

## CHAPTER II

### THEORETICAL REVIEW

#### 2.1 Concept of Speaking

##### 2.1.1 Definition of Speaking

Speaking involves two way communication between two or more persons. One of the language abilities needed for communication in daily life is speaking. Speaking is described as the verbal use of language to communicate with others by (Fulcher, 2015). Speaking is a useful oral skill that typically carried out by two or more persons. Speaking defined as the act of expressing self, including obsessions, thoughts, feelings, opinions, and ideas, through speech (Sufya, 2019).

According to Naish (1994) speaking is an interactive process of building meaning that involves the production, reception, and processing of information. According to Rees (2004), speaking is one of the most important skills to acquire. Speaking is the capacity to state a thought or idea in a language in order to make a point. Speaking is the verbal act of communication. When humans talk, a number of body components are utilized, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. Speaking is the second of the four language skills. Producing, receiving, and processing information are all steps in the interactive process of meaning construction that is spoken language, (MacIntyre P. D., 1991) cited from (Brown, 1994; Burns & Joyce, 1997).

Additionally, speaking is an interactive process of creating meaning that involves producing, receiving, and processing information (Brown, 2001.). Speaking is one of the most crucial abilities to master, claims (Rees, 2004).

From the definition above, it can be concluded that speaking is a condition in which a person says something or makes a sound that

can be understood by oneself and others. Speaking activities can be done alone or with other people who are not limited in number

### **2.1.2 Level of Anxiety**

According to Zeidner and Benjamin (1991) worry is a term for cognitive responses such negative self-talk or thoughts unrelated to the work at hand. Because it uses up cognitive resources that could be used for the activity at hand, like speaking a foreign language, worry is considered to be the more incapacitating of the two (Tobias, 1985).

One of the most widespread mental illnesses is anxiety. With an average onset age of 11 years old, anxiety can start at any point in life. It can range from minor discomfort to crippling panic attacks that can make it difficult for a person to go about their daily activities. Brown (2006) stated that it's normal to experience some level of anxiety when under stress. Anxiety is your body's way of letting you know that something is stressing or making you feel momentarily unsafe. As your anxiety level rises, your body reacts to it in a variety of ways, producing increased symptoms that are both frequent and severe. The four levels of anxiety are mild, moderate, severe, and panic, varying people may experience anxiety at different levels (Peplau, 2023).

Speaking anxiety has three different levels. They fall into three categories: High Anxiety, Medium Anxiety, and Low Anxiety. High anxiety is indicated by values over 131. Scores between 98 and 131 indicate moderate anxiety. The final small dread will arise when the stat falls below 98. Horwitz (1986) created The Foreign Language Classroom Anxiety Scale (FLCAS). there are 33 statements total. The participants were asked to respond to 33 questions in which they are presented with various scenarios that correspond to their three aspects. worry of speaking, worry of tests, and worry of receiving a poor grade. Researchers currently frequently utilize FLCAS to

examine learners' anxiety related to learning a foreign language. Anxiety can be classified into three categories psychologically: low anxiety, medium anxiety, and high anxiety.

There are the levels of anxiety:

a. Low Anxiety

Despite being usually referred to as subclinical or clinically inconsequential, low anxiety can influence ability to function emotionally, socially, and at work. We can experience modest anxiety symptoms at any age, which might seem as shyness or social anxiety from early childhood through maturity. If left untreated, low anxiety may lead to maladaptive coping techniques or more serious mental diseases.

b. Medium Anxiety

Medium anxious people experience more frequent or enduring symptoms than lowly anxious people, but they nonetheless function more normally on a day-to-day basis than someone with medium anxiety or panic disorder. For instance, people with medium anxiety may claim to occasionally or most days of the week experience symptoms like feeling on edge, being unable to manage their worrying, or having trouble relaxing. Although the symptoms of medium anxiety can be distressing, with the aid of a doctor or self-help techniques, persons with moderate anxiety may be successful in managing their worry. When you are experiencing medium anxiety, it is possible that you would not pay attention to anything else save the distressing circumstance right in front of you.

c. High Anxiety

High anxiety is extremely crippling, and its symptoms are consistent with clinically significant anxiety disorders, according to key diagnostic criteria. In general, people with significant anxiety had lower functioning scores and greater suffering scores.

