

CHAPTER II

LITERATURE REVIEW

The review of related theories is covered in this section. It includes a review of previous studies as well as a theoretical analysis relevant to the research's subject.

A. Speaking

1. The Definition of Speaking Skill

Speaking is a necessary skill in learning English. It is also obligatory to master. Speaking is a combined process of meaning development that involves receiving, producing, and processing information. We should be able to ensure that our words have understood by others clearly Brown (2001). As stated by Thornbury (2005), speaking is an interactive process that requires cooperation in the form of verbal feedback. The success of speaking ability will depend on how often the language is allowed to be spoken. It will be elaborated to speak English fluently without practice, in other words. Speaking in a language is far from easy and simple, even when it looks absolutely natural.

Furthermore, as stated by Bailey (2003), speaking is an action that involves producing verbal statements to deliver meaning for some goal. When speaking, the speaker must be able to convey thoughts about what the speaker wants to convey. The goal is for the listener to understand the purpose or idea delivered by the speaker.

In addition, Brown (2001) highlights that speaking involves not only producing sounds but also using grammatical structures accurately, selecting appropriate vocabulary, organizing ideas coherently, and applying appropriate pronunciation and intonation patterns. Speaking is an interactive process that requires individuals to engage in meaningful conversations with others or express their thoughts orally.

According to the abovementioned theory, speaking is a vital ability to develop when learning a language, particularly a foreign language. It also involves feelings and ideas. Speaking is an activity to use language freely, and being able to talk stresses interaction, communication, and understanding between individuals.

Speaking is used to deliver messages from the speaker to the listener. Richards (2008) distinguishes between the transactional function of speaking, which focuses on developing and maintaining social relationships, and the transactional function of information sharing. There is a tree of speech functions. They are talks as interaction, talks as a transaction, and talks as performance.

a) Talk as an Interaction

This function focuses on social relations. It means that when two individuals meet, they exchange compliments, softly speak, and many more things because they want to be nice and create comfort in dealing with others. It is an interactive dialogue between two or more people. This is about how people deliver the message. Talks as interactions concentrate on the speaker and how the speaker and listener want to

convey themselves to each other instead of exhibiting the content to be transmitted.

b) Talk as a Transaction

Talk as a transaction concentrated on conveying a message effectively and appropriately to others. Speakers 1 and 2 focus on meaning or understanding in this oral language. "Talks as transactions" refers to a procedure where the direction is only on what was said or done. The primary focus here is on communicating effectively and accurately rather than on how to connect socially with one another. The teacher and the students will focus on the meaning or by talking in discussions as transactions.

c) Talk as a Performance

In this situation, speaking as a performance happens at speeches, public talks, public information, retelling stories, telling stories, classroom presentations, etc. Talk as a performance is a monolog instead of a dialogue. Talk as an interaction or transaction is rarely evaluated by its significance or influence on the listener.

2. The Component of Speaking

As stated by Brown (2004), there are five components of speaking that students must know and have an intense effect on to master speaking which are grammar, vocabulary, fluency, pronunciation, and comprehension.

a) Comprehension

Comprehension is a component of speaking needed to avoid incomprehension between speakers and listeners. Oral communication

requires the subject to respond, speak, and begin it. Bailey (2003) stated that understanding happens anytime when one speaker attempts to comprehend the instruction of another speaker.

b) Grammar

According to Mart (2013), grammar is important, particularly while learning a new language. Students will learn how to construct sentences using grammar. The purpose of grammar is to teach students how to develop vocabulary appropriately, including how to combine words and how to change the shape of words to change their meaning. Additionally, the unity of grammar offers a suitable method for mastering a language in both oral and written form. A person who is familiar with grammar will be able to use the correct tenses, group words into phrases, and other grammar-related skills.

c) Vocabulary

Vocabulary guides to the correct diction used for communication. Someone who does not have a concrete vocabulary will be unable to communicate effectively in both oral and written form. Language learners will face similar challenges due to a requirement for more vocabulary. Without grammar, only slightly can be conveyed, and without vocabulary, nothing can communicate. The mastering vocabulary allows us to be better speakers and listeners since we can better put together sentences with a large vocabulary.

According to the abovementioned, vocabulary has become necessary for the speaker and the listener. When the speaker has a lot

of vocabulary, were able to communicate fluently. Furthermore, when the speaker has a lot of vocabulary, the listener can understand what the speaker is saying. If the speaker can expand their vocabulary, the listeners will appreciate it.

d) Fluency

According to (Horwitz, 2001), fluency includes various factors, including phonetic fluency, the capacity to keep a topic of discussion, and the ability to avoid language errors. Horwitz also emphasized the significance of increasing students' fluency through speaking practice. Students who are self-assured find it easier to express themselves and speak smoothly without stammering.

e) Pronunciation.

