CHAPTER II

THEORETICAL REVIEW

A. English as Foreign Language (EFL)

1. The definition of English as Foreign Language

English is used as foreign language in Indonesia and it must be learnt by students in Indonesia to get science or the knowledge which comes from others countries easily. English as a second or foreign language is the use of English by speakers with different native languages. Language education for people learning English may be known as English as a second language (ESL) or English as a foreign language (EFL).

The term "EFL" has been seen by some to indicate that English would be of subordinate importance; for example, where English is used as a lingua franca in a multilingual country. The term can be a misnomer for some students who have learned several languages before learning English.

English is taught in most school in Indonesia as the second language after Indonesian language. Setiyadi (2006) stated that English is really a foreign language in Indonesia. It means that in Indonesia,

English is just learnt at school as a compulsory subject. Students seldom use English in the society, because they usually use a language based on their mother tongue, Indonesian language.

Language is social construct as much as it a mental ability. It is important for students to be just aware of this in foreign or second language as they are in their own. Learning English as a foreign language is not same as learning a mother tongue. The students have much time to use it in daily life. Learning is acquiring or getting of knowledge of a subject of skill by study, experience, or instruction. It means that learning activity that done by students to get experience and instruction to help us understand something.

B. Speaking

1. The Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns)

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that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns &Joyce: 1997).

According to Burton state that the main feature of speaking is the way in which the talkers allow one another to have their say by the series of signal, given by tone of voice, and hand gesture or a facial expression. The speaker who has taken the active position to take the role makes a corresponding series of verbal responses. In addition, speaking is showed that not only by voice but facial expression to make talkers more correspond and make conversation became clear.

Brown (1994) stated that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he stated that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Richards and Renandya (2002: 204) stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, non-linguistic elements such as gestures, body language, and

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expressions are needed in conveying messages directly without any accompanying speech.

According to my opinion, speaking is how the people express their idea by producing sound trough mouth and the sounds produced are meaningful so the partner who I am talking to is understand my idea.

2. **The Purpose of Speaking**

The purpose of speaking is to deliver message or ideas from the speaker to listener Richard said, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There are tree functions of speaking. They are: talks as interaction, talk transaction, and talk performance.

3. **Aspect in Measuring Speaking**

According to Hughes (1989), at least there are five components of measuring the speaking skill related to comprehension, grammar, vocabulary, accent (varieties of pronunciation), and fluency.

First, comprehension is the ability to understand something. To conduct a good communication orally, speakers must understand what

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others say. An oral communication certainly requires a subject to respond to speech likewise to initiate it.

The second component is grammar. Grammar as one of the micro skills is essential for students. Grammar is concerned with arranging a correct sentence in a conversation which is in line with the explanation stated by Heaton (1978: 5). He said that students' ability to manipulate structure and to distinguish appropriate grammar is appropriate. Students use grammar to learn the correct way to master oral and written forms of a language.

The third component is vocabulary. Without sufficient mastering on vocabulary, people cannot communicate with others effectively or express their ideas both in oral and written discourse.

The forth component is accent (varieties of pronunciation). It is students' ability to produce clearer language when they speak. It is related to the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary. There are two features of pronunciation, that is phonemes and supra segmental features.

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The fifth component is fluency. In learning speaking, fluency is the goal for many language learners. Fluency can be determined as the ability to speak with reasonably fast speed and with a small number of pauses. The conditions indicate that the speaker does not need to spend a lot of time searching for the language items needed to express the message (Brown: 1987).

From the explanation above, the researcher concludes that to master the speaking skill at least language learners require comprehension, grammar, vocabulary, pronunciation, and fluency. The skills are essential to communicate or to express speaker's idea orally in order to make it clear and effective.

The other component of speaking is related to social situations. Luoma (2004: 24) defines the social and situational context where the talk happens as a set of features that has an influence on what gets said in a speech event and how it is said.

