

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of related theories underlying the research. It consists of a theoretical review relevant to the title of the research and review of previous studies.

A. Speaking

1. The Definition of Speaking

Speaking is one of the productive skills in English. According to Brown (2004), speaking is a productive skill that can be seen directly and empirically. While according to Nunan (2003), speaking is a productive aural/oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. Although speaking can be said to be completely natural, however in reality speaking in a language is not at all as simple as imagined. In addition, speaking is an activity to produce verbal utterances to convey the meaning for some purpose (Bailey, 2003). In speaking, the speaker must be able to convey ideas clearly regarding what the speaker wants to convey. The purpose is that the listener can understand the message or meaning clearly regarding what is conveyed by the speaker.

In addition, Syahfutra (2021) explains that speaking is one form of the process of producing sentences. During the learning process, learners must be able to speak and communicate well with lectures. Through

speaking the language, learners can express their ideas during the class discussions so that can improve their learning experience Handayani et al. (2020). Furthermore, Putri and Marlina (2019) add that speaking is one of the skills that foreign language learners must master as a benchmark that they have succeeded in conquering a foreign language.

The function of speaking is to convey messages from the speaker to the listener. Richards (2008), make a distinction between the transactional function of speaking, where its function is to build and maintain social relations, and the transactional function which focuses on the exchange of information. There is a speech function tree. They are talks as interaction, talks as transaction, and talks to performance.

The first function is as interaction. Speaking as an interaction refers to a conversation and describes an interaction that serves a primarily social function. This means that when someone meets, they exchange greetings, chat lightly, tell their respective experiences, and so on because they want to be friendly and want to build comfort in interacting with other people. Talks as interaction focus on the speaker and how the speaker and listener try to present themselves to each other rather than displaying the message to be conveyed.

The second is as transaction. Talks as transactions refer to a situation where the focus is only on what was said or done. The main focus here is to message and make oneself understood clearly and accurately, rather than just how to interact socially with each other. In talks as

transactions, the teacher and students will focus on the meaning or on talking.

The third is as performance. A type of talk that can usefully be distinguished has been called talk as a performance. Talks to performance refer to public talks. The talks can be in the form of morning talks, public announcements, and speeches.

2. The Components of Speaking

According to Brown (2004), speaking skills have five components. The five components of speaking skills include comprehension, grammar, vocabulary, pronunciation, and fluency. The first component of speaking is comprehension. For oral communication, certainly requires the subject to respond, to speech, and also initiate it. According to Bailey (2003), comprehension can occur when the speaker tries to understand the message conveyed by another speaker.

The second component is grammar. According to Mart (2013), grammar has an important place, especially in foreign language learning. Grammar will give learners the competence how to combine words to form sentences. The purpose of grammar is to learn to acquire skills in a language, both in oral and written form in the right way. Grammar is very important in speaking class where students need to construct correct sentences in conversation.

The third component is vocabulary. Vocabulary is the right diction used in communication. Someone who does not have a good vocabulary

will not be able to communicate effectively in expressing their ideas in both oral and written form. As for language learners, limited vocabulary will also cause obstacles in language learning. Without grammar very little can be conveyed, while without vocabulary nothing can be conveyed.

The fourth component is pronunciation. Pronunciation is a way to produce clearer language when speaking. Pronunciation is concerned with the phonological process which refers to the grammatical component which consists of the elements and principles that determine how sounds can vary and patterns in language. In speaking, pronunciation plays a very important role so that the communication process is easier to understand.

The fifth component is fluency. Fluency is the ability to speak and understand English easily, quickly, and precisely. According to Hedge in Leong et al. (2017), fluency is the ability to answer consistently by connecting words and phrases, clearly pronounced sounds, and using stress and intonation. In addition, Harmer (2007) states that activities in cooperative interaction can improve the fluency of foreign language learners.

