

CHAPTER II

LITERATURE REVIEW

This chapter discusses about literature review that consisted of concept of analysis, concept of speaking, and concept of Anxiety.

A. Literature Review

1. Concept of Analysis

This study will bring an analysis of speaking anxiety. According to Satori (2014), Analysis is an attempt to break down a problem or focus of the study into parts (decomposition) so that the arrangement or order of the form of something that is described can be seen clearly and therefore can be understood more clearly or the meaning is more clearly understood. Analyzing includes learning to determine the relevant pieces of information or important (distinguishing), determine ways to arrange the pieces-pieces of that information (organizing), and setting goals behind that information (attributing). While data analysis in qualitative research can include statistical procedures, Analysis frequently turns into a continuous, dynamic process in which data is virtually always being acquired and processed at the same time. The form of the analysis is determined by the specific qualitative approach taken (field study, ethnography content analysis, oral history, biography, unobtrusive research) and the form of the data (field notes, documents, audiotape, videotape). An essential component of ensuring data integrity is the accurate and appropriate analysis of research findings.

Based on the definition above, the researcher conclude that analysis is an organized or systematic examination process to describe, explain, illustrate, condense, recap, and evaluate a particular study about something.

2. Concept of Speaking

a. Definition of Speaking

The skill that this study talked is about speaking. According to Perez et. al., (2017) Speaking process of constructing meaning that involves producing and receiving and process information. In learning English there are four skills of language, there are listening, speaking, reading, and writing. The most important skill of learning English is speaking. Therefore, we must be able to express words, feelings, ideas, and process information well when speaking. It can be conclude that speaking is a tool to express feelings, ideas, thoughts, opinion and exchange information in the form of communication and also the ability to process information and language.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994 in Bruce & Joyce, 1997). Its form and meaning are dependent on the text in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and involving.

Harmer (2011) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to cooperate in the management of speaking turn and non-verbal language. While Solcova (2011) says that speaking as in interactive process in which individuals alternate in their roles as speakers and listeners and employ both verbal and non-verbal means to reach their communication goals, speaking in a similar way saying that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety contexts. Speaking is a crucial part of second language of teaching and learning.

According to Burkart (1998) in Argawati 2014), speaking is an activity that includes knowledge and related to components such as pronunciation, grammar, and vocabulary. It means, the people get ideas based on speaking, discussion with someone, and share anything about the benefits something. On the other hand, speaking can be improved by the components of English. The good speaking skill is when the students do the rules of speaking skills in the classroom. But, many students in classroom not used English language.

b. Function of Speaking

The function of speaking is to convey information, opinions. Ideas, thoughts, or messages to other person. According to Richards (2014), there are three function of speaking. They are talk as interaction, talk as transaction, and talk as performance.

1. Talk as Interactions

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serve a primarily social function. The primary intention in talk as interaction is to maintain social relationship. Meanwhile, talk as interaction has several main features as follows:

- 1) Has primary social function.
- 2) Reflects role relationships.
- 3) Reflects speaker’s identity.
- 4) May be formal or casual.
- 5) Uses conversational conventions.
- 6) Reflects degrees of politeness.
- 7) Employs many generic words.
- 8) Uses conversational register.

- 9) Some of the skills (involved in using talk as interaction) are: Opening and closing conversation.
- 10) Choosing topics.
- 11) Making small-talk.
- 12) Recounting personal incidents and experience.
- 13) Turn-taking.
- 14) Using adjacency pairs.
- 15) Interrupting.
- 16) Reacting to others.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

2. Talk as Transaction

This type of talk refers to the situation where the focus is on what is said or done. The message is the main focus here and making someone will understand accurately and clearly, rather than the participants and the way how they interact socially with the other. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Anne Burns (1998) in Richards 2014), distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning or on talking their way to understanding. Meanwhile, talk as transaction has several main features as follows:

- 1) It has a primarily information focus.
- 2) The main focus is 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.
- 6) Linguistic accuracy is not always important.

There are seven of the skills involved in using talk for transactions are:

- 1) Explaining a need or intention.

- 2) Asking questioning.
- 3) Confirming information.
- 4) Justifying an opinion.
- 5) Making suggestions.
- 6) Clarifying understanding.
- 7) Making comparisons.

Compared with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities and role plays. It can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out the real-world transactions.

3. Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as performance are:

- 1) There is a focus on both message and audience.
- 2) It reflects organization and sequencing.
- 3) Form and accuracy is important.
- 4) Language is more like written language.
- 5) It is often monologists.