The first is situation. It covers the physical setting (for instance a classroom) and the nature of the event (for instance an end-of-term test of speaking). The second, are participants include the speaker and the audience; for instance, an examiner, an interlocutor, and an assessor (whether present in the situation or absent, only listening to the interaction afterwards from tape). The third is ends. It is the

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conventional outcomes of the event, if any. As the example of the goal of the event is accomplishing whatever task or producing a test score and verbal feedback. The individual participants goals also belong to the ends, such as exposing the strengths and weaknesses of the examinees speaking ability, showing one's ability to speak a foreign language at its best, or making fair and appropriate assessments. Then Act sequence is the form and content of speech acts. It is the content of what is said and the way it is said. This includes how each act is spoken and the sequence of acts in the discourse. Next, Key involves tone, manner, or spirit of act. For instance, there are supportive, friendly, open, formal, impersonal, tentative, and withdrawn. The sixth is Instrumentalities. It is the channel or mode, such as spoken, written, pre-recorded. It is also about forms of speech, such as dialects, accents, and varieties used. The next term is Norms. There are norms of interpretation and norms of interaction, such as right/responsibility to start topics, ask questions, express views, ask for clarification, explain, and elaborate. The last, Genre is the categories such as a joke, lecture, description, instruction, storytelling, and presentation.

In conclusion, one not only needs to learn vocabulary and grammar but also the framework above. It is important for language

learners to be able to identify the context or situation where the speech happens in order to initiate appropriate speech as a good speaker.

C. Anxiety

1. Definition of Anxiety

According to Scovel anxiety is described as a state of apprehension, a vague fear that is only indirectly associated with an object. In other opinion, Spielberg defined anxiety as subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. In addition, Ellis states that is feeling of uneasiness and apprehension concerning a situation with an uncertain income. Morris, David, & Hutchings claimed about anxiety that anxiety consists of two components; worry and emotionally. Worry or cognitive anxiety refers to negative expectations and cognitive concerns about oneself, the situation at hand, and possible consequences, and emotionally or somatic anxiety concerns one's perception of the physiological-affective elements of the anxiety experience, which are indications of automatic arousal and unpleasant feeling states, such as nervousness, upset stomach, pounding heart, sweating, and tension. Horwitz, and Cope defined anxiety as a "subjective feeling of

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tension, apprehension, nervousness, and worry". A study conducted on foreign language anxiety has shown that anxiety might prevent language learners from achieving a higher level of proficiency in foreign languages and it is negatively related to foreign language learning. For Hollandsworth, anxiety disorders are characterized by feelings of subjective distress (e.g, apprehension, fear, etc) and avoidance behavior. Some of these disorders have distress as the classic feature, while for other avoidance behavior is the primary characteristic. Form of anxiety can show in various forms. Dixon in his book Understanding Anxiety Problems, There are several signs of anxiety that showed by anxiety symptoms involve in our body, mind, and behavior. The symptoms are:

a. Our body

Someone who feels anxious to face something is usually visible by the signs. Those signs are breathing becomes more rapid, heart beat speeds up, feel dizzy and light-headed, get "butterflies" in stomach, feel sick and need a toilet, the mouth becomes dry and it feels difficult to swallow, feel more sweat.

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b. Our mind.

When someone gets anxiety, they feel frightened, they may tell their selves that they are physically ill, having heart attack or a stroke or a going mad, think that people are looking at them, worry that they may lose control and make a fool of their selves in front of others, and feel that they must escape and get to a safe place.

c. Our behavior.

When anxiety hits someone, they tend to make excuses to avoid going out or doing things and hurry out of places or situations where they feel anxious.

Although anxiety and fear sounds similar, both are actually different. Halgin describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen. Furthermore, according to Barlow, as cited in Passer and Smith, anxiety responses consist of emotional component, feeling of tension; cognitive component, worry, physiological responses, increased heart rate and blood pressure, and behavioral responses, avoidance of certain situations.

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According to my opinion anxiety is feeling of being threatened, tension or worry of doing or facing something consciously.

