

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents definition of speaking, the function of speaking, definition of anxiety, type of anxiety, anxiety factors, speaking anxiety, effects of anxiety in speaking, and previous study.

A. Speaking

1. Definition of Speaking

Human being as social creature always communicates to one another. For examples asking for helps to other, telling or asking an event, sharing their knowledge, etc. All of them can be done through speaking to others directly. It means that speaking has a very important role in human life. Matthew (1994: 45) says “speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message”.

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language one needs to pay attention to precise details of the language. It is also important to organize the discourse so that the listener understands what the speaker says .

Moreover, Johnson and Morrow (1981: 70) say that speaking which is popular with term of oral communication is an activity between two or more

people in which listeners and speakers have to react to what they hear and make their contributions to convey or receive the meaning. In accordance with the definition, speaking or oral communication will happen if there is interaction between two or more people. It can be said that, when the people talk about their ideas or opinion, there is an interaction between the speaker and the listener to clarify the information intended. The speaker has to be able to convey the ideas clearly in process of speaking, as the result, the listener can receive and understand what the speaker means. According to Nunan (1989:32) successful oral communication involves:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery of stress, rhythm, intonation patterns
- c. An acceptable degree of fluency
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turns
- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Conversational listening skills (successful conversations requires good listeners as well as good speakers)
- i. Skills in knowing about and negotiating a purpose for conversations
- j. Using appropriate conversational formulae and fillers

A learner who speak a lot and practice her/his speaking will make fluency in speaking. However, they have not used correct structure in speaking English, but when the students have high self-confidence to practice the foreign language it will help them to increase their ability. Because, the speaking class, we do not concern on writing or grammar subject. The important think that have to remember is speak and speak, start from the little or easy word to easy sentence. By practicing the word, it will help students memorizing and self-confidence.

Based on the definition above, speaking is the ability to express idea, opinion, information, and knowledge to other person through spoken language. Moreover, speaking cannot be separated from listening aspect, because speaking involves speaker and listener. Therefore, we must make our speaking clearly and easily understood by others.

2. The Function of Speaking

Function of speaking is to deliver opinion or ideas from the speaker to listener. Fulcher (2003) stated that “Speaking is the verbal use of language to communicate with others, the focus of its skill is to increase the students’ ability to communicate in the target language.”

Speaking is the main point in the success of learning language. Harmer (1983) remarks, “Whatever activity the students is involved if it is genuinely communicative and if it is really promoting language use, the student should have a desire to communicate.”

While Brown and Yule cited in Richard, defined that there are three functions of speaking. They are talks as interaction, talk as transaction, and talk as performance.

a. Talk as interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction which serves a primarily social function. There some main features of talk as interaction: (1) has a primarily social function, (2) reflects role relationships, (3) reflects speakers' identity, (4) may be formal or casual, (5) uses conversational conventions, (6) reflects degrees of politeness, (7) employs many generic words, (9) jointly constructed.

When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services. The main features of talk as transaction are: (1) it has a primarily information focus, (2) the main focus is on the message and not the participants, (3) participants employ communication strategies to make themselves

understood, (4) there may be frequent questions, repetitions and comprehension checks, (5) there may be negotiation and digression, and (6) linguistic accuracy is not always important.

The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. For examples, students may be engaged in hand on activities. (e.g.in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

c. Talk as performance

Talk as performance refers to public talk, that is talk that transmits information to audiences, such as classroom oral presentations, public announcements and speeches. The main features of talk as performance are: (1) a focus on both message and audience, (2) predictable organization and sequencing, (3) importance of both form and accuracy, (4) language is more like written language, and (5) often monologue.

From the definition above, it can be said that the function of speaking has many sense, they are talk as performance refers to public talk. Entire of the functions of speaking are related to guide the people in speaking activity.

B. Anxiety

1. Definition of Anxiety

In general anxiety appears from human body as a response to a particular situation. Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. It becomes the most general emotional dilemma of someones' feeling. Everyone will feel anxious towards something that will happen in their life.

There is various definition of anxiety in the literature. Paser define anxiety as a state of tension and apprehension as a natural response to perceived threat. This can be interpreted that anxiety can naturally arise when people feel threatened.