Along with regularly co-existing with profound depression, severe anxiety symptoms can make people more disabled. A rapid heartbeat, panic attacks, and social withdrawal are just a few of the frequent and enduring signs and symptoms of acute anxiety. Increased medical expenses and job loss may be the results of these symptoms. When anxiety is high, existing symptoms like shaking, trembling, fragmented thinking, unpredictable behaviour and a feeling of impending doom get worse and new ones emerge. These symptoms can be brought on by learning that a loved one has been in an accident or has abruptly passed away, as well as by experiencing an unexpected loss of work. When anxiety is intense, it might be difficult to concentrate and solve difficulties, which can make you feel even more anxious. It is possible that you would not even be able to understand or meet your own needs. Others' attempts to get your attention in another direction are likely to fail.

Judging from the distribution of anxiety levels above, it can be concluded that everyone has their own level of anxiety, where the anxiety is grouped into several levels depending on how big the problem is and what they feel.

### **2.1.3 Anxiety in Speaking**

There have been some previous studies on anxiety and how it affects a person's ability to speak. The findings indicate that students' speaking abilities are significantly influenced by worry. It demonstrates that students tend to have weak speaking skills the more anxious they are when learning a foreign language (Aida, 1994).

Anxiety is one of the negative emotions that have the potential to distract students' learning effort in learning English. Feelings of anxiety can happen when someone talks in public because of their habits. With signs such as trembling, pallor, excessive sweating and

nervousness when speaking, anxious feelings can be seen. Speaking anxiety is a common phenomenon (Tridinanti, 2018). Speaking anxiety refers to a condition when one feels nervous.

According to Lanefeldt (2011) speaking anxiety is something that has a great impact on one's self-confidence when the speakers speak out and shows what one knows. Students who have experienced failure when speaking will choose silent rather than taking the risk of failing again. They are afraid of being laughed at by classmates and ultimately reducing their confidence.

Jones (2004) states that "Classroom is always a problem... you find many people watching you and try to correct you, laugh at you, you will be blamed for any mistakes, and you have to be correct because it is a class.  $1+1=2$ , you have to say 2, if not say 2, of course, it will be wrong". It means that worrying of making mistakes becomes source of speaking anxiety.

Marwan (2007) investigated Indonesian students foreign language anxiety. He tried to find out the types of anxiety experience by foreign language learners and the strategies they used to cope with their anxiety. Factors like lack of self-confidence, lack of preparation and worrying for making mistakes in the class were the primary of their anxiety.

Speaking anxiety is one of the most important affective variables that influences foreign language learning, often has a detrimental effect on the students oral performance of English (Melouah, 2013). It negatively influences the adaptation to the learning atmosphere of students and their achievement (Mohamad, 2009). It can be argued that many learners are afraid of using a foreign language orally. Aydin (2014) categorized the reasons of speaking anxiety into 4 groups: personal reasons, the teacher's manner in the classroom, learners' beliefs and testing and teaching procedures. In

order to be successful in language learning, speaking anxiety must be overcome (Chaokongjakra, 2013)

Concerning the categorization of anxiety related to learning a foreign language, the categories of anxiety described by (Al-Hebaish, 2012). There are three different types of anxiety; trait anxiety is the first. The potential to experience anxiety in any scenario is known as trait anxiety (Spielberger, 1983)

High trait anxiety students have a propensity to feel apprehensive in any circumstance, yet specific circumstances may cause individual concern. Additionally, trait anxiety can impair cognitive processes in the memory and cause people to steer clear of risky conduct, according to Eysenck (1991, as quoted by MacIntyre et al., 1991).

State anxiety comes in second. According MacIntyre et al. (1991), "anxiety is considered transitory anxiety produced by a certain scenario, for example, certain essential tests." In other words, if a person is terrified of a particular challenge such as algebra or reading aloud they would prefer to suffer state anxiety.

Conditional-specific anxiety is another angle on the idea of state anxiety, according to (MacIntyre et al., 1991). This worry is argued to be a problem for those whose apprehension grows over time when confronting particular circumstances. The purpose of this study was to evaluate the impact of respondents' anxiety attitudes toward language learning by testing the respondent anxiety reaction (MacIntyre et al., 1991).

Each type of anxiety depends on what the problems. In other words, speech anxiety can be categorized based on what the causes. Because anxiety can be caused by several factors. From some of these factors, it can be seen how the anxiety is caused.