2. **Types of Anxiety**

Thomas divides the types of anxiety into two types, state anxiety and trait anxiety.

a. State anxiety is temporary feeling of anxiety elicited by a threatening situation. Another definition of state anxiety defined by Thomas which is State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger. It means that state anxiety is an anxious feeling that felt by the people only when they face a specific situation and in a short time.

b. Trait anxiety is pattern of responding with anxiety even in nonthreatening situations. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In regard to this, Marwan argues that trait anxiety is a person's tendency to feel anxious of the situations they are exposed to. Trait anxiety is a part of a person's character and is a permanent disorder.

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People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by his character. However, in certain cases, anxiety comes intense and lasted for long. This kind of anxiety is called trait anxiety. Based on the intensity, duration and situations, anxiety can be divided into two types: state anxiety, feeling of apprehension and nervousness as reaction to particular situation, and trait anxiety, more intense anxiety that depends on one's individual regardless of the situation.

D. Factors of Anxiety

Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful, we struggle, tremble, perspire, and our heart beats quickly. According to Jeffery some factors which can make people feel anxious are:

a. Over self-prediction toward fear, Person with anxiety disorder often predict copiously about how great fear or anxiety in a situation. Example, people with phobic snakes will feel trembling it is same as students who feel trembling if he/she forward in front of the class for perform and think if the other students have bad impression.

b. Irrational faith, Self-defeating can increase anxiety disorder. If a person face problems. Example, she/he would thought "I should get

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out from here" or "my heart will come out from my chest". That suggestion will disturb the idea, encourage the behavior to avoid, decreasing hope.

c. Over sensitivity toward threat, over sensitivity toward threat is like a fear of threat. Other people feel in safe situation but for he/she will happen that makes afraid. The sensitivity of anxiety, a fear of anxiety people who high sensitivity toward anxiety has excessive fear. They were afraid on emotions unmanageable resulted something that detrimental they easily feel panic when having signs of anxiety are heart breathing, short breath.

d. Wrong attribution body signal, it means that the beat of heart will rise, the breath quickly, perspire.

e. Low self-efficacy. Low self-efficacy is tend to feel more anxious in a situation where doubt the ability its own. And anxiety will impede performance. People with low self-efficacy will less confidence on its ability to perform the task with success.

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C. Speaking Anxiety

1. The Definition of Speaking Anxiety

It has been explained that speaking anxiety is someone's feeling of nervousness in how to speak facing an event in a particular situation or in common situation. The speaking anxiety is often evoked for students in English speaking class. Commonly, the anxious feeling is appeared because students have lack of language feature in English (vocabulary, grammar, and word choice), fluency, accuracy, and comprehension in speaking skill. Moreover, it can influence the students' self-confident, such as afraid of being laughed by other students. Finally, it has effect toward their performance in speaking skill. It is because students feel threatening when they are order to practice speaking in front of their class. Lanefeldt (2011) argued that speaking anxiety is something that has a great impact one's self-confidence when the speaker speaks out and shows what one knows. The students who experience failure in speaking performance, they will be better to quiet than taking a risk to fail again. Hence, it is important for teacher to make effective class in stimulating them to speak. Horwitz, and Cope (1986) stated that the students who have problem in speaking, they will have greater difficulty in speaking in foreign language class.

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To sum up, anxiety is serious problem for students that can influence their achievement in speaking performance. For this reason, Antony (2004) claimed that it is necessary to overcome students' anxiety in speaking performance. The students can plan for change, change the way of think, confront anxiety-provoke situation, change the way to communicate and improving relationship, medicate, copy with rejection meet new people, learn to make presentation with confidence, and stop trying to be perfect.

2. **Factors Contributing Speaking Anxiety**

Anxiety can rise from various sources. It sometimes comes from classroom activities and methods which related to teachers instructions and tasks. Horwitz, and Cope (1986) figure out that there are three kinds of anxiety in language learning. They are communication apprehension, test anxiety, and fear of negative evaluation.

a. Communication Apprehension.

