CHAPTER II

LITERATURE REVIEW

This chapter consists of the review of related literature and previous research. The review of related literature explained some information related to speaking skill, anxiety, speaking anxiety, and the previous research describes research that has been done by other researchers as a reference for this research.

A. Speaking

This section discusses about definition of speaking, the importance of speaking, the function of speaking, and the elements of speaking.

1. Definition of Speaking

There are various explanations of speaking that experts have stated. Nunan (2000:39) cited in Indrianty (2016) states that, speaking is one of the key aspects of learning a second or foreign language. To maximize the message that will be sent, speaking needs the production of words through the lips. The ability to communicate, as well as the ability to see and walk, is important to a person's daily activities. According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Moreover, Brown (2007 : 4) in Ngadiso (2016) defined, speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

Noviasari (2011) states, speaking skills are a type of oral communication that involves two people: the speaker who delivers the message and the listener who receives it in the actual world; the communication also includes the useful skill of listening. Fromkin (1988) also states, An act of communication through speaking

rather than a type of verbal exchange, is frequently undertaken in a face-to-face interaction and occurs as part of dialogue.

Richards and Rodgers (2001:161) present the following four features of the communicative language perspective in their investigation of the theoretical underpinnings of communicative language teaching: (a). Language is a system for the expression of a meaning, (b). The primary function of language is for interaction and communication, (c). The structure of a language reflects it's functional and communicative uses, (d). Language's key units are not just its grammatical and structural properties, but also functional and communicative meaning categories as demonstrated in speech.

2. The Importance of Speaking

Humans are programmed to speak before learning to read and write. According to Ahmadi (2017) in their publication, humans spend far more time orally interacting with language than they do in written form. Speaking is used twice as frequently as writing and reading, Rivers (1981). Speaking is one of the skills required to continue a conversation, so it becomes the most important skill. Furthermore, Efrizal (2012) stated that speaking is very important in their interactions, because people talk to each other everywhere and on a daily basis.

One of the four English skills that students must learn in school is speaking. Not only to ensure that they pass the English class, but also to gauge their level of English proficiency, which is always measured by how well they speak and use the language verbally. According to Krashen (1988), when student speak, it shows that they have mastered the language. It implies that a student's English proficiency is

determined by how well he or she speaks.

3. Function of Speaking

Brown and Yule (1983) identify between the interactional functions of speech which focus on the formation, maintenance of social relations, transactional functions, focus on the exchange of information, in various attempts to classify the purpose of speaking in human contact.

1) Speaking as interaction

When we say "conversation," we usually mean "speak as interaction," and it refers to interaction that is primarily social in nature. Rather than the message, the focus is on the speakers and how they want to present themselves to one another. The main characteristics of conversation as interaction proposed by Brown and Yule (1983) can be stated as follows: (a). Has a primary function in social, (b). Reflects role relationships, (c). Reflects the speaker's identity. (d). Can be formal or informal, (e). Uses conversational conventions, (f). Reflects politeness standards, (g). Uses a lot of generic words, (h). Uses a conversational register, (i) Is jointly constructed.

2) Speaking as transaction

A talk as transaction refers to situations where the focus is on what is said or done. A focus group conversation to address an issue is an example of speaking as a transaction. The following are the main characteristics of conversation as a transaction: (a). It has primarily concerned with information, (b). The main focus is on the message and not the participants, (c). Participants employ communication strategies to make themselves understood, (d). There may be frequent questions, repitions, and comprehension checks, as in the example from the preceding

classroom lesson, (e). There may be some negotiation and digression, (f). Linguistic accuracy is not always required.

3) Speaking as performance

Discourse as performance is the third type of talk that can be effectively separated. This is a concept that focuses on activities that take place,such as school presentations, public speaking, and speech. Gives a presentation in the classroom as an example of a performance.

4. Elements of Speaking

In order to be a skilled speaker, students must master numerous facets of speaking. Bahdi (2014) divide the aspects of speaking ability into five pieces and identified five factors of speaking ability. It can be found in the following explanations:

1) Accuracy and Pronounciation

Accuracy is the most important factor in assessing students' linguistic ability and preventing communication breakdowns among language users. Correctness is defined by Richards (1992) as the " ability to construct phrases with proper grammar " (p. 8). In language, grammatical correctness is everything. Accuracy appears to involve a wide framework. Correctly speaking English requires not just avoiding or reducing grammatical errors, but also correct pronounciation and vocabularies. Anjaniputra (2013) also establishes a clear scale for evaluating accuracy, which involves grammar, proper word order, tenses, and tense agreement, among other things. Students may not skip publications, parts of speech, or challenging tenses; vocabulary, students get a varied vocabulary that matches the syllabus year list and

includes items you have taught; pronunciation, students speak clearly and are understood by the majority of people.

