: What does language anxiety research suggest?." *The modern language journal* 75, no. 4 (1991): 426-439.

³⁷ Saito, Yoshiko, and Keiko K. Samimy. "Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese." *Foreign language annals* 29, no. 2 (1996): 239-249.