CHAPTER II
LITERATURE REVIEW

This chapter presents a brief description of speaking anxiety. Subsequently, the literature of the study is followed by the definition of speaking skill, the description of anxiety, the explanation of speaking anxiety and previous related study.

2.1 Speaking Skill
2.1.1 Definition of Speaking Skill

Speaking becomes an important skill for students. Speaking is one of the essential elements of communication. (Richards & Renandya, 2002:201) stated that the skill to speak a second or foreign language is a very complex assignment if we try to understand the character what appears to be involved. Speaking is used for many different purposes, and each purpose involves different skills. Therefore, as a language skill, speaking becomes an important factor to master by the students as the main tool of verbal communication.

2.1.2 Elements of Speaking Skill

(Brown, 2004:140) defined "speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test – takers listening skill, which necessarily compromises the reliability and validity of an oral production test." There are five components are generally recognized for evaluating speaking:

a. Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know about grammar and vocabulary. (Jones, 2007:38) stated that grammar or vocabulary exercises are the model of student-centered activities. (Pollard, 2008:13) also said that grammar talks about tenses,

formation of questions and negatives, prepositions, pronouns. Therefore, grammar is very important in speaking because if the students do not know the grammar structure, they cannot speak English well.

b. Vocabulary

(Pollard, 2008:13) defined that vocabulary is a basic component in language. Students must know words, the meaning of their word, how to spell a word and how they pronounce a word. It is describe that limited vocabulary can make conversation almost impossible.

c. Comprehension

Comprehension is the third element of speaking skill. (Jones, 2007:38) described that Comprehension can help students understand speaking better. (Louma, 2004: 161) said that comprehension of the questions and ability to give relevant information in response.

d. Fluency

(Louma, 2004: 88) described that fluency is a difficult problem in assessing speaking. This is partly because the word 'fluency' has a common meaning and uses it to characterize a learner's language. Fluency is connected about how speakers use their words.

e. Pronunciation

According to (Pollard, 2008:13) pronunciation is an important aspect in learning to speak a foreign language. Students need to know how to pronounce well, if a student can't pronounce a word well, it can be very difficult to understand what they want to say.

Based on above explanation, it can be concluded that there are five elements needed for speaking they are Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. All of elements are needed to produce spoken or verbal production well and can make a good communication for us.

2.2 Anxiety

2.2.1 The Nature of Anxiety

Anxiety is a psychological phenomenon. Anxiety comes from human's body to response an exacting situation. Generally anxiety can be defined as a sense of being frightened, threatened, shy, or worried.

There are several definitions of anxiety which are found by the writer. According to (Rachman, 2004:1) Anxiety is one of the most major and invasive emotions. It is a feeling of troubled tension.

Anxiety arises by a tense situation. (Barlow, 2002:42) defined anxiety is defined as a combination of basic, natural emotions, which is adapted by learning and experience. People may study to correlate separate emotions such as fear with a big number of theory and situational factor. It is included the suggestion to other and connected emotions. While according to (Passer and Smith, 2009:551), Anxiety is an essential concept in psychoanalytic ideas of abnormal performance.

While anxiety and fear is like similar, but both of them are different. (Rachman, 2004:26) described the difference between fear and anxiety. Fear is an emotional response to supposed threat. Fear can describe as contain of three insecurely coupled components: the subjective sense of fear, connected with physiological changes, and behavioral efforts to get away. Fear and anxiety contribute to some general characteristics but fear tend to have a detailed, usually particular point and to be more concentrated and periodic.

(Rachman, 2004:3) described that anxiety is the strained, worrying anticipation of threatening but indistinct event; a feeling of anxious suspense. It is a negative influence so directly related to fear that in many conditions the two terms are used interchangeably; like anxiety, fear also is a blend of tension and unpleasant expectation.

From the definition explained above, it can be concluded that anxiety is a psychological phenomenon. Anxiety is a feeling of worry, stress, and anxious as a response to an exacting situation.

2.2.2 The Anxiety Symptoms

There are several signs or symptoms of anxiety that showed (Dixon, 2011:15). The symptoms divided into 3 parts. The symptoms are:

1. Physical symptoms

   The first symptom is physical symptoms. Students who feel anxious to face something is usually noticeable by the signs:

   a. Faster breathing

   b. Speed up heart beat

   c. Feeling dizziness and light headed

   d. Having "butterflies" in stomach

   e. Needing a toilet

   f. Drying mouth and difficulty in swallowing

   g. Sweating more

   h. Feeling "nervous" and "worried"

2. Intellectual symptoms

   The second symptom is Intellectual symptoms. If students have anxious, they usually show by the symptoms:

   a. Feeling of frighten

   b. Telling ourselves that we are having heart attack, a stroke or a going crazy

   c. Thinking that all people are looking at us

   d. Worrying that we will loss control and make a foolishness in front of others

   e. Feeling that we must run away and get to a secure place.