According to Jill (2008:66), recognizing pronunciation characteristics helps students understand when they listen to the language. It also helps individuals create a language more precisely. However, students who pronounce English properly are only good enough for others to understand it. Therefore, for students who still cannot pronounce pronunciation properly or have never heard the word, it will confuse the listeners who are speaking it. The words will be lost and difficult to understand. In addition, Harmer (1998:11) stated that a language user should know how to pronounce a word. This means that speakers must be able to pronounce certain words correctly and need to pay attention to sound, stress, and intonation.

3. The Type of Speaking

Speaking as an oral talent is classified into five categories, as defined by Brown (2004). The five types of speaking output are classified according to taxonomy. It is imitative, intensive, responsive, interactive, and extensive.

a) Imitative

The capacity of a student to repeat a word or phrase into a sentence have defined as imitative. It gives a phonetic level of verbal outcome alongside some prosodic, lexical, and grammatical knowledge. At this level, the teacher concentrates exclusively on the student's articulation instead of their ability to comprehend or transmit the definition.

b) Intensive

Speaking is designed to practice a particular phonological or grammatical aspect of language is referred to as intensive speaking, which differs from imitative speaking in this sense.

c) Responsive

The responsive form comprises test interaction and comprehension. It allows for a brief conversation, general greetings, light talk, and humble requests and comments to others.

d) Interactive

The interactive type is contrary to imitative, intense, and responsive. This form of interaction has better interactions and a larger number of players. The length and intricacy of the dialogue are greater at this level than in the earlier classifications.

e) Extensive

Extensive or monologue is a type of verbal production assignment that includes speaking, oral presentation, and narrative. The linguistic style must be well-planned. Students must be able to construct their language with the thoughts they have at this level.

4. Problem of Speaking

Speaking is a challenging ability to master, particularly while learning a foreign language. The difficulty of speaking stems from a difficult aspect of spoken language. Speaking is difficult, especially when you're learning a new language. The difficulty of speaking comes from something about spoken language that is hard to get. Speaking problems are some things that can make it hard for someone to speak well. Xinghua (2007) says that psychological problems often get in the way of your emotional and physical health, relationships, work productivity, or ability to adjust to life. For example, being nervous, not having self-confidence, and being afraid to speak are all examples of psychological problems. Khan (2005) believes some individuals have speaking problems. Here are some of the problems students have with speaking:

1) Pronunciation Problems

Many students find it hard to learn English, especially how to speak English. Harmer (2007:250) says that students have a lot of trouble learning how to say words. Here's what they are:

a. What students can hear

Some students have a hard time hearing the parts of speech we want them to imitate. People who speak different first languages often struggle with different sounds.

b. The intonation problem

Some of us (and some students) have trouble hearing rhythm or understanding the various changing tone structures.

2) Lack of Vocabulary

According to (Brown, 2001), a lack of vocabulary in a foreign language is one of the reasons that can create anxiety when speaking a foreign language (FLSA). Students with a restricted vocabulary sometimes need help to explain themselves clearly. Thus, they get nervous and anxious when required to talk in the target language. Furthermore, a lack of vocabulary made students difficult to understand what others were saying. This makes it difficult for students to follow the dialogue and accurately answer questions.

3) Lack of Confidence

Lack of confidence is one of the factors that can lead to foreign language speaking anxiety (FLSA). Students who feel insecure about their ability to speak the target language tend to be very nervous and worried when they have to speak. When students experience a lack of confidence, this can affect their speaking skills. They may stutter, stammer, or struggle to express ideas precisely and clearly (Brown, 2001).

4) Anxiety

(Brown, 2001) stated that foreign language speaking anxiety (FLSA) is a common problem experienced by many students. This anxiety can be caused by factors such as bad experiences in language learning, pressure to achieve high scores, lack of opportunities to practice speaking in real situations, and personality characteristics. The symptoms of anxiety can vary from individual to individual. However, some common symptoms associated with FLSA include trembling or cold sweats on the hands and feet, racing heart, difficulty breathing or shortness of breath, and going blank when speaking in front of others.

B. Anxiety

1. The Definition of Anxiety

Anxiety, along with self-esteem, communication readiness, and motivation, is an internal aspect of personality. There are various definitions of anxiety. According to Horwitz et al. (1986), anxiety is defined by psychologists as a subjective experience of tension, apprehension, uneasiness, and wrongness coupled with an activation of the autonomic nervous system. Anxiety becomes the most widespread emotional difficulty of someone's feelings. In addition, Nurhayati and Nuraida (2020) stated that anxiety is distinct from self-perception, feelings, beliefs, and behavior connected to classroom learning, especially when speaking English. When students experience worries in the classroom, especially if they feel anxious

is already determined. This anxiety could affect their learning, Al-Saraj (2014).