Anxiety can give negative impact to the someones' personality if they can not manage it. Griffin and Tyrrell (2007: 5) argues that if students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance. If anxiety appears in class, it will affect students' motivation and skill to learn the foreign language. For example, when the students always achieve bad scores in their tasks, they begin to afraid about not passing their subjects. Then, their anxiety becomes weak and they gets motivation to be a good student because they interest to get a better scores to pass their subjects.

In brief, anxiety is a normal feeling that is happened in someone. Anxiety has long been recognized by educators as a potential problems in foreign language classroom. Anxious student will have difficulty in their language learning and practice since anxiety affects cognition processing. Students' anxiety could come from several possible factors. Different factors will cause different effect of anxiety and it needs different treatment as well to cope with particular kind of

anxiety. Anxiety can give negative and positive impact to the students who desire to master foreign language especially English. When someone has a problem then they feel anxiety to face it, it will give a good impact if they can manage their anxiety into positive feeling.

2. Types of Anxiety

Thomas divides the types of anxiety into two types, state anxiety and trait anxiety:

1. State anxiety refers to anxiety that occurs in a specific situation and usually has a clear trigger, it means that state anxiety is an anxious feeling that is felt by the people only when they face a specific situation and in a short time.
2. Trait anxiety is a pattern of responding with anxiety even in nonthreatening situations. Trait anxiety is a part of a person's character and is a permanent disorder. People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by their characters.

C. Factors that cause Anxiety

Anxiety is caused by various causes during learning process. According to Horwitz, and Cope (1986) foreign language anxiety is caused by the apprehension of communicating with others in the second language context. Many of the

learners were educated in large classes with a lot of students in it situated in noisy neighborhoods where opportunities to speak are severely limited. Psychological and affective factors include culture shock, previous negative social or political experience. Lack of motivation, anxiety or shyness in class, especially if their previous learning were negative.

The primary sources of language anxiety, stated by Horwitz, Horwitz, and Cope (1986:127) are: communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance), and fear of negative evaluation (worry about how others view the speaker). Here are the explanation about three of them:

1. Communication Apprehension

Communication apprehension arises from someones' fear and shyness if they have to communicate with others. They will get difficulty to understand what people are saying and to make people understands the meaning of what they say. For example, when the students have to speak English with the teacher in the class, he or she may be anxious and afraid to speak in English or he may not understand what the teacher is saying.

2. Test Anxiety

Test anxiety is related to someones' fear of test-taking situation. The students develop a negative stereotype about tests and they have irrational perceptions in evaluative situation. Students with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary. Mayer (2008:77) states that every student understands that

taking a test means she will be graded, judged, and compared to her classmates, and that performing will get negative consequence from her teacher and parents.

3. Fear of Negative Evaluation

Fear of negative evaluation is the apprehension about other evaluations which may include avoidance of evaluative situation and the expectations that other might evaluate them negatively (Lucas, Miraflores & Go, 2011: 102). It means that if the students are not sure of what they are saying, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of others.

D. Speaking Anxiety

Speech or oral communication anxiety are feelings or nervousness, dread, and concern that people experience before, during, or after public speaking. Horwitz identified three performance anxieties. The first is communication apprehension, which is a type of shyness that is felt when communicating with people and that manifests itself through anxiety, test anxiety and fear of negative evaluation. The second is fear of negative evaluation that stems from an individual's concern of being evaluated negatively, leading to the individual avoiding others evaluations and evaluative situations. The third test anxiety defined as a type of performance anxiety that arises from fear of failure felt in academic evaluations environments.

Lightbown also discuss speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Lightbown claim however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student's learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

E. Effects of Anxiety in Speaking

Anxiety has big impact on students' academic achievement. It has negative effect on students' academic, cognitive, social, and personal level. Horwitz, Horwitz, and Cope (1986:126) mentions that an anxious student tends to be less concentrated, forgetful, heart beating, and sweating that may lead to the negative behavior such as avoiding the class or procrastinate their homework. At the end, these behaviors will affect their cognitive competence because high-anxious students will perform and achieve lower than those of low-anxious students in the class.

