

CHAPTER II

LITERATURE REVIEW

In this chapter, a number of previous studies that are related to current research will be discussed by the researcher. Then the variation between the previous studies and current study will be included. In this chapter, the researcher will summarize some of the previous studies and will link it to this research. In this section, the researcher will explain several theories which are related to this research.

2.1 Speaking

Speaking is a kind of communication, thus it's crucial that what's said is communicated as clearly as possible. Getting a point across can sometimes depend as much on how someone says it as it does on what someone else says. According to that belief, speaking is realized as communication, hence speakers must be able to communicate their ideas clearly and effectively in order to get their point through to completion. Speaking has been described in a variety of ways by professionals. Speaking is a two-way process between speaker and listener that requires both the productive and receptive skills of understanding, according to Bryne in Oktaviani (2012). Furthermore, according to Thornbury (2005), every individual vowel and consonant that we hear is produced by a speaker in the same way that a typewriter creates letters. Hughes in Saputra (2012) claims that, "Speaking is important aspect in language learning. By speaking, they can convey information, ideas, and maintain social relationship by communicating with other" (Fentari & Darmawan, 2016) also according Fulcher (2003:23), Speaking is the verbal use of language to interact with people. Speech involves making decisions. Students must decide how to speak with one another in order to express themselves and build relationships with others.

2.1.1 The Function of Speaking

The function of speaking itself is to convey the speaker's idea or message to the listener. Richards (2008) stated that Brown and Yule (1983) made a distinction which has the benefit between the interactional functions of speaking, in which the interactional function of speaking provides to establish and maintain social relations, while the transactional functions, it focuses on the exchange of information.

There are three functions of speaking, it is also stated by Brown and Yule that "...three part version of Brown and Yule's framework (after Jones 1996 and Burns 1998): talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches."

1. Talk as Interaction

Talk as interaction refers to what we typically imply by "conversation" and describes interaction whose main goal is social interaction. In an effort to be polite and foster a welcoming environment for contact, people greet each other when they first meet, strike up small talk, exchange recent experiences, and so on. This discussion focuses less on the message and more on the speakers and how they want to be seen by one another.

2. Talk as Transaction

Talk as transaction, in this type of talk it tends to situations where it is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. As Jones stated that "*talk is associated with other activities. For example, students may be engaged in hands-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*" (Jones 1996:14).

3. Talk as Performance

The last type of talk is talk as performance, this type of talk refers to public talk which transmits information before an audience, such as classroom presentations, public announcements, and speeches.

From the definition above, it can be concluded that the function of speaking serves numerous purposes which are talk as performance that refers to public talk, while the other types of talk is refer to guide the people in speaking activity.

2.2 Anxiety

Anxiety is a feeling that arises from within humans, usually anxiety is a response issued by humans in certain situations. Anxiety is become one of the most extensively researched psychological phenomena. Anxiety is frequently characterized as a sense of threat, dread, tension, or worry. Steven Schwartz, S (2000: 139) stated that "anxiety is a negative emotional state marked by foreboding and somatic signs of tension, such as racing heartt, sweating, and often, difficulty breathing, (anxiety comes from the Latin word *anxius*, which means constriction or strangulation). The definition that emphasizes anxiety is also presented by Jeffrey S. Nevid, et al (2005: 163) "anxiety is an emotional state characterized by physiological arousal, an unpleasant feeling of tension, and an apprehensive feeling that something bad will happen". In line with the previous opinion, Gail W. Stuart (2006: 144) explained "anxiety / anxiety is a concern that is unclear and spread, which is related to feelings of uncertainty and helplessness".

Anxiety is similar to fear but with a less specific focus. Whereas fear is usually a response to some immediate threat, anxiety is characterized by apprehension about unpredictable dangers that lie in the future". Carlson defines anxiety as "a feeling of fear or approaching doom that is accompanied by certain physiological symptoms, such as an increased heart rate, sweaty palms, and a tightening of the stomach." Additionally, Anxiety develops as a result of a specific

situation. According to Paser, tension and apprehension are the hallmarks of anxiety, which is a normal response to perceived threat. It implies that when threatened, people naturally feel anxious. While fear and anxiety may sound similar, but they are not the same. According to Halgin (2007), anxiety is more future-focused and is characterized by uncertainty and unease about the prospect that something terrible might happen. Fear is a natural alarm response to a dangerous circumstance.