Students use pronounciation to generate clearer language when communicating. "Pronounciation is the most crucial ability of spoken English," according to Lin (2014) (p. 16), which requires spelling words according to their regular pronounciation. It means that students must understand four aspects of pronunciation: sound, stress, intonation, and rhythm. The speaker and the listener will be perplexed if one of them is missing from the speaker.

2) Grammar

In a dialogue, students must put together correct sentences. Students are able to use their capacity to modify structure to distinguish between correct and incorrect grammatical forms. Grammar is one of the most crucial parts of language. According to Bahdi (2014), grammar is a type of internal linguistic knowledge that is used to produce and recognize suitably a language's organized expression. Simply said, grammar is the study of how words are arranged to form correct sentences. It can be used to express nouns, subjects, imperative clauses, and other forms of sentences. According to Subasini & Kokilavani (2013, 57), there is no such thing as a language that does not include grammatical, and neither of them could be acquired without learning grammar through assimilation. It indicates, students who have a strong understanding of grammar may generate grammatical and lexical claims that are correct. Listeners will make grammatical errors in translating the meaning of the sentence if the speakers make grammatical faults in communicating.

3) Vocabulary

Students frequently struggle to express themselves because they lack the essential vocabulary and, at times, utilize terms incorrectly, such as synonyms, which do not have the same meaning in all cases. Following that, students must be able to correctly use words and expressions. If you don't have a large vocabulary, you won't be able to communicate well or express yourself in writing and speech. According to a findings of (Larson, Dixon, & Townsend, 2013, p. 16), the term "vocabulary" refers to the total number of words in a language (together with the rules for combining them).

4) Comprehension

A significant vocabulary or knowledge of the meanings of a sufficient number of words is required for comprehension. Students who have strong comprehension skills are able to make educated choices regarding what they are saying, what is significant, what is accurate, what caused an event, and which characters are amusing. As a result, comprehension necessitates the integration of reading, reasoning, and thought. A subject speech, as well as the ability to begin it, are required for oral communication. Furthermore, Bahdi (2014) is the process of the listener comprehending the speaker's utterances. In the most fundamental form, it relates to the process of building meaning from sounds. Comprehending refers to the ability to understand and apply the meaning offered by the speech act in a general sense. To put it another way, if two people would like to communicate, they must speak because their information is different. Both the speaker and the listener must be aware of the speaking or communication action. If someone asks a question, for

example, the listener extracts the input and then attempts to answer the problem. It suggests that comprehension is one of the factors influencing one's ability to talk. In this section, the speaker must be able to assist the listener in comprehending what they are saying. As we all know, the purpose of communication is to translate and communicate a concept from the speaker to the audience.

5) Fluency

Oral fluency, which is the most important aspect of a speaker's performance, is the major goal teachers want to attain when teaching the productive skill of speaking. According to Fromkin (1988), Fluency is defined as the capacity to express oneself without hesitation in a clear, rational, and correct manner; otherwise, communication would break down because listeners would not understand what was being said. Christiansen (2011), fluency is the ability to explain oneself clearly, rationally, and correctly without hesitation; otherwise, communication would break down as listeners' interest would fade. Teachers should encourage students to express themselves using their own language rather than imitating a model in order to achieve this goal. It's possible to define it as the capacity to react coherently by efficiently connecting words and sentences, clearly pronouncing sounds, and using emphasis and intonation, (Nation and Newton, 2009, p. 151).

B. Anxiety

This section discusses about definition of anxiety, type of anxiety, and the cause of anxiety.

1. Definition of Anxiety

The most well-studied psychological phenomena is anxiety, anxiety is a

natural reaction of the human body to a particular situation. Anxiety is characterized by a sense of being threatened, dread, tension, or uneasiness. Horwitz (2011, 23) states, anxiety is described as a feel of dread and impending disaster, as well as physical symptoms such as a racing heart, sweaty hands, and stomach tightness. Furthermore, someone who shows signs of anxiousness, they will not behave normally; they will overact, forget the content more easily, lose courage, and so on.

