

CHAPTER 2

LITERATURE REVIEW

This chapter presents the concept of speaking, types of classroom speaking performance, the concept of anxiety, the component of speaking ability, basic types of classroom speaking performance, the concept of anxiety, foreign language anxiety, the effects of anxiety in speaking, and review of previous research.

A. The Concept of Speaking

Speaking has an important role in our daily life, especially in oral communication because we use speaking to conduct our life to build some relationship with others. Speaking is a productive skill, it is different from other skills in English like writing, listening, and reading. We can convey the message, opinion, ideas, information, and also our feeling orally through speaking.

Speaking sometimes difficult to express orally. According to Brown (2001), some components should be recognized by learners in learning speaking: Pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements. It refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning

According to Brown (2000) stated that is a productive skill that can be directly and empirically observed, those observations are invariably

colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. We can express knowledge, share feelings, and show performance through speaking. Moreover, learning to speak in a foreign language is the same as other skills such as listening, reading, and writing. Students need to practice a lot to speak English fluently. We also can say that learning to speak is more difficult than learning to understand spoken language because more attention for an arrangement of speaking efforts is acquired on the part of the teacher. The whole process needs a greater period to develop than it does in listening comprehension.

According to Horwitz (1986) as cited by Pebriyana (2017), speaking is an activity between two or more people in which listeners and speakers have to react to what they hear and make their contributions to deliver or receive the meaning. Based on the definition, speaking or happen if there is an interaction between two or more people. It is needed to express what the speakers want to say as effectively as possible to convey the message for the listeners but if someone intends to say something, they should be aware to build the meaning to get an understanding from the listener and to avoid misunderstanding between the speaker and the listener.

Doff (1987) emphasized that in communication or conversation, two people are sharing information or they have a communication or conversation needs. Therefore, someone can communicate or express their

ideas, emotions, and feeling, thus those people may understand his or her way of thinking.

Moreover Brown (1994) states that speaking is an interactive process of conveying a meaning that implicates producing, receiving, and also processing information. Additionally, according to Carter & Cathy (1997:124) said that Speaking is one of the types of composing in a language, the type that is swift, complicated, frequent, and primary because the language itself is symbolic to use by communicators to build and convey information. Speaking is a complex process of constructing meaning to convey a message as cited by Kodri (2018).

Brown (2001) accepts that when the students able to speak a language it means that they can carry on conversation competently enough. Besides, Brown, (2001) stated that one of the benchmarks of the successful acquisition of language is can be seen from their ability to make conversation with another speaker from other language speakers. We can say that the students are successful in learning English if they can speak English well.

B. The Components of Speaking Ability

Students need to know and understand the component of language. They need to learn the meaning of the words and the function. Five aspects have a big influence on speaking ability. There are vocabulary, grammar, fluency, pronunciation, and comprehension.

The first language component is vocabulary. Learning vocabulary is very important for the student, and students need a lot of vocabulary. The correct and appropriate use of the word was made up of vocabulary. Vocabulary is one of the drastic elements that help to speak in English. According to Hornby (1984) stated that vocabulary is the total number of words used in that language. It implies that in speaking, vocabulary plays an important role. Without extensive vocabulary, we would be unable to learn to communicate.

The second language component is grammar. Grammar is one of the important things in language components. If we do not know the corresponding grammar in a sentence, the listener will be a little confused about what we have said. (Brown, 2001) stated that Grammar is a set of laws regulating the traditional structure and the relationship of words in sentences by using the proper grammar thus the listener will know where the action takes place when the action takes place, who the audience is, who the speaker is, etc. Even the beginners are not required to speak the correct grammar. When they use the correct syntax, they will realize the true meaning of the sentences.

The third language component is fluency. Speaking is a productive skill to reproduce words orally. It means that there is a method for the exchange of ideas between the speaker and the audience. According to Hornby (1984), Fluency is capable of saying or writing a language, or of saying easily or fluently, to make it easier for others to understand what he or she has said.

The fourth language component is pronunciation. Pronunciation is one of the important things in speaking ability. Every word has a sound, and these sounds need to be understood by the language speakers. Thus, the English teacher not only teaches well in pronunciation but also makes it possible for students to make a good pronunciation by imitating the teacher. According to McIntosh (1987), pronunciation is a characteristic of the enormous ability where only a small subset of sounds is systematically used in any one language. We should speak out plainly to make our communication accepted by our listeners.

And the last language component is comprehension. The meaning of comprehension is understanding. It means that when the speaker says something, the speaker and the audience must realize what the intended intention of the speaker is.