3. The Basic Types of Speaking

According to Brown (2004), speaking as an oral skill has five categories. The five categories of oral production are classified based on the taxonomy. It involves imitative, intensive, responsive, interactive, and extensive.

The first basic type of speaking is imitative. Imitative is the ability of a learner to imitate a word or phrase into a sentence. It provides a phonetic level of oral production, some prosodic, lexical, and grammatical. In this stage, the teacher only focuses on students' pronunciation rather than the ability to understand or convey meaning.

The second is intensive. Intensive is the ability of a learner to demonstrate in a narrow band of grammatical, phrasal, lexical, phonological which includes prosodic, stress, rhythm, and juncture.

The third is responsive. The responsive type includes interaction and understanding of the text. It provides a limited level of a short conversation, standard greetings, small talk, and simple requests and comments to others.

The fourth is interactive. The interactive type is the opposite of imitative, intensive, and responsive. This type of interactive includes more exchanges and many participants. In this stage, the length and complexity of the conversation are more than in the previous types.

The fifth is extensive. Extensive or monologue is an oral production task consisting of speech, oral presentation, and also storytelling. The style of language must be prepared properly. In this stage, learners must be able to produce their language with the ideas they have.

4. The Levels of Speaking

According to Bailey (2003), speaking skills have three levels. They are beginning level, intermediate level, and advanced level. The level

groupings have differences based on 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 beginning level. At this level, an English teacher must know the characteristics of a learner to focus on the objectives of English subjects, especially for beginner level learners. According to Bailey (2003), students at the beginning level have some characteristics. First, oral production consists of words and phrases learned in predictable areas of need. Second, the vocabulary is only sufficient to handle basic needs and express simple basic courtesies. Third, the spoken words are rarely more than two or three words and more often show long pauses and repetition of words from the interlocutor. Fourth, speakers experience some difficulties even in producing the simplest words.

The second level of speaking is intermediate level. At this level, a teacher must know the characteristics of a student. According to Bailey (2003), students at the intermediate level have some characteristics. First, successfully handle a variety of uncomplicated, basic, and communicative tasks and social situations. Second, talk about self and family members in simple terms. Third, ask and answer questions and participate in simple conversations about topics past the most immediate needs. For examples about personal activities that occurred in the past and amusement time activities. Fourth, slightly increase the duration of speech, but speech is still characterized by the usual long pauses since in this case the smooth integration of basic conversational strategies is often hampered. Fifth,

improve pronunciation which is still heavily influenced by the first language, as well as fluency which may still feel strained.

The third level of speaking is advanced level. At this level, a teacher in teaching students at the advanced level must be challenging. Because at the advanced level students are actively asking questions. Teachers at this level focus on the goal of English especially in improving the speaking skills of English learners. According to Bailey (2003), learners at the advanced level have some characteristics. First, meet the requirements of daily situations and routine school and work requirements. Second, handle more confidently but not with the facilities of complex social tasks and situations, such as elaborating, complaining, and apologizing. Third, narrate and describe in detail, and connect sentences smoothly. Fourth, communicating facts and being more relaxed in speaking, especially about topics of public and personal interest at this time, and using vocabulary in general. Fifth, it is easier for the native interlocutor to understand what is being conveyed without experiencing difficulties.

In summary, learners at the beginning level are only required to know how to generate words or use very simple words. Improving basic knowledge such as vocabulary and speaking practice is very important for beginning level learners. As for the intermediate level learners are required to be able to produce or use simple words and sayings about the environment around them, family, and friends. In addition, learners can also give and answer questions, although several times they still often stop

and are not fluent. While at the advanced level learners are required to produce or use words to say what the learners want to say, understand what others are saying when speaking and use general vocabulary.