Some of the skills involved in using talk as performance are:

- 1) Using an appropriate format
- 2) Presenting information in an appropriate sequence
- 3) Maintaining audience engagement
- 4) Using correct pronunciation and grammar
- 5) Creating an effect on the audience
- 6) Using appropriate vocabulary
- 7) Using appropriate opening and closing

Initially talk as performance needs to be prepared in much the same way as written text, and many techniques teaching strategy used to make understanding of written text. Therefore, this kind of talk requires a different teaching strategy.

From the explanation above, it can be conclude that speaking has various functions according to the context, such as interaction which refers to daily conversation, speaking which serves to exchange information, speaking in front of many people or the public, speaking in guiding someone, an others. Therefore, communication tools are needed in order to have good speaking skills.

c. **Component of Speaking**

Speaking skills is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. According to Leong and Ahmadi (2017) there are five components of speaking skills concerned with pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation

Pronunciation is the act of giving the real sounds of letters in words, and the proper accents and amount of syllables. Pronunciation refers back to the ability to apply the right pressure, rhythm, and intonation of a phrase in a spoken language. Besides, pronunciation is the act or end result of manufacturing the sounds of speech, along with articulation strain and intonation, frequently in regards to three fashionables of correctness or acceptability (Mulatsih, 2018).

2. Grammar

Grammar is one of the components to set up every word in sentences. It is needed for students to arrange a correct sentence in conversation. For example, tenses as common use in communication. Informal communication, speakers, and respondents need to apply grammar, to make sure a selected message, Djafar (2020).

3. Vocabulary

Vocabulary mastering is one of the most crucial elements that foreign language beginners encounter at some point in studying a foreign language. Vocabulary mastering used to be an ignored factor of language learning. Vocabulary studying is more important than familiarity with the form and which means of a word. According to Ahmadi (2012), vocabulary approach the correct diction that's used in communication. Without having enough vocabulary, one can't communicative efficiently or explicitly their thoughts both oral and written form.

4. Fluency

Harmer (2008) said that good pronunciation does not just mean announcing individual words or maybe a person sounds correct. In communicating, fluency has to be clear, to keep away from misunderstanding. Additionally, Azlina (2015) stated that Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

5. Comprehension

For oral communication, involves a subject to respond, to speak as well as to starting it.

3. **Concept of Anxiety**

a. Definition of Anxiety

Anxiety is the fear feeling of something that will be happened or psychological phenomena that appears inside human body. The anxiety is not just about the feeling inside body but anxiety was found that happened by some causes outside human body. The signs of anxiety can found by body language or by communication. Feeling nervous, panic, shy, stammer or tension is simple signs by anxiety. Most of signs anxiety can founded by test anxiety or approaches especially in teaching learning english as foreign language.

According to Nelson and Harwood (2011), they feel shy and uncomfortable when they speak English in front of classroom. This is the reason researcher found the signs of anxiety in classroom. many students often get anxiety when facing difficult academic tasks. Students with learning disabilities often face more anxiety than general education students. In addition, According by Ruffin (2007), the anxiety is psychological symptoms among students include feeling nervous before a tutorial class, panicking, going blank during a test, feeling helpless while doing assignments or lack interest in a difficult subject whereas the psychological symptoms include sweaty palms, cold, nervousness, panic, fast pace of breathing, racing heartbeat, or an upset stomach. Anxiety was a normal, emotional, reasonable and expected response to real or potential danger. However, if the symptoms of anxiety were prolonged, irrational, disproportionate and/or severe; occurred in the absence of stressful events or stimuli or interfere with everyday activities, then, these are called Anxiety Disorder.

Anxiety can focus attention and concentration to improve performance, but excessive and/or prolonged anxiety can lead to changes in thinking and behavior, overactive stress hormone release, and degradation in functioning (Lam et. al., 2015).

Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. Occhipinti (2019) also stated that speaking in

the foreign language, both in social and academic contexts, entails risk taking and seems to be a challenging activity, in which learners who are not fluent in the target language experience that they cannot fully express their personality, or their intelligence. Gardner & Macintyre (1994) in Jannah (2016) define language anxiety as the apprehension experienced when a situation requires the use of the second language with which the individual is not fully proficient. Some of the symptoms include nervousness, tension, apprehension, and introversion.