In terms of social effects, there are many ways that social context give an effect to language anxiety. In a competitive classroom atmosphere, difficult interactions with teachers, or risk embarrassment, opportunity for contact with member of the target language group may all influence language anxiety. In

addition, MacIntyre and Gardner (1991:298) say that perhaps the most recurring finding on language anxiety and one of its most important social effects is that anxious students do not communicate as often as more relaxed students. It means that if the students have high anxiety, they will avoid to communicate to other people because they worry about others' perception or fear of making mistakes when they speak in foreign language.

In short, anxiety has big impact for students' achievement in speaking score because they high-anxiety will give an effect to their achievement. In sense, if students' anxiety increase, their academic achievement will decrease. Whereas, if students' anxiety is high, their speaking skill will low.

F. Students Strategies to Overcoming their Anxiety

Students have many strategies to avoid their anxiety in speaking English. David Shinji Kondo and Yang Ying-Ling (2004: 262) said that there are four strategies to less students' tension in the language classroom. Those are: preparation, relaxation, positive thinking.

1. Preparation

It refers to the learners' endeavors to avoid threat in the classroom by improving learning and study strategies. Many students feel anxious when they do not have much preparation. There are many ways to prepare including reading the materials before class, taking second language courses provided in or out of school, asking help from friends and teachers, focusing on specific areas which cause anxiety.

2. Relaxation

It indicates means that aim at reducing anxiety symptoms the learners experience such as taking a deep breath and trying to calm down. When students are afraid of answering question by the lecturers in English, they have to be relaxed so they can think and answer freely.

3. Positive Thinking

It means that the learners should think positively about their performance in the classroom and they are not less than the others. Always keep positive thinking with the situation that will happen in a classroom will help students to avoid anxiety and make them more confident.

G. Previous Study

Many people have investigated the issue of foreign language anxiety from different prespective. The researcher found some previous study about speaking anxiety in second language learning, some are:

First, a thesis made by Mai Munah (2015), entitled “Causes of the Students’ Anxiety to Speaking English in One Senior High School in Jambi City”, the result from the research showed that it conducted to was to describe the causes of senior high school students’ anxiety to speak English at one senior high school in Jambi city. There were 10 students who participated in this research. The research used qualitative approach . The data were collected by demographic background and face to face interviews with senior high school students’. The findings showed that the factors caused language anxiety in speaking English were: fear of negative responses from others, low self-esteem to speak English, fear of failure

to speak English with teachers, and cultural influences to speak English due to more teacher-centered.

Second, a thesis made by Arlinda (2014), entitled “ Students’ strategies in Overcoming Language Anxiety in Speaking English”. The result from the research explained that it conducted to know the factors that cause language anxiety in speaking English and the students’ strategies in overcoming language anxiety in speaking English. The research employed descriptive qualitative case study. The participants were 34 students of language program class in one of senior high school in Bandung. The data were obtained from questionnaire and interview. The findings showed that the factors caused language anxiety in speaking English were: fear of speaking class, students’ low proficiency in speaking English, fear of making mistakes, fear of negative evaluations and self related cognition. Then, the strategies which were used by the students in overcoming their anxiety were: preparation, resignation, relaxation, peer seeking, and positive thinking.

The third previous study was conducted by Rio Herwanto (2013) with her research entitled “FACTORS THAT CAUSE LANGUAGE ANXIETY IN THE ENGLISH CLASSROOM SPEAKING PERFORMANCE IN SMP NEGERI 4 PAKEM YOGYAKARTA”. It was descriptive qualitative research. This research is aimed at describing the factors that cause language anxiety in the English classroom speaking performance as one of the causal factors in order to get the broader understanding about this phenomenon. The instruments were the researcher himself (the interviewer), interview guideline, observation sheets,

reflection sheets, and a voice recorder. The participants were 7th grade students of SMP Negeri 4 Pakem Yogyakarta of 2012-2013 academic year. The findings of the study describe six factors that cause language anxiety. The first factor is type of task which demands classroom presentation. The second is fear of making mistakes during students' speaking performance which commonly happened are on pronunciation, grammar, and vocabulary. The third is the role of the language teachers related to teachers' ability to maintain suitable teaching and learning process for the students. The fourth is self perception or self esteem. It is about students' thought and estimation towards their own capability in mastering the speaking skill. The next is gap of competence which refers to students' competence in speaking compared with others. The last is limited exposure to English.