2.2.1 Types of Anxiety

According to (Spilberger, 1983). There are two types of anxiety which are State Anxiety and Trait Anxiety :

The first type of anxiety is state anxiety, which is a fleeting emotion that develops when a person perceives a dangerous circumstance. For instance, take the situation where pupils are performing in front of the class and experience trembling. However, Spilberger classified this type as "anxiety that typically has a clear trigger and only manifests under specific circumstances." It suggests that state anxiety is the worried emotion that people will experience just in a certain setting and for a brief period of time. This type is characterized by a quick heartbeat, difficulties focusing, strong worry, and tense muscles.

The second type is Trait anxiety, Trait Anxiety is the anxiety that is attached to a person, it is the nature of that person. In other words, anxiousness has become an attribute that remains in that person, or has become one of his/her personality traits. Martens (1982) said trait anxiety is a basic tendency in a person to prepare for danger or in certain situation. The people with trait anxiety will get the feeling of worriness easily and being unnecessarily threatened by the certain things in the environment. Related to this statement, marwan stated that anxiety is a feeling that tends to be felt by someone in the situation they will face. Anxiety is a person's nature and is something that is permanent. People who have excessive anxiety tends to worry more easily than most people, these people will also be affected by their anxiety.

However, anxiety can be divided into two categories based on its intensity, duration, and situations: trait anxiety, which is more intense and varies from person to person regardless of the situation, and state anxiety, which is a feeling of apprehension and nervousness in response to a specific situation.

2.2.2 The Factors of Anxiety

There are some factors of anxiety, according to Jeffery S. Nevid et al (2005) there are some factors of speaking anxiety :

1. Over self-prediction toward fear

Over People with this anxiety frequently foresee and ponder excessively about how big the fear will be in the moment. For instance, students could have nervousness when performing in front of the class on the assigned topic and worrying about how their performance would be perceived by the other students.

2. Irrational faith or Self-defeating

Irrational faith or Self-defeating also categorized as cognitive factor, because people with this factor can increase their anxiety if the people face the problems, for the example when the student thought “ I should get out from this class, because I don’t know what i want to deliver”. According to (Tuan, N. H., & Mai, 2015) that identified something that makes students anxious to speak, this is due to a lack of knowledge of the topics to be discussed or do not know what they want to talk, so that this can make the students speak very little or do not speak at all and unwilling to attend speaking class.

3. Over sensitivity toward threat

Over sensitivity toward threat people with this factor usually feel fear of threat while the other people feel safe besides they are in the same situation. For the example when the students with over sensitivity will feel fear or anxious before the class of speaking start while the other students feel safe.

4. The sensitivity of anxiety

People with high levels of anxiety sensitivity frequently experience excessive fear. Anxiety sensitivity is classified as an affective component. People with this trait constantly worry about their emotions and have uncontrollable emotions as a result. Therefore, when they exhibit the physical signs of anxiety, such as fast breathing, perspiration, and an increase in heart rate, they are easily alarmed. It was determined by (Isnaini Nur, 2019) that one source of anxiety shared by students in the classroom was the feeling that it was difficult for them to demonstrate their abilities. The students reported feeling uneasy, self-conscious, and worried.

5. Low-Self Efficacy

Low self-efficacy people frequently experience greater anxiety when they have reason to question their own abilities. Additionally, stress will lower performance. People with poor self-efficacy will have less faith in their capacity to do the activity successfully

6. Wrong Body Attribution Signal

Wrong body attribution signal is the factors when the people feel their heart beats went fast, the breath went quickly, trembling in some part of the body, and dizzy.