3. Behavioral symptoms

   The third symptom is behavioral symptoms. It can be seen when the students:

   a. Making reasons to avoid going out or doing things

   b. Hurrying out a situations where feeling worried

   c. Walking to avoid people

   d. Having a drink before doing something that make us feel anxious.

(Ansari, 2015:42) described that students with speaking anxiety be inclined to show avoidance of participation in tasks by keeping silent, sitting in the back row, avoiding eye contact with the teacher. The problems relating to Students' speaking are Limited vocabulary, Inaccurate grammar, Lack of fluency, Imperfect pronunciation, Lack of active listening, Fear of speaking in public, Fear of expressing certain views, Diminishing confidence, Dominance of hesitation, Lack of group skills, Fear of making mistakes and Lack of exposure and practicing platforms.

2.2.3 The Causes of Anxiety

Anxiety is a problem of students in speaking skill. It is relating to shyness, less of confidence and nervousness. Because of anxiety has a bad influence for students in speaking, (Young, 2005:427) and (Ohata, 2005:6) presented a list of the potential sources of speaking anxiety. They described that speaking anxiety can arise from:

a. Personal and interpersonal anxieties

Personal and interpersonal are the most causes of anxiety. Low self-esteem and competitiveness are the two major causes of personal and interpersonal anxieties. For example, people with low self esteem worry about what their friends think. (Ohata, 2005:6) explained that Personal and interpersonal anxieties, accompanied by low self-esteem and competitiveness, can become the beginning for students' speaking anxiety, as frequently instantiated in the form of performance anxieties.

b. Learner beliefs about language learning

Learner belief about language learning is a main contributor in speaking anxiety. In speaking skill, the correctness from teacher or other students becomes anxiety factor for the students. Students will be afraid of making mistakes. Pronunciation is the most important aspect in speaking, as others prefer other learning aspects, for example vocabulary, grammar, communication, travelling to a country where the language is spoken, translation, or making friends.

c. Instructor beliefs about language teaching

Instructor beliefs about language teaching are a further cause of speaking anxiety. (Ohata, 2005:6) explained that instructor beliefs about language teaching can also become a basis of creating speaking anxiety among the language learners. The teacher's statement on the role of language teachers may not always communicate to the student's needs or anticipations toward the teacher. For example, when a teacher believes that his position in class is to continually correct students' errors, some of the students become quite anxious about their class performance.

d. Instructor-learner interactions

Instructor-learner interactions are a next cause of speaking anxiety. Correcting student errors is frequently cited as causing anxiety. Additionally, students constantly report anxiety over responding inaccurately, being mistaken in front of their friends. They also state concerns over how mistakes are supposed in the classroom. The problem for the student, then, is not necessarily error correction but the method of error correction -when, how often, and, most importantly, how errors are corrected.

e. Classroom procedures

Anxieties connected to classroom procedures principally on having to speak in the target language in front of a group. Oral presentation in front of the class and oral skills as the most anxiety-producing activities in their classes. Other strong sources of anxiety were oral quizzes and being called on to respond orally in the target language.

f. Language testing.

Anxieties can arise from aspects of language testing. This leads to other psychological tensions, for example the fear of losing self-confidence or feeling lower to others. Students also experience anxiety when they spend hours studying the subjects in class only to discover that their tests evaluate different material or use question-types with they have no experience. If a teacher has a communicative approach to language

teaching but then gives mainly a grammar tests, this leads students not to complain, but also to experience frustration and anxiety.

2.2.4 The Strategies to overcome Students' speaking Anxiety

(Kondo, David and Ling, Yang. 2004:262) wrote an article about strategies for coping language anxiety. In their article, there are five strategies that can be used by students to overcome their anxiety to perform in front of class, the strategies are: preparation, relaxation, positive thinking, peer seeking and resignation.

a. Preparation

The first strategy is Preparation, in this strategy student try to control themselves by increasing learning and study approaches, for example: studying hard, trying to obtain good summaries of lecture notes. By using these strategies, it would be probable to amplify of the subject matter, and reduce the anxiety in the language class.

b. Relaxation

The second strategy is Relaxation. The objective of this strategy is reducing anxiety symptoms. Making calm down the body by doing something, for example: taking a deep breath' and trying to calm down.

