

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents definition of speaking, the function of speaking, aspect of speaking, speaking problem, definition of anxiety, the factors cause speaking anxiety during classroom interaction, strategies to reduce speaking anxiety during classroom interaction, and previous study.

A. Speaking

1. Definition of Speaking

One of four skills in learning English that should be mastered by the students is speaking. That's why it is important for them. As supported by Ur (1991: 120), of the all four skills, speaking is considered to be able the most important skill.

In this research, there are many definitions of speaking that came from many experts. According to Oxford dictionary, speaking is the action of conveying information or expressing one's feelings in speech. When someone is speaking English, he expresses his feeling to other person. In line with this definition, Tarigan (1990: 15) also says that speaking is the ability to pronounce articulation of sounds or words for expressing, stating, convey thoughts, ideas, and feeling. Speaking can help us to express our opinion and idea. Speaking is also complex because it includes many aspects such as pronunciation, fluency, accuracy, etc. It will not be easy to master it so it needs big

intention. The third definition proposed by Chaney (1998:13). He states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

In line with the theories, it comes to the conclusion that speaking is expressing what someone feels and thinks in his brain through some words by the purpose to transform information to other person and having communication.

2. The Function of Speaking

Speaking is very important in learning English because it has some functions. Brown and Yule in Richard (1983) defined that there are three functions of speaking:

1. Talks as interaction

It refers to what the normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet each other, they exchange greeting, small talk, so the people will feel comfortable each other.

2. Talk as transaction

It refers to situations where the focus is on what is said or done. It means that when someone is speaking, the listener just focuses on what the speaker says.

3. Talk as performance

It refers to public talk which transmits information to audiences such as classroom oral presentation, public announcements, and speech. Talk as performance tends to be in the form of monologue than dialogue.

Based on the explanation above, the function of speaking observed by the researcher at IAIN Tulungagung especially English Education Department is speaking as interaction in form of discussing, asking, and answering questions from lecturers in English.

3. Aspect of Speaking

When someone is speaking, it should be considered that speaking consists of many aspects. According to Lado (1977), five components are generally recognized in analysis of speech process are:

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton

(1978) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones.

3. Vocabulary

One cannot conduct communication effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency includes a reasonably fast speed of speaking and only a small number of pauses and "ums" or "errs". These signs indicate that speaker does not spend a lot of time searching for the language items needed to express the message (Brown, 1997: 4)

5. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate.

B. Speaking Problem

When someone is speaking English, there are many difficulties that are faced. It can be language problem and also psychological problem. Language problem consists of phonology, morphology, syntax, semantic, etc. Al Nakhalah (2016: 101-103) finds out that there are psychological factors that hinder students from speaking. Psychological problem will be discussed below:

1. Fear of Mistake

Many experts said that fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Hua, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. From this point, the students will not be afraid anymore.

2. Shyness

Shyness has been defined as a heightened state of individuation characterized by excessive egocentric preoccupation and over concern with social evaluation with the consequence that the shy person inhibits, withdraws, avoids, and escapes social interactions (Zimbardo, 1982; pp. 467-468). Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. It is supported also by

Zimbardo , et.al (1982:98) that shyness may include social anxiety as an emotional component. Therefore, paying attention to this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness.

3. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration. The fact that anxiety can affect students' learning is also shared by other researchers like *Horwitz (1991)* as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should

make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

4. Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who is lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

5. Lack of Motivation

Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better

scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher. (Dalem, 2017).

In addition, Ur (1991: 120) states that there are four speaking problems faced by EFL learners, those are inhibition, nothing to say, low of participations, and mother-tongue use.

1. Inhibition

Unlike reading, writing, and listening, speaking requires some degree of real time exposure to an audience. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

2. Nothing to say

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves beyond the guilty feeling that they should be speaking. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which

vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

3. Low or uneven participation

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

4. Mother-tongue use

When all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

C. Anxiety

1. Definition of anxiety

During having conversation in English, the students faced many problems in speaking. One of the problems is speaking anxiety.