Horwitz et al. (1986:125), as cited in Andriyani, D.F. (2020), stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Many students indeed get nervous when they speak English, which backs up the idea. In addition, Bourne (2010) says that anxiety is a physical, behavioral, and mental reaction all at the same time. On a physical level, anxiety can cause things like a fast heartbeat, tight muscles, feeling sick, dry mouth, or sweating. Furthermore, Ormrod (2011) said that anxiety is a feeling of nervousness and worry about what might happen in a certain condition. In its worst form, it can make people feel disconnected from themselves and even afraid that they are going to die or go crazy.

In the end, anxiety is something that everyone has felt at some point in their lives. People often feel nervous when speaking in front of many people. Based on the abovementioned, it indicated that Students' feelings in an English-speaking classroom could make them lose confidence and focus, so when they are nervous or worried, they tend to make more mistakes. The more mistakes they make can impact their self-confidence, the more nervous they get, and the less possible they have to do well in speaking. Those can make it hard for students to focus, making it hard for them to speak correctly.

2. Foreign Language Anxiety

According to (Brown, 2001), Foreign Language Speaking Anxiety (FLSA), or anxiety about speaking in a foreign language, is the fear someone feels when speaking in a foreign language. This anxiety can happen to anyone, both beginners and people who are proficient in using the language. Anxiety about speaking a foreign language can cause several negative effects, such as difficulty understanding what the other person is saying, difficulty expressing ideas clearly. It can sometimes lead to shyness and a lack of confidence. Several factors affect FLSA, including the level of foreign language proficiency, individual personality, and the social environment in which the individual learns a foreign language. Foreign language anxiety is a considerably significant component in the learning process that affects the performance of foreign language students. It can be a significant cognitive and physical obstacle to students' abilities, particularly in terms of their speaking ability.

According to Brown (2000), there are two kinds of anxiety: state anxiety and trait anxiety. According to Mac Intyre and Gardner (1991), which was cited in Lu et al., (2019), it was stated that trait anxiety has been demonstrated to impede cognitive function, disrupting memory, and flee from activities. In a nutshell, trait anxiety is a deficiency in human cognitive function that makes people unable to control their anxious feelings. It makes people more anxious in many situations or in general.

Brown also talked about state anxiety, which is another type of anxiety. This anxiety will show up when a certain and temporary situation makes it

happen. So, in certain situations or events, people will feel worried. Thomas (2009) stated that state anxiety is anxiousness that happens in a certain situation and usually has a clear cause. It means that people only feel anxious when in a certain situation for a short time. Furthermore, Horwitz and Cope (1986: 127) describe three related types of anxiety. According to them, the following language anxiety indicators have been established to break down the perception into researchable topics:

1) Communication Apprehension

Communication apprehension is shyness that comes from being afraid to talk to other people which shows up when it's hard to speak in public, listen, or learn what someone is saying. Communication worries in learning a foreign language come from knowing that it will be almost impossible to understand others and be understood (Cubukcu, 2007).

According to Haber & Alpert (1960), Communication Apprehension is how a person feels about communication, not how they communicate. Lack of practice, insecurity, confidence, or any pre-programmed mental habit could all contribute to anxiety. Communication anxiety can occur to anyone, including those with a high level of language skills. Some people may be excellent writers, yet they could have difficulty speaking. Some people might be great at interpersonal communication but need help with public speaking.

2) Test Anxiety

Test anxiety is also considered one of the most important causes of negative motivation. Anxiety happens when a student is taking a test or being examined by a teacher, according to Steinmayr et al. (2016) in their article. There is also a subjective emotional state related to finishing the evaluation, the risk of failing, and the perception of bad outcomes that are felt before or during the specific test.

Students get test anxiety when they worry that they will do worst on a test. In this case, the students are nervous about their foreign language class tests and quizzes because they know how hard they are. Even the students who study the most often get things wrong on tests. So, even if they know the correct answer, they might write down the wrong answer or freeze up out of nervousness (Mac Intyre & Gardner, 1994). Students with test anxiety view the foreign language process, notably oral results, as a test rather than an opportunity for communication and skill improvement.

