CHAPTER II

THEORETICAL REVIEW

A. Speaking

1. The Definitions of Speaking

There are many experts who have defined speaking. Nunan (1999) defines speaking as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes. Nunan also states that speaking takes place in real time and demands spontaneous decision-making and improvisation leading to a very dynamic discourse.

Speaking is skill that people use to explore or report their idea and life situation to other. Lado (1961:240) describes speaking as an ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, to express a sequence of idea fluently. In addition, Tarigan (2008:16) states that speaking is the ability to express sounds, articulation or words, or deliver ideas, suggestion, and feeling.

Speaking needs paralinguistic feature. People always involve their eyes, facial expression, or body to express their feeling. Thornbury (2005 in Nazara 2011) asserts that speaking is a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow.
Speaking skill has important role in social life, and it relates with all aspects in our life such as education, politics, culture, and business. Tarigan (2008:15) argues that people’s ability in speaking determine their success. Speaking becomes very important skill to support people’s position in their career. Teachers will fail to be good teachers when they can not deliver the material well and make the students understand. Politicians can not persuade people to choose their party if they have not good speaking skill. Entrepreneurs can’t make good network if they cannot speak fluently.

From the definitions above, it can be concluded that speaking is an ability to express idea verbally which involves paralinguistic feature that has important role in social life.

2. The Aims of Speaking

The aim of speaking is to communicate (Tarigan, 2008:16). In general, speaking has aim to communicate with other, but in specific, the aims of speaking are as follows:

a. To inform

People are able to inform and deliver their idea and feeling to listener using their speaking skill.

b. To entertain

By speaking skill, people are able to entertain other when they having bad feeling.
c. To persuade

The others aim of speaking is to persuade. By speaking, people are able to persuade other to do what people want.

3. The Elements of Speaking

In mastering speaking skill students have to master the elements of speaking. Sign (2013) states that there are many elements of speaking that must be mastered by students; those are as follow:

a. Fluency

Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

b. Pronunciation

According to (Thornbury, 2005) pronunciation refers to the student’s ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, spelling, and stress.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding.
c. Grammar

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2001). When the grammar is mastered by students, speaking skill is also mastered easily.

d. Vocabulary

Vocabulary is range of words known or used by a person in trade, profession, etc (Hornby, 1974:979). When students have many of vocabularies the students will be easier in expressing idea.

e. Interactive communication

Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements(Thornbury,2005).

f. Appropriateness

The term of appropriateness is related to some variables such as setting, participants, gender, channel, and topic. Appropriateness indicates whether students really understand what they said or not. Moreover, appropriateness in speaking activity is very important to be mastered.
4. The Speaking Activities

There are many of activities that can be done to improve students speaking skill (Kayi, 2006), namely:

a. Discussion

Discussion activities foster critical thinking and quick decision making. In discussion activities, students learn how to express and justify themselves in polite ways while disagreeing with the others.

b. Role play

Students pretend that they are in a various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what do they think or feel.

c. Simulations

Simulations are very similar to role play but what makes simulations different from role play is that they are more elaborated. In simulation, students can bring items to the class to create a realistic environment. Role play and simulations have many advantages. First, since they are entertaining, they are also motivating. Second, they increase self-confident of hesitant students.

d. Information gap

Information gap activities serve many purposes such as solving a problem and collecting information. In this activity, students are
supposed to work in pairs. One student will have information that other partner does not have and the partners will share their information.

e. Brainstorming

In giving a topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will share their new idea.

f. Story telling

Story telling fosters creative thinking. Story telling helps students express ideas in the formats of beginning, development, and ending.

g. Interview

Students are able to conduct interview on selected topics with various people and after doing interview students can present their interview to the class. Interview with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

h. Story completion

This is a very enjoyable, the teacher starts to tell a story, but after few sentences he or she stops narrating. Then, the student starts to narrate from the point when the previous one is stopped. Each student
is supposed to add from four to ten sentences. Students can add new characters, events, description and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and in class they report to their friends what they find as the most interesting news.

j. Picture narrating

Students are asked to tell the story in sequential pictures by paying attention to the criteria provided by teacher as a rubric.

k. Picture describing

Students are given one picture, and teacher ask students to describe. This activity can be done in groups and each group is given different picture. This activity foster the creativity and imagination of the learners as well as thir public speaking laerning.

B. Anxiety

1. The Nature of Anxiety

Anxiety is commonly experienced by individual in daily life. Anxiety (Nediv, 2005:163) is an apprehension or a worry condition that people complain something wrong will happen soon. Anxiety occurs to everyone, whether male or female, young or adult. According to Melouah (2013:66) states that anxiety is a state of unease, a kind of trouble feeling in the mind marked by excessive uneasiness.
Anxiety is commonly experienced by people, but it will not be common when anxiety is excessive. Therefore, it will disrupt and affect other activities. For the example, student will carry out semester test, suddenly he feels anxious because of his friends’ ability is better than him. He, student who has anxiety disorder, will be anxious even though he had prepared before.