B. Anxiety

1. The Definition of Anxiety

Anxiety is a feeling that arises in a person and everyone can feel it. According to Yaman and Demirtaş (2014), feelings of anxiety include sorrow, upsetting thought, and also worry. Martin et al. (2010) define anxiety as a fear that is usually accompanied by certain physiological symptoms, including accelerated heart rate, sweaty palms and tightness in the stomach. In addition, Nurhayati & Nuraida (2020) state that anxiety is something different from self-perception, feelings, beliefs, and also behavior related to learning in the classroom especially in speaking English. When students experience anxiety in the classroom, especially if the anxiety experienced by students is already at a chronic level, this anxiety can hinder learning (Al-Saraj, 2014).

2. Foreign Language Anxiety

According to Horwitz et al. (1986), anxiety in language learning is divided into three kinds. They are communication apprehension, test anxiety, and fear of negative evaluation. The first kind is communication apprehension. Communication apprehension is a feeling of shame that arises as a result of the fear of communicating with others. In this case, students who have problems speaking especially speaking in groups will

have difficulty speaking in foreign language classes. The students have less ability to control communicative situations. So that it can affect students' speaking performance.

The second kind is test anxiety. When students are worried about failing a test, that is where test anxiety usually arises. The students who feel anxious about tests may experience difficulty with tests and quizzes since tests in foreign language classes. In fact, students who have prepared themselves for the test also often make errors in the test.

The third kind is fear of negative evaluation. Fear of negative evaluation is defined as the students who are not only getting anxiety in taking tests. The students can feel anxious in every social evaluative situation. For example, speaking in a foreign language class or an interview for a job.

3. The Levels of Anxiety

According to Muhammad (2019), the level of speaking anxiety is divided into three levels. They are high anxiety, moderate anxiety, and low anxiety. High anxiety is indicated if the score is above 131. Moderate anxiety is indicated if the score is between 98-131. While low anxiety is indicated if the score is below 98.

Measurement of anxiety levels can also be measured through the levels of anxiety categorized according to the Foreign Language Classroom Anxiety Scale (FLCAS) adapted from Oetting's Scale into several levels ranging from very anxious, anxious, mildly anxious, relaxed,

and very relaxed. Very anxious is indicated if the score is between 124-165. Anxious is indicated if the score is between 108-123. Mildly anxious is indicated if the score is 87-107. Relaxed is indicated if the score is between 66-86. While very relaxed is indicated if the score is between 33-65. Many other researchers also use this FLCAS to explore the anxiety of foreign language learners. This test consists of thirty-three items. Based on thirty-three items students were asked to respond to several situations that reflected the three components. The three components include communication apprehension, test anxiety, and fear of negative evaluation.

Anxiety is divided into three levels from the psychological aspect. The three levels include mild anxiety, moderate anxiety, and severe anxiety. The first level is mild anxiety. Mild anxiety is a feeling that arises in people because of something different so people who feel mild anxiety need to get more attention. Mild anxiety is closely related to events that make a person feel tense in everyday life. The characteristics of people with mild anxiety include being unable to sit still, feeling impatient, tending to prefer to be alone, wrinkled face, trembling lips, increased pulse, blood pressure, and so on. The second level is moderate anxiety. Moderate anxiety is a feeling of nervousness or restlessness experienced by people usually caused by something different. People who experience moderate anxiety have the characteristics of feeling uncomfortable, sensitive, unconscious, voice changes, sweating, headaches, back pain, and so on. The third level is severe anxiety. Severe anxiety is a feeling that arises in people caused by the belief in people that there is something

different that makes them feel threatened by the surrounding environment. This usually comes from the response to fear and distress. Severe anxiety is the highest level of anxiety. People who experience severe anxiety have behavioral characteristics or feelings of always wanting to be free, very anxious, restless, confused, poor eye contact, withdrawing, denial, need for increased space, shaking, and so on.

C. Public Speaking

In general, the public speaking course aims to introduce students to the speech process. There are two types of public speaking, the first is informative speaking and the second is persuasive speaking. To help improve students' understanding of the public speaking course, they will be shown instructional lectures, sample speeches, and a video by Ibrahim & Yussof (in Rahayu, 2018).