Due to speaking has become such a crucial part of learning English, it is more likely that this skill may cause anxiety. "Students commonly consider speaking in a foreign language as their most nerve-wracking experience," Young (as cited in Mukminin, et al.2015). One of the many reasons that causes students to struggle with speaking is anxiousness. Anxiety is a feeling of unease, dissatisfaction, self-doubt, apprehension, or worry that makes it difficult for students to communicate, doubt themselves, and worry about making a mistake. (Brown H. D., 1994). Anxiety is an apparent component that might affect students' performance and achievement, as well as their willingness to participate in learning activities, Diao Zhiping and Shamala Paramasivan (2013). That is, the more worried students are, the less they contribute to learning, especially in terms of speaking.

2. Type of Anxiety

Ellis (1994:479-480) divide three types of anxiety, they are: trait anxiety, state anxiety, and situation-specific anxiety.

1) Trait Anxiety

A person with trait anxiety has a tendency to feel threatened by a number of actually harmless situations, (Spilberger, in Najiha & Sailun, 2021). People who fall

into this category are more likely to experience anxiety because of their personalities than other people. To put it another way, trait anxiety refers to a person's propensity to be nervous or anxious no matter the circumstance.

2) State Anxiety

Mitha et al (2018) mention that, as a condition that is connected to particular environmental circumstances, state anxiety is a temporary emotional state and condition in which a person experiences a tense and anxious feeling that is felt consciously and subjectively and leaves the activity of the autonomic nervous system. On the other hand, a situation-sensitive fear disappears when the situation is unsafe. Also, according to Ormrod (2011), "state anxiety is temporary feeling of anxiety elicited by a threatening situation." It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety is temporary and only manifests during a specific circumstance or stressful event. To put it another way, it's a situational anxiety that goes away when the threatening situation goes away.

Finally, in real-world speaking situations, a nervous person runs the risk of speaking too quickly, missing words, murmuring unconsciously, reading the note, and not making eye contact with the audience. Because of these factors, an anxious individual frequently performs poorly in speaking class exercises.

3) Specific-situation anxiety

Situation-specific anxiety can be considered to be the probability of becoming anxious in a particular type of situation, such as during test (labeled as "test anxiety"), when solving mathematics problems (mathanxiety"), or when speaking a second language ("language anxiety"). Ellis (1994) also states, Specific-situation anxiety a

situation that arises due to some type of anxiety, it is generated by certain types of situations or events such as public speaking, exams, and class activities. Language anxiety is recognized as a construct of situation specific anxiety, mainly independent of the other types of anxiety (Horwitz et al in Akkakoson, 2016).

3. The Cause of Anxiety

Horwitz and Cope (1986) have proposed three factors that influence the performance anxieties of students, namely: Communications Apprehension, Test Anxiety, and Fear of a Negative Evaluation. They believe that anxiety in learning EFL is closely related to other academic and social aspects.

1. Communication Apprehension (CA)

Communication apprehension was a type of shyness characterized by fear of communicating with people. Suleimenova in Neman & Ganap, 2018) noted that "anxious student may not be able to take in a spoken dialogue fast enough because anxiety interferes, with their ability to process information". Also, according to McCroskey and Bond (1980, 1984, in Tanveer, 2007 : 12) "found seven factors that could result in students' quiet. (1) low intellectual skills, (low speech skill, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7) ethnic/cultural divergence in communication norms."

A person who struggles with communication has trouble speaking in front of a large group or even listening to what is being said. Dread of imparting can be set off by need to develop a language structure in a language which has not been totally scholarly. In classes that teach foreign languages, it can be frustrating to not be able to express yourself in the right way.

Students who are learning English as a foreign language (EFL) frequently experience this anxiety in English classes, making them feel ashamed to converse with the instructor and their classmates in English. When they are asked to speak English, the students become anxious because they have the impression that someone is watching for grammar errors. Students have the perception that their English language skills are inferior to those of their peers.

2. Test Anxiety

(Horwitz & Young in Mohtasham & Farnia, 2017) defined test anxiety as the fear of failing in tests and a displeasing experience that learners hold either consciously or unconsciously in many situations. Poor test scores are a result of students with test anxiety taking material and experiencing learning difficulties during the exam. In a foreign language class, students who take tests may encounter serious issues. because quizzes and tests are common and even the brightest, most prepared students occasionally make mistakes. Oral tests have the capability of inciting both test-and oral correspondence tension all the while in powerless understudies.