According to Tobias (1979) in Yau (2011), anxiety may work as a mental block to cognitive performance at all three cognitive stages: Input, Processing, and Output. In other words, anxiety arousal, which is typically associated with self-depreciating thoughts, fear of failure, or worry over performance procedures, may compete for cognitive resources that normal cognitive processing will demand. The anxiety happens when in processing and output it's not working. It means when any process in students' mind and the result is well, the anxiety never appears in themselves. When the process was disturbed, the anxiety will be apparent in their mind and their body. The response of a bad process is to get panic or worry when students perform their knowledge or their skill.

b. Types of Anxiety

According to Ormrod (2011) several kinds of anxiety have been described. Two of the most known are state anxiety and trait anxiety. Anxiety that happens when faced with specific situations is called state anxiety. Most people experience state anxiety which is also known as a normal anxiety. Anxiety is a temporary feeling of anxiety elicited by a threatening situation. It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when the threatening situation goes away. However, in certain cases, anxiety comes more intense and lasts for long. This kind of anxiety is a pattern of responding with anxiety called trait anxiety. According to Ormrod (2011) "trait anxiety is a pattern of responding with anxiety even in nonthreatening situations."

Passer and Smith (2012) explain that anxiety is a part of a person's character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he or she is exposed to. Based on the intensity, duration and situation, anxiety can be divided into two types: State anxiety; feeling of apprehension and anxiousness as a reaction to a particular situation, Trait anxiety; more intense anxiety that depends on one individual regardless of the situation.

c. Anxiety Level

Bandura (2014) categorized the students' anxiety into three level: low level, medium level, and high level.

1. Low level

According to Bandura (2014), to categorized the students into low-level anxiety here means that when students feel confident for the situation in their experienced so that they do not feel embarrassed to interact with others though they got difficulty in their experiences. Furthermore, Cizek and Samantha (2012) mentioned low anxiety level usually happens for a person who is completely unmotivated. In school, such as a person would appear to be unconcerned about an upcoming presentation and unworried.

2. Medium Level

Then for medium-level means that students feel less confident about the situation in their experienced with doubt in their abilities and still needs help from others in certain condition. So, they will also comfortable if they get a help and support from the others. Furthermore, Cizek and Samantha (2012) stated medium level of anxiety often motivates students to engage in a goal activity. Besides, it helps them to focus on improve their skills in speaking.

3. High Level

The last high-level anxiety means that students feel unconfident on their capabilities that make them afraid to do something although in the imperative condition, they do not feel any dependency at all, so it will not show an exaggerated attitude to seek an support or expect for help furthermore, Cizek and Samantha (2012) stated high levels of anxiety often happens to person who feels a little nervous to speak.

d. Factor Causes of Anxiety

Moreover, there are several causes of speaking anxiety in learning English. Tseng (2012) mentioned the causes of speaking anxiety are gender, negative self-perception or self-esteem, competitiveness, fear of making mistakes, social status, cultural differences, social environment and limited experience to the target language.

1) Gender

The significance role of gender in the control of speaking anxiety has remained the most controversial as far as previous studies that have beamed their research light in this direction is concerned. "The subject

appeared to have different experiences of feeling anxious or comfortable while talking to the opposite sex” (Tseng, 2012). Tseng (2012), also said that gender related anxiety could suggest that only in those cultures where males and females learners study in segregation, people are more likely to feel communication anxiety when talking to the opposite sex. Conversely, some participants from the same cultures.

Sherwood (2012), stated in her article, “a woman often prefers talking while sitting or standing in a cluster of people where everyone is face-to-face. A man prefers talking shoulder-to-shoulder in an angled pattern where he and his friends can take in the room. A woman might gesticulate, raise her eyebrows, incline her head and shrug her shoulders during the conversation. The man often prefers relaxed, sprawled pose and keeps the body language and facial expressions more contained.

Other research on language and gender also reveals women connect through conversation, while men connection through action, a psychotherapist. When a woman wants to talk, she wants to share emotions and thoughts, while a man generally shares ideas, suggestions, and facts and avoids talking about feelings (Goldsmith, 2013).

Calvarese (2015), stated that there were significant differences between males and females concerning their reactions to stress. Overall, more females experienced higher levels of depression, frustration, and anxiety than their male counterparts when reacting to stress. Males also tended to have other psychological reactions different from those listed on the survey. Also, while the stress reaction of anger was barely statistically insignificant, more females expressed anger than males as a reaction to stress.

Pena and Bono (2016), that female are usually under pressure thinking of their presentation in some reasons that they require to succeed academically and more afraid of failing in some situations, test or presentation. Park (2013), also stated that females reported higher anxiety levels compared to males even females and high anxiety students received higher grades than males and low anxiety students.

2) Negatives Self Perception or Self-esteem

Experiences of speaking anxiety and foreign language anxiety have been considered in term of cognitive interference in which learners, who have continually negative thoughts about their learning difficulties, will be anxious. This anxiety is associated with their speaking in a foreign language so they cannot manage their concentration on the language task

(Occhipinti, 2019). Daly (1991) in Occhipinti 2019) also add that anxiety associated with their thought tend to have negative self-perception of failure and underestimate the capacity of the learners' ability in speaking. In addition, people with low self-esteem worry about what their peers think; they concern with others (Tseng, 2012).