2.2.3 Speaking Anxiety

Speaking anxiety is a common thing, especially when learning a foreign language, where we have to speak a foreign language, according to Ying (2008) states that students personal and interpersonal, students beliefs related the language learning, teacher belief related to language anxiety, teacher and students interactions, classroom procedures, also language testing can cause the language anxiety. When we have speaking anxiety, we experience feelings of tension, nervousness, fear, and worry that are related to the autonomic nervous system. The phrase "second language anxiety" describes a specific collection of self-perceptions, attitudes, feelings, and actions related to speaking in a foreign language outside of the language classroom.

The important study by Horwitz and Cope (1998) identified three issues that are specific to the foreign language classroom, including communication anxiety, exam anxiety, and fear of receiving a poor grade, as conceptually related to speaking anxiety. These researchers defined communication apprehension as a type of shyness or anxiety related to speaking with others, and test anxiety as a type of performance anxiety brought on by a fear of failing. Last but not least, these researchers and Aydn (2008) described the fear of negative evaluation as an anxiety about other people's evaluations, avoiding evaluating circumstances, and anticipating being negatively judged by others. (Tüm & Kunt, n.d.)

2.3 Previous Relevant Studies

Previous research aims to compare reality with relevant theories, the research approach in this study is based on previous research as follows: (1) The first study that is going to be explored is from Kurniadi and Kasyulita (2019) entitled "Students' Anxiety in Speaking English At Second Semester of English Study Program At University of Pasir Pengaraian". The purpose of this study is to investigate the students who rarely to speak in English speaking class. The researcher of this study used descriptive qualitative research as research methodology, the purpose of choosing the qualitative of research is the researcher wants to know the factors of anxiety that have been happened. The findings of this study stated that the students only feel anxious in specific situation and their anxiety didn't last for long. The similarities between Kurniadi & Kasyulita with this study is they field study is in the same line which is to know the factors of students' speaking anxiety. The difference between Kurniadi & Kasyulita with this research is in this study they found the dominant factors of anxiety that the students faced. (2) The second previous study that is going to be explored is from Ronauli Hasibuan and Ira Irzawati (2019) entitled "Students' Speaking Anxiety on their Speaking Performance: A Study of EFL Learners". This study used a Personal Report of Public Speaking Anxiety (PRPSA) questionnaire as well as students' speaking performance, which was evaluated by using a speaking

rubric. In this research, the researcher analyzed the impact of speaking anxiety on freshmen's speaking performance. The researcher was using adopted speaking rubric, which focused on pronunciation, grammar, vocabulary, comprehension and fluency aspects to evaluate students's speaking anxiety. And the result of this research was clearly proved that there is a significant correlation between speaking anxiety and speaking performance, because first, there were 24 students present, with 9 having very high and high language skill levels. It implies that these kids are able to speak effectively in front of a crowd since they have very low levels of nervousness. Then, it affected how well they spoke. They may therefore possess outstanding and advanced speaking abilities. Additionally, there were 30 kids with a moderate degree of speaking proficiency. It indicates that these pupils experience a mild level of anxiousness. It means that although these students could have fear when speaking in front of an audience, they are nonetheless capable of doing so. The similiarity between Ronauli Hasibuan and Ira Irzawati with this research the researcher is they are in the same line where both of them want to know the anxiety that faced by the students through Public Speaking. The difference between Anastasia Ronauli Hasibuan and Ira Irzawati with this research is in this study they focus to investigate the correlation between speaking anxiety and speaking performance. (3) The third previous study that is going to be explored is from Özkan (2019) entitled "The Relationship Between Students' Success and Their Level of Foreign Language Speaking Anxiety". The aims of this study is to examine the relationship between EFL students' anxiety level and their success in English. Quantitative and qualitative data collection are the research methods in this study. There are two sections of the results in this study. The first section is about to investigate the result which was provided from Foreign Language Classroom Anxiety Scale (FLCAS) which was quantitative data. And the second sections is about to shows the result from using qualitative data collection instrument. The result from using quantitative data which was 145 students shows that students in (FLCAS) have the "high anxious" level. While the result of using qualitative method is the whole participants which was 5