C. Basic Types of Classroom Speaking Performance

Speaking is an interactive activity process to deliver or extend the information to construct the meaning during interaction among two people or more. Therefore, it is important to speak fluently, correctly, and understandable. There are several activities of speaking performance, Brown (2000) describes six types of classroom speaking performance. The first is imitative. It seems like imitating an expression, phrase, or sentence, imitative performance concentrating on a specific element of language type and belonging to the ability to practice an intonation. Imitating is performed not for substantive interaction, but to focus on some basic elements of the

structure of the language, such as pronunciation. Imitative is based on repetition in speaking tasks. The teacher asks the students to repeat the sentence which the teacher has spoken. For example: first, the teacher will pronounce a sentence; “My brother sold a refrigerator yesterday.”, then the students will imitate that sentence repeatedly until they can say the sentence correctly. The teacher uses the drilling technique therefore that the students will achieve opportunities to learn difficult words which is hard to be pronounced. They will listen and say how to pronounce them.

The second is intensive. In speaking, intensive is focusing on practicing some phonological or grammatical aspect of language. This kind of activity can be started individually or it can be a form of group work activity where the students are “going over” certain forms of language. An example task of intensive speaking is the reading aloud task. The tasks can be read a scripted dialog with other students or reading a sentence containing minimal pairs. The teacher will be a corrector to listen and evaluate the way the students speak in a series of phonological factors and fluency.

The third is responsive. Responsive performance belonging interaction and measure comprehension of sensitive results, but it's only a short conversation, such as answers to questions or feedback from others. Usually, these responses are satisfactory and substantive. Questions and responses are an example of a responsive speaking task. It consists only of one or two questions from an interview, that should be answered by the students. For example, the teacher read a procedure text about “How to

make a mango juice?” to the students. After finishing reading the text, the teacher asks a question to the student, “*What should you do after peeling the mango?*”, then the student answers “*cut the mango into small pieces*” they answer the question quickly and correctly.

The fourth is transactional (dialogue). The performance of the Transactional Dialog implies the transmission or exchange of relevant information in a conversation. In some places, such as banks, supermarkets, etc., a transactional dialog normally happens to help others understand the sense of knowledge in a conversation, transactional dialogue focuses on what has been said or done in a certain situation.

The fifth is Interpersonal (dialogue). Interpersonal dialogue indicates that social relationships are maintained rather than communicating facts and knowledge. The performance of interpersonal speaking focuses on role play, where to make conclusions or share ideas, the action of speaking about something is essential. Roleplay offers an opportunity to practice speaking not only in various social contexts but also in various social roles.

The last type is extensive (monologue). Extensive monologue performance belonging oral presentation, speaking, and storytelling, where the students have to share and explain the ideas about their knowledge. The students do the monologue can be planned or impromptu.

Based on the explanation above, it can be concluded that there are several kinds of speaking performance that the researcher can choose to measure their ability. In this case, the researcher will use interpersonal dialogue

which is group performance because the purpose is to measure students' anxiety.

D. The Concept of Anxiety

One of the variables affecting the ability to speak is anxiety. In learning to speak, anxiety is one of the primary obstacles that students need to avoid. Anxiety is one of the personality's internal factors and is a fear or anxiety and apprehension. There are several definitions of anxiety. Horwitz, (1986) said that anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with a passion of the autonomic nervous system. Anxiety becomes the most general emotional dilemma of someone's feeling as cited by Harirotul Mahmudiyah (2019)). Everyone often fell anxious to face something that will happen in their lives, particularly when they had to face speaking exercises.

We should be able to control our anxiety to prevent the negative effects of anxiety on our personalities. According to. Pappamihiel (2002) there are 2 kinds of anxiety, namely nature anxiety, and state anxiety. Trait anxiety is a consistent tendency in multiple circumstances to indicate anxiety. If the student has elevated levels of characteristic anxiety, in any case, they will have a general propensity to become restless. Instead of that, the concept of anxiety is a situation-specific anxiety characteristic. A person who gets anxiety will demonstrate stable anxiety, but only in a certain situation. Anxiety is a natural feeling that occurs in those in a certain situation. When someone has a problem in their life, they feel nervous to

deal with it. It will be easier if they can manage their anxiety into a positive feeling if they are scared or nervous to solve their problem. Thus, it is related to speaking ability, since they can speak hesitantly when they have high anxiety. When they speak in English, they seem all too worried. Consequently, their speaking will be sluggish, and they will have a lot of words in their dialog.