3. Fear of Negative Evaluation

Negative evaluation has a wider scope because it can occur in any social, evaluate situation, including interviewing for a job or speaking in English or a foreign language. It is not limited to test-taking situations. According to (Lian & Budin, 2014), they stated that "generally they felt they were being judged and cast in poor light by teacher and peers". In another way, as a result of teacher and other student evaluation, students learn English passively. (Meily & Nurlita, 2018)

C. Speaking Anxiety

This section discusses about the definition of speaking anxiety and the impact of speaking anxiety.

1. Definition of Speaking Anxiety

The feeling of dread toward communicating in and executing the language that understudies have learnt in English class is known asspeaking anxiety. Because it frequently results in failure when one is unable to get up and demonstrate what one understands, speaking anxiety has a significant impact on one's self-esteem. Due to their fear of public speaking, students lack confidence in their ability to perform in front of others. The idea that speaking in a foreign language class might be a painful and frightening experience has been supported by many academics, Occhipinti (2009). Furthermore, Aida (1998) claims that speaking the target language appears to be the most risky aspect of learning a foreign language, and language learners' lack of oral skills causes significant issues. Students' fears may be crippling, despite the fact that they are most interested in learning how to communicate verbally in a foreign language. Students perceive speaking in class as both "high-risk" and "low-gain," according to Labov in Occhipinti (2009).

Students' behavior such as going blank, forgetting the utterances they have prepared, being unable to say what they knew, being less interested in the learning process, keeping silent, being afraid of making a mistake, and avoiding speaking can also be signs of speaking anxiety.

2. The Impact of Speaking Anxiety

Feelings of discomfort and concern will undoubtedly affect students. It has a

big influence on how hard pupils try to study and how well they do. Anxious students have a harder time thinking properly and are more prone to make mistakes. Furthermore, anxiety causes them to worrying and disturbs their learning process, people must work harder to complete a task. Anxiety has long been recognized as a potential issue in language instruction, students will have difficulty learning a new language due to anxiety's effect on cognitive processing. Anxiety can cause problems with numerous facets of comprehension in the learning process, according to Horwitz et al. (2011, 19). An anxious learner may find it difficult to focus on what has to be taught, organize information correctly, recover information, and exhibit previously acquired skills. Richards and Renandya (2002, 12) claims, foreign language anxiety is classified as severe anxiety since it can obstruct language learning.

MacIntyre, as cited in Young (2011), anxiety can hinder students' cognitive functioning. He provided a three-stage adaptation from Tobias model of anxiety's effects on instruction learning: input, processing, and output. If worry prevents cognitive function at one stage, information is not passed on to the next step. Unknown dialect nervousness works as a channel at the information stage, keeping some data from arriving at mental handling. This is related to Krashen's "affective filter" idea. Anxiety works as a distraction during the processing stage, hindering students from effectively processing information.

Fearful students may learn less and be unable to acquire new vocabulary, phrases, and syntax, among other things, or may take longer to comprehend a lesson. Anxiety can have a negative impact on a student's foreign language proficiency. Students who are nervous may not be able to show what they have learnt at this time.

Furthermore, according to Oxford, "anxiety harms learners by restricting engagement and promoting overt language avoidance, as well as by causing worry and self-doubt." He also observed that anxiety had a negative relationship with numerous areas of language acquisition, such as course grades, proficiency test performance, performance on writing and speaking activities, self-confidence and self-esteem, and self-confidence and self-esteem in language learning.

D. Previous Studies

The researcher conducted research at SMKN 1 NGASEM on An Analysis of Students' Speaking Anxiety. The following are some of the previous studies on students' speaking anxiety:

A previous study on analyzing student anxiety in speaking was conducted by Rahmad & Evi (2019) who conducted research with title "Students' Anxiety In Speaking English At Second Semester Of English Study Program At University Of Pasir Pengaraian". This study employs descriptive qualitative research to investigate the causes and types of anxiety. The objective of descriptive qualitative research was to systematically and accurately describe the facts and characteristics of the area of interest.

The study's findings revealed that 14 students were classified as having state anxiety and one as having trait anxiety. As a result, most students in the second semester fell into the state anxiety category. Five students were included in the irrational thinking factor, while ten students were included in the negative experience factor. This response came from the survey. The questionnaire also revealed that the majority of students in the second semester of the University of Pasir Pengaraian's

English Study Program felt anxious when speaking English. They were anxious about making mistakes, lacked vocabulary, worried that other students would laugh at them, had poor speaking skills, and lacked confidence.