3) Fear of Making Mistakes

Error correction harshly will be one of the sources of learners' anxiety because the harsh manner of correction given to the learners who are less fluent will be missed of their peers. Learners who have experience of making mistakes in front of their peers tend to be unwilling to participate and avoid making mistake in order not to be laughed at by their peers. However, the error correction is needed in order to make the learners know their mistakes. The issue for the learners is not the error correction but the manner of error correction, how often the error corrections happen and how the errors are corrected. As it appears from the explanation above, students need to be encouraged to participate more in class activities, even facing the risk which language learning entails.

4) Social Status

Social status has an important role in speaking anxiety. The difference status between learners and teachers can be a source of learners' anxiety. It has been provided by Tseng (2012) in his research the learners assume that the teachers foreign language; are perfect while the foreign language of the learners are poor. It is caused the teachers are high social status while learners are in low social stats. This suggests the lacking confidence in speaking competence will make the learners have low self-esteem and feel afraid to communicate with others who have higher social status.

5) Cultural Differences

Cultural differences among the learners and the target language become important factor contributing to anxiety. According to Tseng (2012), the more unfamiliar the learners to the culture of target language will produce anxiety in speaking of target language. Other learners will interpret what the speaker says in reference to the cultural background of the speaker and the cultural background of language target can be very different. It will cause anxiety for the speaker.

6) Social Environment and Limited to the Target Language

Environment is as a factor in the success or failure of a learner in learning a foreign language. Tseng (2012) explain that learners who only learning inside the classroom but not practicing outside the classroom, will lack or have difficulty to find a chance in speaking of foreign language. It could explain why EFL learners feel anxious when speaking English even they learn language in English environment. It shows that learners will speak English if they are inside the classroom. But when the class is over, they do not use foreign language. They tend to use their first language. The use of a foreign language can be maximized by forming a group of foreign language discussion for the learners in order to make the English as foreign language.

B. Previous Related Study

There are several previous study that related with an analysis of Speaking anxiety. The first study conducted by Dewi et. al., (2016) *Investigating Speaking Anxiety of the Tenth Grade Students at SMA Negeri 04 Singaraja*. This study aims to investigate the level of students' speaking anxiety and the most dominant factor influencing students' speaking anxiety. The result of this study showed that most of the students were in mildly anxious level with the percentage 51%. It followed by 24% students felt anxious and 24% of them felt relaxed. Additionally, 1% student was categorised as very anxious level and only 1% of was in very relaxed level. Finally, in this present study, it was found that cognitive factor was the most dominant factor influencing students speaking anxiety.

The second study conducted by Riadil (2020) *A Study of Students' Perception: Identifying EFL Learners' Problem in Speaking Skill in Tidar University Magelang*. The finding of this research shows that problems are inhibition, nothing to say, low or uneven participation, and mother tongue use.

The third study conducted by Purnawati (2021) *Speaking Difficulties faced by Hotelier Students of Stipary in The Academic Year 2019/2020 in Akpar STIPARY Yogyakarta*. The result reveals that students have linguistic problems that make difficult in speaking English. The linguistic problems consist of vocabulary, pronunciation, and grammar.

The fourth study conducted by Suryadi (2021) *An Analysis of Students' Anxiety in Speaking*. This study investigate the factors of students' speaking anxiety and how the students' strategies to overcome speaking anxiety in the class room. The result showed that the factor causing of the students' speaking anxiety in the language classroom are: lack of familiarity of task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence, and then low English proficiency. And

the students' strategies to overcome speaking anxiety were peer seeking, preparation, relaxation, positive thinking, and resignation.

The fifth study conducted by Tiara et. al., (2023) *An Analysis of Speaking Anxiety of the Eleventh grade Students at SMK Negeri 01 Lubuk Pakam*. The study aims to know the causes of students' anxiety in speaking English. The results of this study indicate that there are 3 factors of student anxiety in learning English according to Horwits' theory (2011), namely (1) Communication Apprehension, where students have difficulty speaking English because they do not have much knowledge about English, (2) Test Anxiety, where students feel anxious when they have to take an English test, and (3) Fear of Negative Evaluation, where students are afraid that the teacher and their friends will laugh if students make mistakes. According to Thomas (2009), there are also two types of student anxiety: State Anxiety and Trait Anxiety. And the questionnaire was developed by Horwitz with 33 statements, the results showed that 1 student (10%) experienced a high level of anxiety, 7 students (70%) experienced a moderate level of anxiety, and 2 students (20%) experienced mild anxiety.