

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature and describes some theories. They are Speaking, Speaking Anxiety, The Factor Affecting Speaking Anxiety, Indicator of Speaking Anxiety, and Previous Study.

A. Definition of Speaking

Speaking is to learn a language. Brown in Liaw, defines speaking as "an interactive process of constructing meaning, including the production, reception, and processing of information". Speaking can be interpreted, the ability to express oneself in a normal voice by using words. Speaking skill is a skill needed to learn a language.

Speaking is a way of expressing thoughts to suit the needs of the listener. Speech is a tool that directly tells you whether the listener is interested or not when the listener or speaker is paying attention. In conclusion, speaking is a way of communicating that results in speech. The purpose of speaking is to convey certain information. So speaking skills have a relationship with listening skills.

B. Speaking Anxiety

1. Anxiety Nature of Anxiety

The nature of anxiety is a psychological phenomenon. Anxiety usually appears in the body as a reaction to certain situations. Some definitions of anxiety include, threat, fear, tension. Carlson and Busquist

(2397), anxiety is "a feeling of foreboding or bad luck accompanied by physiological responses such as a fast heartbeat, sweaty palms, and a tight stomach". Anxiety arises in response to certain situations. Passer and Smith (2009) define anxiety as a state of tension and fear as a natural response to a perceived threat. According to Ormrod, 2011 anxiety is anxiety and worry about situations with uncertain outcomes. Halgin and Whitbourne (2007) explain the difference between fear and anxiety. Fear is a natural reaction to anxiety in dangerous situations, and anxiety is a narrow-minded and anxious view of the possibility that something terrible will happen. From the above definition it can be concluded that anxiety is a feeling of being threatened, afraid, tensed as a response.

2. Definition of Speaking Anxiety

Speaking anxiety is a subjective feeling of tension, nervousness associated with involuntary awakening of the system. Secondary language anxiety is described as a specific complex of self-awareness, emotions, and behaviors associated with the use of a foreign language to communicate.

C. The Factors Affecting Speaking Anxiety

1. Communication Apprehension

Occurs when someone has to talk to another in everyday communication situations, and it will be difficult for living people to speak publicly or hear oral communication. Moreover, they understand and do not understand others.

2. Test Anxiety

An alternative component of verbal anxiety is related to test anxiety.

A person who passed the exam arrogantly is annoyed because he did not pass the exam. Scholars may have had bad experiences on previous exams, resulting in negative exam reviews. Students with this type of academic anxiety will have a hard time taking tests or quizzes.

3. Fear of Negative Feedback

The component of anxiety is the fear of negative responses. This fear goes deeper than the exam test. Scientists are angry at other people's evaluations. They may also avoid situational evaluations and accept negative evaluations. This is possible in any social setting such as when looking for work. In foreign language classes, assessments are conducted by mentors and peers. Anxiety sometimes arises because of classroom conditions related to teacher instructions and assignments. For example, reflexes appear to trigger anxiety.

D. Indicators of Speaking Anxiety

The presence of colloquial anxiety is surprising thanks to pointers. Distinguishable physical responses towards anxiety can be observed from several pointers. Rink (2002) states that it can be indicated from briefness of breath, hyperventilation, dry mouth, fast eyeblink, sweating, dizziness, stomach problems, cold and glacial hands, muscle pressure, and unclear pronunciation (as cited in Szyszka, 2017). Other visible responses towards speaking anxiety are body movements analogous to devilish hand moving, hair wagging, or head-scratching. Horwitz et al. (2386) reveal that the incapacity in controlling stage fright can produce unwanted chaos during the performance of speaking. It may also spark the motor element of passions, i.e. forming a smile or other facial

expressions (Szyszka, 2017). In addition to bodily reactions, anxiety during conversation can manifest as student behavior similar to avoiding conversations, such as the student not understanding anything, forgetting prepared speeches, being unable to speak what they know, hysterical due to misunderstandings, and avoiding conversations (Occhipinti, 2009). Schlenker and Leary (2385) contributes that speaking anxiety can also be seen from the use of speech paddings, analogousto “uh uhh”, or “hmm.” (as cited in Occhipinti, 2009).

E. Previous Study

Previous research by Intan Sari Putri (2016) entitled “Reducing Academic Anxiety in Communication Through Teaching Communication Languages” (Class 2016–2017 by SMPN 02 Bengkulu Tenga). Experiments can conclude that communicative language education, especially in SMP 02 Bengkulu Tenga, this research can reduce students' anxiety in learning to speak English. The second is the journal of VeniDelphia Mita, ZulAmri and Don Narius, Padang State University, Faculty of Languages and Arts, English Faculty. Title - "Universitas Negeri Padang, Analysis of Academic Conversation Anxiety Facing Students in the 4th Term in the English Program at Universitas Negeri Padang" (2018). This technical study uses a quantitative technique style. Research analysis has shown that the dominant type of conversational anxiety is fear of speaking tests. However, after interviewing in detail about conversational anxiety, a study found that all types of conversational anxiety were involved. The difference between this study and the research conducted by the experimenter lies in the subject of the study and the abilities of the subject of the study. A recent study by Munach (2015). The purpose of this study was to explain why senior scholars from higher

education institutions were "afraid to speak English" at senior high schools in the metropolis of Jambi. Data were collected taking into account demographic background and face-to-face interviews with older scholars." The experimenter concluded at a senior high academy about why scholars "worried" about speaking English outside the 12th grade classroom Jambi "(1) low speaking skills, (2) fear of negative reactions from others, (3) low tone attitude towards speaking English, (4) fear of not speaking English with a mentor, (5) English The difference between this study and the research conducted by experimenters lies in the research system.