2. **The Characteristics of Anxiety**

People are able to know others who experience anxiety disorder by seeing the characteristics of anxiety disorder. Nevid (2005:164) cites that there are three characteristics of anxiety disorder, those are as follows:

a. **Physical characteristics**

   Physical is always related to the body, as opposed to the mind. Hand or limb trembling, many sweating, dizziness, difficulty breathing, swallowing and speaking, heart pounding, and sound vibrate are the physical characters of anxiety.

b. **Behavioral characteristics**

   Behavioral is action or reaction of person in response to personal and interpersonal stimuli. The behavioral characteristics of anxiety are below:

   1) Avoidance behavior
   2) Dependence behavior
   3) Shaken behavior
c. Cognitive characteristic

Cognitive is always pertained by the mental process of perception. The cognitive characteristics of anxiety are below:

1) Worry about something
2) Feeling of fear or apprehension about something happening in the future
3) Fear inability to cope the problem
4) Thinking that everything cannot be controlled
5) Difficult for concentrating or focusing the mind

3. The Levels of Anxiety

Anxiety is a part of human existence. Everybody experience anxiety in different levels. According to Pelpau (2011:2) there are four levels of anxiety:

a. Mild anxiety

In this level people are in high awareness that allow them to learn new behaviors and solve problems. This level gives positive effect. According to Genden (2011) mild anxiety can motivate, produce growth, enhance creativity and increase learning. It is because mild anxiety makes students’ alert and perception are increased.

b. Moderate anxiety

People can learn new behavior or solve problems only with assistance. Students with moderate anxiety are still able to solve this
problem although they are in anxiety disorder. In this level, students may not be able to pay attention and they focus only on the cause of the anxiety (Genden, 2011).

c. Severe anxiety

Severe anxiety involves feelings of dread and terror. In this level students seem difficult to solve their problem. They also difficult to be focus on learning process.

d. Panic anxiety

Panic is the highest level of anxiety. It can involve loss of rational thought, delusions, and hallucinations. When students cannot think rationally they are not able to communicate, concentrate, and control themselves.

C. Anxiety in Speaking Classes

1. Foreign Language Anxiety (FLA)

In EFL, it is known that many students show their fear of foreign language anxiety. Worde (2003, in Rasmadjo 2011:136) observes that one third to one half of foreign language learners experience certain level of language anxiety. According to Horwitz, Horwitz and Cope (1986:125) foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. The uniqueness occurs because foreign language students communicate with other using language which they have not used or mastered before. It is nearly same

The other definition of foreign language anxiety comes from McIntyre (1999). McIntyre argues that foreign language anxiety as a worry and negative emotional reaction that aroused when learning a second language.

2. Foreign Language Anxiety in Speaking Classes

Anxiety and speaking are two things that interconnected. Horwitz, Horwitz and Cope (cited in Yahya, 2013) explain that foreign language is more associated with public speaking and mainly functions as an inhibitor in language learning. In speaking classes, students usually experience anxiety when they are asked to speak in front of the class. This condition is able to hindrance students to master speaking skill maximally.

Students who experience anxiety get unwillingness to participate in their class. Students also feel nervous and uncomfortable when they are in speaking class. Horwitz, Horwitz and Cope (1986) assert that students suffering foreign language anxiety report feeling of apprehension and worry, and also feel uncomfortable about speaking class. Furthermore, Melouah (2013) states that foreign language speaking classrooms has often filled by many students with nervousness and dread. Speaking
anxiety, according to Lanefeldt (cited in Basic, 2011) is a something that has a great impact on one’s self-confidence. Thus, when students experience anxiety they will lack of their confident which it will influence their achievement.

3. The Causes of Foreign Language Anxiety

Actually there are three sources of foreign language anxiety, (Horwitz, Horwitz and Cope, 1986:127), namely:

a. Communication apprehension.

Communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people. Difficulty to speak in public and classroom are the manifestation of communication apprehension. Communication apprehension permeates foreign language learning derives from the personal knowledge that one will almost certainly has difficulty understanding other and making oneself understood. Concisely, students with communication apprehension will get difficulty in understanding and it also makes the other students difficult to know what students say. Students with communication apprehension also avoid for attending in foreign language classes such as speaking class.

b. Test anxiety

Test anxiety is a type of performance anxiety stemming from a fear of failure. Test anxiety is considered to be one of the most
important aspect of negative motivation. Anxious students tend to under estimate their ability to speak and they focus on their failure instead of their succes in foreign language. The test-anxious students involve the most prepared students, probably get difficulty in test. They usually make errors although they have prepared the test.

c. Fear of negative evaluation

Fear of negative evaluation is defined as apprehension about others’ evaluation, avoidance of evaluative situation, and expectation that other will evaluate oneself negatively. Although fear of negative evaluation is similar with test anxiety, fear of negative evaluation is broader than test anxiety. Fear of anxiety is able to occur in many of social lives, whereas test anxiety occurs in test.