Public speaking is the process of creating and conveying a certain message to the audience. Speakers in good public speaking must be able to plan, organize and improve materials to be able to develop effective speeches. Public speaking has been implemented by the Department of English Education as a subject that encourages and makes students excel in public speaking. Public speaking is taught to fourth-semester students in the English Education Department. Public speaking courses can be used as the right medium to train English education students so that their skills are better trained when speaking in public for their future careers. Based on the facts, some students are not used to spending their time and do not feel confident when facing public speaking situations.

However, even though they have got a good and appropriate platform with public speaking classes to practice students' public speaking skills, they often feel anxious when asked to speak in class in front of their friends. These negative feelings will certainly affect their performance. In addition, some students tend to be less active in class and often neglect public speaking classes. All skills related to public speaking have been taught in public speaking class. Like speeches and also MC. In the public speaking class, students get some theory, practice, and perform simulations to train them to become public speakers. In the simulation, students seem to be real public speakers when practiced in front of the class.

D. Previous Study

Several studies were conducted by previous researchers related to the analysis of students' anxiety in language learning. One of them was conducted by Siagian and Adam (2017). This study was conducted to find out the factors that cause students' speaking anxiety and how the students' strategies to overcome speaking anxiety in English class. The subjects in this study were tenth-grade students of class X SMK Indomalay School Batam in the 2015/2016 academic year with a total of 22 students. The instruments of this study were questionnaire and interview. The result showed that the factors that cause students' speaking anxiety in English class include lack of familiarity of tasks, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence, and low English proficiency. In addition, the strategies that students use to overcome speaking anxiety include peer seeking, preparation, relaxation, positive thinking, and also resignation.

The second study was conducted by Najiha and Sailun (2021). This study aims to determine the factors and types of students' speaking anxiety in English class, especially for third-grade students of SMAN 2 Siak Hulu in the 2020/2021 academic year. In this study, the researchers used descriptive quantitative. The instrument in this research is a questionnaire with a sample of 34 students. The results of this study showed that the dominant level of speaking anxiety that occurs in third-grade students of SMAN 2 Siak Hulu is Mildly Anxious. Furthermore, the types of speaking anxiety experienced by third-grade students of SMAN 2 Siak Hulu include fear of negative evaluation, test anxiety, and communication apprehension. In this case, the researchers found that the dominant type of anxiety that occurs in English class is communication apprehension.

Another previous study was conducted by Sinaga et al. (2020). This study aims to determine the level of speaking anxiety of students in English class and the dominant factor that causes speaking anxiety of students in English class in third-grade students at SMPN 15 Bengkulu. In this study, the researchers used a descriptive quantitative design. As for the instrument, the researchers used a questionnaire. The results showed that the most third-grade students at SMPN 15 Bengkulu experienced speaking anxiety at the Mildly Anxious level. Then, the dominant factor that causes students' speaking anxiety in third-grade students at SMPN 15 Bengkulu is fear of negative evaluation.

It can be seen that in previous studies, several researchers analyzed students' speaking anxiety levels, students' speaking anxiety factors, types of students' speaking anxiety, and how students' strategies to overcome speaking

anxiety. Meanwhile, in this research, the researcher focused on analyzing the levels of students' speaking anxiety in public speaking class and the dominant level of students' speaking anxiety in public speaking class. In addition, in previous studies, the researchers used research samples of Junior High School students and Senior High School students, while in this research the researcher used research samples of 4th-semester students of the English Department at IAIN Kediri. After having information related to the levels of students' speaking anxiety in public speaking class, students are expected to be able to overcome and minimize their speaking anxiety in public speaking class. Thus, students' ability to speak English is expected to be better than before. Therefore, this research is important to find out the levels of students' speaking anxiety in public speaking class and the dominant level of students' speaking anxiety in public speaking class of the English Department at IAIN Kediri.