3) Fear of Negative Evaluation

In social situations requiring active learning, such as conversing with group members or anticipating that they would be asked to speak in front of the class by the teacher if they did not volunteer, students felt nervousness of receiving a poor evaluation. Students who were fearful of how others might react to their performance and who believed that if they provided an inaccurate answer, they would be criticized or made joke of by their classmates or the course instructor exhibited

anxiousness. As a result, they frequently keep silent and refrain from engaging in language-related activities (Kitano, 2001).

3. Factors Contributing to Foreign Language Speaking Anxiety

Speaking is recognized as something that usually causes anxiety among students. Anxiety develops as a result of numerous emotional factors. There are various causes of speaking anxiety in a foreign language class. Horwitz and Cope (1986) figure out that some things that can make students feel anxious are:

1. Over self-prediction towards fear, which makes students shaky if they have to perform in front of the class and think that the other students will have a bad impression of them.
2. Irrational faith and self-defeating behavior can make anxiety disorder worse. It's the same when the students face the problem. For example, some students think, "I can't do that." This idea will mess up the plan and make people want to avoid it.
3. Being too sensitive to threats, which happens when students feel safe but some of them think something bad will happen that makes them feel scared.
4. Students' sensitivity to anxiety manifests in rapid heart rate and shortness of breath when they experience dread and terror. In line with that, (Baldwin, 2011) continues to claim that speaking in front of others is one of the more common phobias that students experience and that feeling shy causes their thoughts to go blank or makes them worry that they will forget what to say.
5. Wrong interpretation of body signal, that it means the heart rate will go up, you'll breathe quickly, and sweat.

6. Low self-efficacy. Rathus (2005: 180–183) states that those with low self-efficacy frequently experience higher levels of anxiety when they have self-doubt. Low self-efficacy individuals will be less certain that they can do the task satisfactorily.

Rajitha et al. (2020) state that a number of things can contribute to anxiety. Grammar and pronunciation, social pressure, speaking anxiety, lack of confidence, and shyness are a few of the identified factors. Additionally, it was discovered that poor pronunciation, direct questions, fears of making mistakes, and negative feedback are the key contributors to EFL speaking anxiety. The main factors of students' reluctance to speak English in front of the classroom is fear of mistakes. In addition, further explains that the fear of making mistakes is connected to the problem of judgment and negative evaluation.

According to (Anshari, 2015) on his study, the factors contributing to speaking anxiety included a limited vocabulary, incorrect grammar, lack of fluency, imperfect pronunciation, lack of active listening, diminishing confidence, dominance of doubt, a lack of group skills, fear of making mistakes, lack of exposure, and lack of practice platforms. In addition, Marwan (2007) claimed that a lack of preparation mainly caused students' worry. Students will become worried as a result. They worry that they will not be able to achieve their goals.

Furthermore, the abovementioned students themselves might also cause anxiety sometimes. One is how they view language learning. Some students have trouble with language because they are conditioned to think it is

challenging. For example, some students think they should be able to speak fluently. At the same time, some believe English to be a challenging subject. Horwitz et al (1986). It was observed that some presumptions about learning a language could contribute to tension and frustration among the students in the classroom. Eventually, this frequently caused the students to ignore all aspects of language study, including preparing for class activities or exams. The students speak nervously in a significant way because of their fear of failing and lack of information. Horwitz et al. (1986) provide information in support of the idea that students may feel uncomfortable during evaluations because they believe they will fail.

4. The Level of Anxiety

Horwitz (1991: 27-39) as cited in Andriyani, D.F. (2020), classifies anxiety levels of speaking into three categories: low, medium, and high. Horwitz (1991: 27-39) stated that a person's level may be observed from a person's capacity to reply to a specific problem. This research provided a questionnaire to each student to assess their level from the category of each level defined by the theory. Here are the indicators that adopted from the Horwitz theory (1991:27–39):

Table 2.1 The Level Anxiety of Speaking.

No	Level	Indicator
1.	Low	<ul style="list-style-type: none"> a. Students feel confident for the situation in their experienced. b. They do not feel embarrassed to interact with others though they got difficulty in their experiences. c. The students gave off the impression of being relaxed.
2.	Medium	<ul style="list-style-type: none"> a. Students feel less confident about the situation in their experienced with doubt in their abilities and still needs help from others in certain condition. b. They will also comfortable if they get a help and support from others. c. Students appeared heart pounding, slip of tongue and cold.
3.	High	<ul style="list-style-type: none"> a. Students aren't sure of their skills, which makes them afraid to do something even when they have to. b. The students looked like they were sweating, shaking their hands, blank, and confused.