According to Horwitz (1986: 125), some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process. Anxiety itself has many definitions. According to Horwitz, et al. (1986: 125) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". It is supported with the reality that many students feel nervous when they are speaking in English.

In addition, Blau (1955) states that anxiety is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tensions in the face of an expected danger. Someone who feels anxious will feel afraid of certain cases and he is not safe. Psychologically, anxiety is described as a state of apprehension, a vague fear that is only indirectly associated with an object (Tanveer, 2007).

From some definitions above, the researcher concludes that speaking anxiety is a bad feeling for someone who is speaking English. He cannot produce a good speech because of nervousness and worry.

D. The Factors Cause Speaking Anxiety in Classroom Interaction

Students are given materials in their school. They learn about several expressions and language use in the daily activities context. However, there are some obstacles in order to make the class work

properly. One of the problems is anxiety. It has some negative impacts to the activities in the speaking class. Anxious students tend to be passive and potentially influence the others. Dealing with the condition, the causal factors of anxiety need to be discovered.

There are many previous researchers conducted a research that found the factors cause speaking anxiety. One of them is Rio Herwanto. He conducted his research at Junior High School 4 PAKEM YOGYAKARTA . He found that the causes are (1) Type of task that is given from the teachers, (2) fear of making mistakes, (3) the role of language teachers, (4) self perception, (5) gap of competence, and (6) limited exposure to English.

According to Hashemi (2011), adopting or achieving native (L1)-like pronunciation emerged as a big source of anxiety for language learners. The participants appeared to be blaming a strict and formal classroom environment as a significant cause of their language anxiety. The other factors are classroom environment, giving a short talk , lecturing or presentation in front of the class, and fear of mistakes.

E. Strategies to Overcome Speaking Anxiety in Classroom Interaction

Anxiety is negative feeling that must be avoided in the speaking classroom even it is so difficult. Because if students do not want to avoid it, it will give bad impact to them. Students have many strategies to avoid it. Kondo & Ling (2004: 262) cited in Faizah (2017) said that there are

four strategies to less students' tension in the language classroom. Those are:

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.

4. Peer Seeking

It is characterized by the learners' willingness to look for others who seem to suffer from anxiety in the language classroom just like him or her. If students want to share about their experience about their own strategies to reduce anxiety to other students, it will give good impact for them. They will not feel alone.

F. Previous Study

Previous study is useful as a reference for the researchers in their research. It is used to show the difference between the previous researches with the research that will be conducted. There are some related studies that have been done previously. Those are:

First, a thesis made by Faizah (2017) , entitled "Speaking Anxiety in Classroom Presentation Encountered by the Sixth Semester Students of English Education Department at IAIN Tulungagung. The result from the research showed that it conducted to know the factors that cause speaking anxiety in speaking English and the students' strategies to overcome it. The research employed descriptive qualitative study. The participants were 35 students of class TBI 6-B at IAIN Tulungagung. The data were obtained from observation and interview. The finding showed that the factor caused speaking anxiety in speaking English were: self perceptions, lack of confidence, fear of negative evaluation, lack of preparation, fear of making mistake, students' low proficiency in speaking English, and

inability to pronounce strange sounds and words. Moreover, the strategies which were used by the students in overcoming their anxiety were: preparation, relaxation, positive thinking, and peer helping.

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.

Third, a thesis made by Herwanto (2013), entitled “Factors That Cause Language Anxiety In the English Classroom Speaking Performance In SMP Negeri 4 Pakem Yogyakarta”. The research was descriptive qualitative. The researcher applied a grounded theory method in order to analyze the data. The subjects in the study were five classes of the 7th grade students of SMP Negeri 4 Pakem Yogyakarta of 2012-2013

academic year. The data were obtained from observation and interview. The result from the research showed that the factors caused language anxiety were : Type of task that is given from the teachers, fear of making mistakes, the role of language teachers, self perception, gap of competence, and limited exposure to English.