The second of previous study conducted by Dyah Permata Siwi Lamila (2020) who conducted a study with title "Speaking Anxiety Of First Semester Students Of English Education Department At Muhammadiyah University Of Surakarta In 2018". In this study, the researcher employs a qualitative descriptive method, which includes observations, interviews, and a questionnaire gathered from those interviews. Interviews with English language students who follow SEGA((Saturday English Gathering) about speaking anxiety in the first semester are the source of this research data. Speaking anxiety in first-year English Department students at Muhammadiyah University of Surakarta is the focus of this study. The researcher has spent 20 minutes twice on SEGA (Saturday English Gathering) outside the classroom. The researcher observes students' speech patterns and when they speak; read texts or assignments assigned by their tutors, participate in group debates, answer questions, and have conversations with friends in English.

According to the findings, anxiety trait is the most prevalent form of speaking anxiety. This kind of thing can happen at certain times and places. People who had this experience show physical symptoms like; a dry mouth, rapid heartbeat, and sweating There are eight questions for trait anxiety, nine for state anxiety, and six for situation-specific anxiety. As a rate, 39% of the information contained characteristic uneasiness, 35% of the information contained state nervousness, and 26% of the

information contained circumstance explicit tension. Second, in 2018, first-year students in the Department of English Education at Muhammadiyah University of Surakarta experienced speaking anxiety for two reasons: The first is the cause within. In this study, the researcher discovered six points of internal cause, namely: a) awkward, (b) apprehensive, (c) mentally Upset, (d) stress for committing errors, (e) disgrace and, (f) negative reasoning. The second factor is external. In this study, the researcher discovered three points of external cause, namely: a) Fear of the lecturer, b) Fear of being laughed at, and c) Fear of speaking in front of a large number of people.

The third of previous studies conducted by Ika (2018) who conducted a study with title "Factors Causing Students' Speaking Anxiety In Efl Classroom: Descriptive Study Of 6th Semester Students At English Department University Of Mataram Academic Year 2017/2018". The researcher employs a descriptive qualitative research design. Descriptive qualitative research was chosen to gain a deeper understanding of the phenomenon of students' anxiety in the English Department's EFL class. More than one instrument, including a questionnaire and an interview, is utilized in this study to gather the necessary data.

The discoveries proposed that they are three elements causing understudies' nervousness in communicating in English. They exist; Communication apprehension in that students' anxiety about speaking in front of the class has grown. This is especially true when they have to speak on their own and are under even more pressure. In the context of the Test of Anxiety, students are concerned about the consequences of failing an oral or speaking test. The last reason is Fear of Negative

Evaluation, in which students are concerned about receiving negative feedback from instructors or other students.

The fourth of previous studies conducted by Mia Purnama Sari (2016) who conducted a study with title "Student's Speaking Anxiety Factors (A Study at the Second Year Students of Tourism Class at SMK N 1 Padang Panjang in Academic Year 2015/2016)". Because the researcher wants to describe the phenomena that took place in the field, this study is conducted as descriptive research. During the field phase of the research, the researcher recruits third-graders from the Tourism class at SMK N 1 Padang Panjang to serve as participants. Observation and interviews are the methods used to gather data.

The researcher could deduce from the aforementioned data analysis and findings that the students in SMKN 1 Padang Panjang were anxious to speak English. The students were anxious to speak English for three reasons: Test Anxiety, Communication Apprehension, and the Fear of a Negative Evaluation. However, communication apprehension has a significant impact on students' anxiety when speaking English.

The last of previous study by Nadiatul Ikhsaniyah (2022), who conducted a study with title "An Analysis of Students' Speaking Anxiety : Possible Causes and Coping Strategies". Using an explanatory design, the researcher first collects and analyzes quantitative data before collecting and analyzing qualitative data in this study. Participants in the study were fourth-year English Education Department students at State Islamic University of Jakarta. As a sample, 65 male and female students participated in this study.

From the data analysis and findings above, the researcher could make the interpretation that the fourth-semester student of English Education Department, State Islamic University of Jakarta were at a high anxiety level and students with low anxiety levels were in the minority. Also the result of the cause students' speaking anxiety, they are : The lack of english language skill, fear of misinterpretation, low self-esteem, fear of making mistakes, fear during the test, and lack of preparation.