Students with a low level of anxiety tend to feel confident in the situations they have been in, so they don't feel embarrassed to talk to other people even though they've had problems in the past. Then, people with a medium level of research anxiety feel less sure about the situation based on their experience with other people in certain situations. People with a high level of anxiety are those who are unsure about their abilities, which makes them afraid to do something even when they want to. In specific, the research used this standard to figure out how anxious students are about speaking in an English-speaking class. With these categories, research can figure out more about how nervous students are when they speak.

The Foreign Language Classroom Anxiety Scale (FLCAS), developed by (Horwitz, 1986), separates anxiety levels into five categories: "very anxious," "anxious," "mildly anxious," "relaxed," and "very relaxed." It is based on Oetting's Likert scale (1983). "Very anxious" indicates a score between (124-165). The word "anxious" has a score between (108-123). "Mildly anxious" has been assigned a score in the range of (87-107). "Relaxed" has been rated at (66-86). "Very relaxed" has been associated with a score of (33-65).

C. Previous Study

People have looked at the problem of foreign language anxiety from different angles. Worde looked into what causes anxiety when learning a language and found that the main causes are speaking activities, not being able to understand, bad classroom experiences, fear of being judged poorly, not being a native speaker, negative classroom experiences, fear of being judged poorly, negative classroom experiences, native speakers, methodology, pedagogical practices, and the teachers themselves (Worde 2003). Previous studies conducted several kinds of research related to the research of students' anxiety in EFL classrooms.

1. One of them was conducted by Khoirzady Taqwa (2022) from State Islamic University of Syarif Hidayatullah Jakarta. Entitled "*An Analysis of Students' Speaking Anxiety on Their Speaking Participation in EFL Classroom Activity*". This research aims to determine the levels of speaking anxiety, the effect of students' anxiety, and the factors that influence

students' speaking involvement. This research included 62 students from the English Education Department at Syarif Hidayatullah Jakarta's State Islamic University. This study used a mixed-method strategy to analyze and clarify student anxiety data. To collect data, students in this study were given a set of questionnaires based on Horwitz's (1986) Foreign Language Speaking Anxiety Scale and an interview. The FLCAS questionnaire results categorized student anxiety into five levels of anxiety, ranging from very relaxed to very anxious. 8 students are very anxious, 29 students are anxious, 23 students are mildly anxious, and 2 students are relaxed. To gather more data, students with mildly anxious and very anxious levels were interviewed. This study also discovered various aspects influencing students' speaking participation in the EFL classroom, such as English proficiency level, students' poor self-esteem, fear of making errors, lack of preparation, motivation, technique employed, and lecturer's attitude.

2. The second study was conducted by Jani Utama Putra (2018) from The University of Muhammadiyah Makassar. Entitled "*An Analysis of Students' Speaking Anxiety in English Speaking Classroom*". This study was done to investigate foreign language anxiety among third-semester English Department students at Makassar Muhammadiyah University. The method used in this study was the qualitative method with a case study approach. The data was gathered through a questionnaire and classroom observation. The study's findings revealed that the most influential factor of students in speaking English in class 3E at the third-semester student English Education Department of Muhammadiyah University of Makassar was a factor of

motivation, followed by shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, friend/classmate, and fear of making a mistake.

3. The third study was conducted by Kasmiati (2021) from State Institute Islamic of Palu. Entitled "*Students' Anxiety in Learning English of the Eight Grade at SMP Negeri 1 Sarjo*". The purpose of this study is to find out What are the levels of anxiety experienced by the students in learning English and what factors do students believe to contribute to their anxiety in learning English. A descriptive qualitative method with a case study approach was used in this study. To collect data, the author used several types of devices. The first instrument is questionnaire, interview and documentation. According to the findings of this study. The results 11 students at the "moderate level" of anxiety, 5 students at the "anxious level", and 9 were at "Relaxed". According to the research findings, a number of reasons could be at play in their anxiety. These classes identified at least six factors: speaking in front of the class, hearing others teased, unclear input from the teacher, students' beliefs and assumptions, and lack of preparation.

In the previous studies above, various researchers investigated the level of students' speaking anxiety, the reasons for speaking anxiety, and the categories of students' speaking anxiety. Meanwhile, this research only examines the level of students' speaking anxiety in speaking class and the factors that contribute to speaking anxiety. In addition, in the previous research, one of the researchers used a mixed methods approach, the researchers used research samples of senior high school and college

students, meanwhile the subject of this study is senior high school students with descriptive qualitative approach. After having information related to the levels of students' speaking anxiety and the factors contributing to foreign language speaking anxiety, students' ability to speak English is expected to be better than before. Therefore, this research is needed to find out the levels of students' speaking anxiety in EFL classes and the factors contributing to foreign language speaking anxiety of the second-grade students of SMAN 3 Kediri.