Communication apprehension is defined as a feeling of shy as the impact of fear to communicate with other people. In this case, the students who have problem in speaking in group usually have difficulties in speaking in foreign language class. The students have

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less of control in communicative situation. Thus, it influences their performance.

b. Test Anxiety.

Commonly, the test anxiety is appeared when the students worry to fail in a test. The students who feel anxious in test of foreign language class may get difficulty test and quizzes since the test. Even, the students who most prepared often make errors in the test.

3. Fear of negative evaluation

Fear of negative evaluation is defined as the students who are not only get anxiety in taking test. They can feel anxious in every social evaluative situation, for instance interviewing for a job or speaking in foreign language class.

In conclusion, the factors of students' anxiety are categorized into three major problems, firstly, the factors are categorized as communication apprehension. In this case, the students feel anxious because of embrace feeling when speak in front of class. Secondly, the factors are called as test anxiety. It means that the students feel worry when they have to face the

English test. It is due to the level of difficulty of the test. Thirdly, the anxiety is appeared because fear of negative evaluation. It can be implied that someone feels anxious when he or she to speak in every social evaluate situation.

Furthermore, other researchers, Huyen (2003), Boonkit (2010), Liu (2011), and others mention other common factors causing students" anxiety includes lack of vocabulary, lack of confidence, fear of making mistakes and being laughed at, lack of preparation and shyness.

4. Lack of Vocabulary

Lack of vocabulary could lead to the students' difficulties in language reception and productions and becomes an obstacle that hinders them to express themselves in English, (Smith 2001) it can be said that lack of vocabulary was identified as a main cause for students' anxiety in oral English classroom. "I always nervous when I have to speak English spontaneously because I don"t know the words to say" statement like this clearly shows that the students often become nervous in oral class. This occurred because they only have limited words.

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5. Lack of Confidence

Inability to express the idea because of lack of confidence is one of another cause of anxiety in oral English classroom. Students" lack of confidence usually occurs when they realize that his/ her partner do not understand while they are having a conversation. In this case, they tend to keep silence rather than keep speaking English. Regarding to this, Han (2010) argued that the students' lack of confidence in speaking English will influence their speaking ability and aural comprehension.

6. Fear of Making Mistakes

Students' fear of making mistakes in speaking English has been a common issue, especially in EFL context like in Indonesia. The students feared making mistakes, which made them (very) anxious when speaking English to other in class. As argued by Middleton (2009), most EFL students are afraid of trying and of speaking in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

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7. Fear of Being Laughed at by Other Students

   Moreover, Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. This influenced by the students" fear of being laughed at by other students. In addition, He and Chen (2010) stated that the students feel frightened at the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluation from their peers if they make mistakes in speaking. As result, they worry about how they will sound, and they stop participating in the speaking activity.

8. Lack of Preparation

   Lack of preparation also caused many students to become anxious when speaking English in class, Liu (2007: 130). In his research found that more students attributed their anxiety to lack of preparation and expressed that they would feel less anxious and more confident to speak English with preparation. Thus, it is clear that preparation could enhance students" confidence in speaking English though it might not be able to get rid of anxiety.

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9. Shyness

Shyness is another source of anxiety experienced by the students. This is supported by Gebhard, (2000) states that shyness is one of difficulties that every student faces while learning a new language and a factor that cause students reluctant to speak in English class. This indicates that shyness could be a source of problem in students" activities especially in speaking class.In addition, Ericson (2009; 36) says that shyness may be caused by the low self-esteem and an accompanying fear of rejection. From the source above, 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, Juhana (2010: 40).

E. **Anxiety as an Obstacle to Speaking**

Horwitz, and Cope (1986) divided the impact of anxiety to speaking into two categories, those are second language studies and clinical experience. Based on second language studies, there are some impacts of anxiety toward the language learner. The anxious learner will affect students' communication strategies in language class. The students will effort to avoid the difficulties or personal message in the target language. Moreover, the students with higher level of anxiety will produce shorter composition and quality of writing less than calmer counterparts do.

