

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are several topics to discuss, such as the definition of speaking, speaking performance, anxiety, speaking anxiety, and English for young learners.

A. Speaking

Speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything which adds meaning to a message (Matthew, 1994: 45). Cameron (2001) stated speaking is an active use of language to express meaning. Based on Harmer (2007), speaking requires the language users or the speakers to speak fluently, to be able to pronounce phoneme correctly, to use appropriate stress and intonation patterns, and to speak in connected speech.

Johnson and Morrow (1981: 70) stated that speaking which is popular with term of oral communication is an activity between two or more people who have to react to what they hear and make their contributions to convey or receive the meaning. So that, speaking skill is related to communication and interaction by expressing the ideas, feeling and emotion between two or more people in order to convey and receive the information.

B. Speaking Performance

Speaking performance refers to public talk or speech, which means talk that share information to audiences, such as classroom presentations, public announcements, and speeches. There are four types of public speaking: 1) ceremonial, 2) demonstrative, 3) informative, and 4) persuasive. The type of public speaking that usually used in language learning in school is an informative speech, such as self-introduction and subject presentation. Merriam-Webster Dictionary (2018) indicates that students can express their feelings, ideas, and thought orally through speaking.

There are five types of speaking performance (Brown, 2004):

- a. Imitative: the ability to imitate words, phrases, or sentences orally.
- b. Intensive: the next level of imitative type which focuses on phonological and grammatical aspects.
- c. Responsive: focuses on responding to the short conversation and simple comment.
- d. Interactive: complex interaction which sometimes includes multiple participants.
- e. Extensive: oral production; include speeches, oral presentation, and storytelling.

C. Anxiety

Anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the

autonomic nervous system (Horwitz et al., 1986). It is human body's natural response to stress, a feeling of fear or apprehension about what is going to come. Anxiety levels different depend on the person experiencing it. Learners tend to experience classroom anxiety caused by different factors including learner and teacher beliefs about language learning, teacher-learner nature of interactions, and classroom management (Young, 1991). Scovel (1991) states that learner anxiety is rather a complex, which involves many other variables such as the subject studied or tested at school, the learners' intelligence level, the difficulty of the learning skill, and the degree of familiarity the learners have with the learning task.

The anxious students learned a list of vocabulary items at a slower rate than less anxious students and had more difficulty in previous vocabulary recall (MacIntyre & Gardner, 1989). Anxiety impairs cognitive processing on tasks that are more difficult, more heavily reliant on memory, and more poorly organized (Tobias, 1986). Diao Zhiping and Shamala Paramasivan (2013) states that anxiety as an obvious factor that can hinder students' performance and achievement and decrease their willingness to participate in learning activities. Anxiety is one of the issues in the acquisition of speaking by EFL learners in instructed language teaching context. So, anxiety in learning English is the factor which makes students being afraid and shy to speak.

There are four types of communication anxiety (McCroskey, 1986):

1. Trait anxiety

It is considered a personality type, which represents that the individual has an orientation to feel anxiety during the communication act regardless of the situation, audience, or context.

2. Context anxiety

It is considered a psychological response caused by a specific context but not necessarily on others; a person can have no problem talking to his friend but can get anxiety while talking in front of a class, small group discussions, or meetings.

3. Audience anxiety

This anxiety is when a specific individual or group of people creates a problem on communication, or a reverse reaction.

4. Situation anxiety

It is a psychological reaction of a person due to a specific situation that may not have any relation with the person or context.

D. Speaking Anxiety

Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension of worry (Brown, 2000). Speaking anxiety is one of the affective factors which influences speaking ability. It is a common problem in learning languages, especially in learning the second or foreign language. Speaking anxiety is generally characterized by trembling, fear, etc. Communication apprehension leads students to be anxious when speaking English in groups especially in

public, and anxious when listening or studying English messages orally (Horwitz, 1986)

Lightbown and Spada (2003) stated that speaking anxiety is more likely to depend on special situations and circumstances that can make one feel uncomfortable such as an oral presentation in front of a larger group of people. People with high communication apprehension factor use more non-verbal communication than verbal communications that may cause them to have a negative image with an interlocutor (McCroskey, 1976).

E. English for Young Learners

English for Young Learners which is known as EYL is a program that is specifically designed for young children, aged 6 to 12 or elementary school students to develop and improve their skills in English. According to Jenkins (2009), many countries begin at the primary level, and students are studying the language at younger and younger ages. In many countries, English is a compulsory subject in the early primary grades (Nikolov, 2009 & Pinter, 2006 in Garton, 2011).

Teaching English for young learners is challenging, because they need more interest, abilities, and enthusiastic in learning than adult. Based on Nunan (1999, p. 3), programs to teach English to young learners need to be carefully planned, adequately supported and resourced, and closely monitored and evaluated. Young learner programs may begin in any primary grade, and the number of classes and the number of hours per week may also vary. Some

programs meet for 20–30 minutes, once a week. In Indonesia, there are so many strategies in English teaching and learning process. It helps the students become easier in teaching and learning English as a foreign language. To make the learning meaningful teaching speaking English for young learners should rely on children characteristics.