c. Positive Thinking

The third strategy is Positive Thinking. Positive Thinking is described by calming function of repressing problematic of processes that cause students' anxiety (e.g. imagining students to give a great performance, trying to enjoy the nervousness or tension). These strategies are proposed to redirect attention from the stressful situation to positive and pleasant signs, and bring release to the anxious student.

d. Peer seeking

The fourth strategy is Peer Seeking. Peer seeking is distinguished by students' motivation to look for other students who have a problem to understand the class or controlling their anxiety. For the anxious student,

the comprehension that other students who have the same problem may give out as a cause of emotional instruction by social comparison.

e. Resignation

The last strategy is Resignation. Resignation is described by students' unwillingness to do anything to bring down their speaking anxiety, for example: giving up, sleeping in class. The examples of Resignation seem on minimizing the influence of anxiety by declining to face the problem.

2.3 Speaking Anxiety

Speaking skill has been a serious apprehension for students. Some of them have problems in speaking skill. The problem consists of low confidence, nervousness and fear of making mistake. According to (Gregersen, 2003:30 in Ansari, 2015:42) speaking anxiety is a general phenomenon in teaching English, it appears that teachers do not always discover the anxious students, and attribute their reluctance to connect in speaking tasks, for example poor attitude and lack of motivation. As a result, speaking anxiety can be caused by some factors such as the students were unwilling to participate in speaking activities, the students feared that mistakes in speaking activities that would destroy their social image as a students and another anxious student can describes her feelings formed by overstated focus on avoiding language mistakes.

2.4 Previous Study

In this research the researcher also describes the previous studies. The previous studies here are by Anggiyana Musthachim (2014), Tesalonika Mayangta (2013), and Mohammad Shaukat Ansari (2015). Anggiyana's title is Students' Anxiety in Learning English (A Case Study at the 8th Grade of SMPN 9 South Tanggerang), Tesalonika's title is Students' Speaking Anxiety in EFL Classroom Learning, and Ansari's title is Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study.

They have similarity and differences toward this research. The similarity is the studies talking about the students' speaking anxiety. The

14

differences are that they try to find out the factors that cause students' speaking anxiety in different ways.

The first research by Anggiyana (2014) was about students' anxiety in learning English of EFL junior secondary school students at the 8th grade of SMPN 9 South Tanggerang. Specifically it sought to identify what factors that may contribute to anxiety in English learning environment based on the students' perspectives. The method used in this study was qualitative method. Fifteen anxious students were selected as the participants. The data were gathered through structured interviews and classroom observation. The result of the study showed that speaking in front of the class, being laughed at by others, incomprehensible input, students' beliefs about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English.

The second research by Tesalonika Mayangta (2013), the research was about student's anxiety in EFL classroom in a junior high school. The research tried to find out what the levels of anxiety experienced by the students in English speaking class, what the sources that contribute to students' speaking anxiety and what strategies do the students apply to reduce their anxiety. There were 32 students of a junior high school in Bandung who participated in this research. The method used in this study was qualitative method. The data were collected using Foreign Language Classroom Anxiety Scale and questionnaire. The findings show that the sources of students' anxiety in speaking English were personal and interpersonal anxiety, learner's beliefs about language learning, instructor-learner interactions, classroom procedures and perceived level of English proficiency. The findings showed that anxiety affects students' performance in learning English, especially in speaking.

The third research by Ansari (2015). The research was about Speaking Anxiety in ESL/EFL Classrooms and to provide teachers with practical strategies for reducing foreign language speaking anxiety. The research used Qualitative research techniques with student and teacher as the subject. The aim of the research was to provide English teachers worldwide with a useful array of suggestions, arising from a class room-based case study, which would

help them reduce language anxiety, promote motivation to learn, and, in the long run, increase English language acquisition. The Participants of the research is consisted of thirty students in the higher secondary level (12th class) at writer's college. The result of the research shows that student's anxiety caused by the factors: First, these students were unwilling to participate in speaking activities. Second, all of these anxious students feared that mistakes in speaking activities would destroy their social image as able students. Third, another anxious student describes feelings created by her exaggerated focus on avoiding language mistakes.

Based on three previous studies above it can be concluded that the previous studies and the research have the same goal, it was about students' anxiety. But, it was different on the theory and instrument. So, this research proposes to describe of students' speaking anxiety and analyze levels of students' anxiety to speak English, the causes of students' anxiety and the strategies that students apply to overcome speaking anxiety.