E. Foreign Language Anxiety

In learning foreign languages, foreign language anxiety plays an important role because it can discourage students from acquiring their target language. Horwitz and Cope (1986) discuss as a different complex of self-perceptions, values, emotions, and attitudes associated with language learning in the classroom, foreign language anxiety derives from the uniqueness of the language learning process. Foreign language anxiety is a condition-specific type of anxiety that does not seem to have a close association with other types of anxiety, it is correlated with the sense of language learning. This suggests that there is a correlation between foreign language anxiety and language learning. Anxiety may affect students who want to learn a foreign language, especially English. It can be dangerous if students can't handle or control their anxiety. The student will have a hard time learning English and will have a poor ranking. Instead of that, in certain situations, anxiety may give the students a good effect. For example, when the students feel anxiety about not passing her or his speaking test, they will be more serious about learning English to prepare for the test.

There are three types of anxiety: state anxiety, function anxiety, and situation-specific anxiety. Pappamihiel (2002) said that in some situations, the state anxiety is a sense of fear, whereas trait anxiety is a condition where someone tends to become nervous about the situation. The last type is situation-specific anxiety that occurs only if such specific variables or incidents are present and frequently occur. (cited by Susanto et al (2017)).

We can conclude that anxiety can affect the achievement of the student in acquiring English. Besides, if students have a high level of anxiety, they will be more difficult to learn English because they are too afraid to make a mistake when learning English.

F. The Effects of Anxiety in Speaking

Anxiety affects a student's level of academic, cognitive, social, and personal. Anxiety has a big effect on a student's academic achievement. Horwitz and Cope (1986) said that an anxious student is inclined to be less concentrated, forgetful, heart beating, and sweating that may cause negative behavior such as avoiding the class or delay their homework. Eventually, these behaviors will affect the student's cognitive competence because high-anxious students will show and achieve lower than the student who has low-anxious in the class. If students' anxiety increases, their academic achievement will decrease. Macintyre & Gardner (1994) said that anxiety has proven that have negative influences, both pervasive and subtle, on the three stages of cognitive processing: input, processing, and output. The students who have anxiety will fell difficult in processing meaningful input

and will be less responsive to language output. In terms of social effects, there are many factors that social context gives an effect on language anxiety. In a competitive classroom atmosphere, the student gets difficult interactions with teachers, or risk embarrassment, an opportunity for contact with members of the target language group may all impact language anxiety (Macintyre, 1999). The most frequent research finding on language anxiety is that anxious students do not actively communicate more than relaxed students. It means that if the students have high anxiety, they will prefer to be passive and avoid communicating with other people because they worry about others' perception of their fear of making mistakes when they speak in a foreign language.

Price (1991:105) said that rather than following the lesson, some language students with high anxiety will choose to avoid or stay away from their foreign language class. It means that this kind of effect is known as the weakest effect of language anxiety. In brief, anxiety has a huge influence on the achievement of students in speaking score because it will affect their accomplishment if they have high anxiety. This suggests that if the anxiety of learners increases, their academic performance will decrease. While, if the anxiety of students is high, their speaking ability will be low.

G. Review of Previous Research

Some related researches have been done previously about the correlation between anxiety and speaking ability. The first was a case study by Harirotul Mahmudiyah (2019) from State Institute for Islamic Studies

(IAIN) Kediri. She had researched students' anxiety in the speaking class and its impact on their speaking achievement. The participants in this study were first and second-grade students of MTs Jabal Nuur Wates Kediri. A quantitative case study approach was employed and the data were taken through a questionnaire and the result of students speaking test (students' score). The result showed that students feel nervous when they faced the speaking test. That was caused by the students' characteristics and classroom procedure. The correlation between the level of anxiety and speaking ability of MTs Jabal Nuur Wates Kediri got a high score in speaking ability if they have a low level of anxiety. On other hand, students who had a lower score in speaking ability, it means they have a high level of anxiety. The correlation between two variables of both students' correlation between student's level of anxiety and speaking ability of MTs Jabal Nuur Wates Kediri was a negative low correlation.

The second was a case study from Surya (2017) from State Institute for Islamic Studies (IAIN) Salatiga. This study focused on the correlation between students' anxiety level and their speaking ability. The participants in this research were tenth-grade students of SMAN 1 Karanggede. A questionnaire and a speaking test were used to collect the data. The result of the research is there was a very weak relationship between the students' speaking anxiety and their fluency in speaking English. The finding states that there was a significant negative correlation between students' anxiety level and their speaking ability at the second-year students of SMAN 1

Karanggede. Thus, the conclusion was many factors were seen as the cause of the problem. The research focused on the students' perspective on the speaking anxiety in the Report text teaching and learning process. The result of her result shows that most of the students are in the fair speaking fluency. There is no significant relationship between students' speaking anxiety and their speaking fluency among the tenth-grade students' of SMAN 1 Karanggede.