Based on clinical experience, the anxious students feel apprehension, worry, and dread. The students have problem to focus, forget easily, sweat, and get palpitation. Thus, they try the avoidance behavior such as skip a class and postpone to speak.

Briefly, some studies proved that the anxiety has bad impact toward students in English learning. The anxiety affects their speaking performance. In this case, the students who have high level anxiety will reach low achievement in practice speaking. Clinically, the students will have difficulty to focus in English learning.

The condition appeared in speaking performance when the students were asked to speak in front of their friends. They were shy and cannot do their best. The feelings of shyness vary greatly from individual to individual, and from situation to situation.

Mc Croskey (2006: 4) stated that individuals who, from early childhood, are greeted with negative reactions from others in response to their attempt to communicate develop a sense that staying quiet is more highly rewarded than talking. This can suggest, according to behaviorists learning methodology that the negative reactions to learners' errors by language instructors can reinforce their fear of making mistakes and future attempts to communicate. Children who receive a lot of early experience of talking are more likely to be less anxious than those who receive less opportunities of communication.

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F. Review of Previous Study

There are some researches about students' speaking anxiety which have been done.

Nur Lina Amalia Huda (2018) English education department at faculty of Education and teacher training of Walisongo State University Semarang, with the title "Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)" was purposed to investigate speaking anxiety of English Department Students in UIN Walisongo during presentation. The subject of the study were freshmen in English Department, whose 1C Class. Specifically, the researcher attempt to identify what are the factors that may contribute to anxiety in English learning environment based on students' perspective. The method used in this study was descriptive qualitative method. Forty one students of 1C was selected to be participants. The data were gathered through questionnaire and semi- structured interviews. The most commonly used tool for assessing FLA is the FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). A modified version of FLCAS was used in this study. The original version of FLCAS is a 33-item, 5-point likert-scale instrument ranged from (strongly disagree to strongly agree) measuring students language anxiety. The result of the study showed that anxiety was exist in freshmen of UIN

Walisongo Semarang in specifically in 1C of English Department. It can be seen from the result of mean score of questionnaire's result that the average score of student anxiety existence of FLCAS is in the existing class, which is 39.025. The result of factors that contribute to students' speaking anxiety during presentation were overthinking, lack of preparation, bad experience, low proficiency, low selfconfidence, afraid of making mistakes, and test.

Vera Abdilah (2018) English Language education department at faculty of Education and teacher training of Walisongo State University Semarang, with the title " Students' Anxiety Factors in Speaking English (A Case study at 8th grade of SMPN 6 Semarang). The method it sought to identify what factors that may contribute to students' anxiety in speaking English based on the students' perspectives. The method used in this study was qualitative method with case study approach. Eleven perceived-anxious students were selected as the participants. The data were gathered through structured classroom observations and interviews. The result of the study showed in two factors, they are internal factors (attitude, speaking in front of the class, being laughed at by peers, incomprehensible input, students beliefs about speaking English, lack of preparation) and the external factors (teacher personality, school environment, family environment)

Other study was conducted by Santriza in 2018. This study was conducted in SMAN 5 Banda Aceh. This study is focused on identifying the factor of students' anxiety in speaking performance. Thus, a questionnaire

was distributed to the students. The questionnaire was adapted from Horwitz and Horwitz (1986). This study is a qualitative research. The sample of this study was class XI IPA-1 of SMA Negeri 5 Banda Aceh. Then, the data was analyzed by putting the total of students' response of every statement into graphic. It was found that there are 72 % of the students who experienced the anxiety of test, 73% of the students feel anxious in communicative apprehension, and 55 % of them were getting anxious in fear of negative evaluation. Based on the result, the factors of students' anxiety in speaking English is categorized into three major type of anxiety, namely test anxiety, communicative apprehension, and fear of negative evaluation.

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