4. The Effect of Foreign Language Anxiety

Many researchers find that foreign language anxiety gives negative effect to students in foreign language learning process. MacIntyre (cited in Basic:2011) asserts that anxiety can interfere language learning. Anxiety can influence students’ capability in demonstrating knowledge. Horwitz, Horwitz and Cope (1986:125) state that anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially classroom situation, particularly stressfull. Anxiety also creates a low confidence which makes students remain quite in all
situations, even if they have the capacity to express their selves and knowledge (Lanefeld, cited in Basic:2011).

The others effect of foreign language anxiety are less willing to participate and lower performance. Aida&MacIntyre (cited in Yahya:2009) reveal that anxious foreign language students are less willing to participate in learning activities and have lower performance than non-anxious students. In addition, Melouah (2013) asserts that foreign language speaking anxiety is among several outstanding factors that often have a debilitating effect on the oral performance of students in learning English as a foreign language. It is explained clearly that anxiety makes students cannot perform maximally. Anxiety also inhibits students to achieve their achievement and it is in line with Basic (2011) that speaking anxiety inhibits students from speaking which has a negative effect on their oral skill.

In conclusion, anxiety in some levels bring many disadvantages for students such as cannot perform maximally and less willing to participate. It influences students’ capability in demonstrating knowledge. Finally anxiety inhibits students to achieve their achievement.

5. The Strategies to Cope Speaking Anxiety

There are many strategies that students use to cope their speaking anxiety such as learning strategy. Learning strategy is able to decrease students’ speaking anxiety. Rubin (cited in Mohammadi et.al:2013)
defines learning strategy as a techniques or devices that a learner may use to acquire knowledge. According to Oxford (2003) learning strategies are specific behaviors or thought process that students use to enhance their own L2 learning. Oxford has divided learning strategy into six main categories. They are as follows:

a. Memory Strategy

Memory strategy is used for storing and retrieving new information. It helps student to link one L2 item or concept with another. In coping students’ anxiety, students are able to use this strategy by using images, sound, combinations of sound and image, body movements. It is also able to be done by making good preparation and memorizing the material.

b. Cognitive Strategy

Cognitive strategy is used to understand students’ learning. It can be done through reasoning, analyzing, note-taking, summarizing, outlining, and practicing. Anxious students tend to forget the material when they experience anxiety. By using this strategy such as outlining or practicing before the class, students are able to decrease their speaking anxiety.

c. Compensation Strategy

Compensation strategy is used to help learners use a new language for comprehension and production regardless of limited knowledge. It helps learner to make up missing word. Using synonym,
taking around the missing word, and gestures are the form of compensation strategy.

d. Meta Cognitive Strategy

Meta cognitive strategy provides a way for learner to coordinate their own learning. It can be done centering learning, arranging planning, and evaluating. Centering learning is used to give a focus to the learner so that the attention can be directed toward certain language activities or skills. Arranging planning helps learner to organize. Hence, they may get maximum benefit from their energy and effort. Evaluating learning helps learner with problems like monitoring errors and evaluating the progress. In coping anxiety, students are able to centering planning so they can focus on the material not to their anxiety.

e. Affective Strategy

Affective strategy makes students control their emotional, attitude, motivation, and value. It helps students in lowering their anxiety, encourage oneself, and taking one's emotional. It can be done by identifying one's mood and anxiety level, talking about feeling, rewarding oneself for good performance, and using deep breathing or positive self-talk. This strategy is suitable for coping students speaking anxiety.

f. Social strategy
Social strategy is communication with people who use the target language. This strategy helps learner works with others and understands the target culture as well as the language. In coping students’ anxiety, it can be done by talking to someone for decreasing their anxiety.

6. The Previous Research

The existence of anxiety in foreign language learning especially in speaking class makes some researcher interest to investigate it. For the example is Yahya (2013). Yahyadoes his research with the purpose is to investigate the factors that make students experience anxiety. He finds three domain aspects that cause students anxiety, such communication apprehension, test anxiety, and fear of negative evaluation. From 104 respondents, Yahya finds that fear of negative evaluation becomes highest mean (2.93), follow by communication apprehension (2.80) and test anxiety (2.68). It means that students in Yahya’s research have experienced anxiety with different causes.

The other attention comes from Melouah (2013). Her research is aimed to investigate the nature of anxiety in License Master Doctorate Algerian Students of English at SaadDahlabUniversity of Blida when they are performing orally. The result shows that 56% of 30 respondents experience anxiety.
The research results above prove that many students still experience anxiety when they are in speaking classes. It also proves that anxiety is a crucial thing in teaching learning process. Therefore, it is important to be conducted in English Department, University of Muhamadiyah Purwokerto, especially in sixth semesters.