#### **2.1.4 Previous Study**

There are some researches on speaking anxiety:

The first research is from Riski, Putri and Arimbi (2022), the title of the research is EFL Student's Anxiety in Speaking English. This study investigates the factors that cause anxiety in speaking English among students majoring in English. The purpose of this study is to reveal the various causes of anxiety when speaking English in students majoring in English using a case study approach and student's strategies to cope anxiety in speaking English. As a population, the participants in this study were fifth semester students at Universitas Negeri Gorontalo. The sample consisted of 110 students from the Department of English at the Universitas Negeri Gorontalo who had studied English in fifth semester.

The study's data were gathered using a mix method. The participants were English Department students. By distributing questionnaires and conducting interviews with the students, research data were gathered. According to the research, the majority of the English Department students experienced worry when speaking in English. The researchers found only four strategies: preparation, relaxation, positive thinking, resignation and code mixing from the interview data. Students employ five ways to deal with their nervousness when speaking English, all of which are based on (Liu, 2006). One tactic, code-mixing, was additionally discovered by the researcher to be novel. This study, as well as subsequent studies about students' nervousness when speaking English, may benefit from this addition.

The second research is from Mak (2011), this article was written by (Mak, 2011). The title of this research is An Exploration of Speaking in Class Anxiety with Chinese ESL Learners. This article reports the findings of a study investigating factors contributing to the speaking-in-class anxiety of a group of 313 Chinese ESL first-year

university students in Hong Kong. Although the qualitative information that surfaced during the pilot phase had an impact on the questionnaire's subsequent development and design, this paper concentrates on the study's quantitative conclusions.

Five factors are responsible for the group's speaking-in-class anxiety, according to the Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS) results. The five elements were determined by factor analysis and are as follows: speech anxiety and fear of bad evaluation; discomfort while speaking with native speakers; unfavorable attitudes about the English classroom; unfavorable self-evaluation; and dread of failing the class or the repercussions of personal failure.

The third research is from Sunarya, Pitaloka and Finasti (2018) under the title Students' Perception of English Language Anxiety in Speaking Skill. The focus of this research is to find out how students' perceptions of language anxiety in their speaking abilities. This study investigates students' experiences of language anxiety in speaking class at Cimahi University. The purpose of this study is to measure English speaking anxiety in the speaking class using a case study approach.

This study involved thirty five students from Indonesian Language Department as sample. To collect the data the researchers used numerical likert scale in the questionnaire by (Dornyei and Taguchi, 2010). From the results, most of students felt the various anxieties when they speak; for example being laugh at by other students when they make mistakes, and most of students feel ashamed if they got bad grades in English.

The two types of research instruments used in this study are questionnaire distribution and interviewing. 59 students from SMK's third grade who were majoring in tourism and hospital administration served as the study's respondents. Horwitz's FLCAS questionnaire,

which had 33 statements per question, was employed in this investigation. According to the data from the investigation that has been done, the fear of speaking tests is a major contributor to students' speaking anxiety.

The study's findings suggest that a variety of factors, including poor pronunciation, worrying for making mistakes, and a lack of vocabulary knowledge, contribute to students' anxiety.

The last study from Ningsih (2020) aims to determine the factors and levels of speaking anxiety experienced by students of SMKN 6 Padang Tourism and Hospitality. This research instrument uses two types, there are distributing questionnaire and interviews. Respondents of this study were 59 students from third grade of SMK majoring in tourism and hospitality. This study used the FLCAS questionnaire Horwitz (1986) and consisted of 33 statements in each question. According to the data from the investigation that has been done, the fear of speaking tests is a major contributor to students' speaking anxiety.

The study's findings suggest that a variety of factors, including poor pronunciation, a worrying of making mistakes, and a lack of vocabulary knowledge, contribute to students' anxiety.

Based on the results of the data from the analysis that has been carried out, there is a dominant factor for students' speaking anxiety is the fear of speaking test.

### **2.1.5 Basic Assumption**

From the literature above, it can be concluded that researcher found many things that causes anxiety in speaking and the types of anxiety that arise. Moreover, based on study that previously took different place. This causes a different atmosphere in speaking and makes students anxious when speaking in front of many people or in front of the class. And also the researcher will conduct a quantitative

method however the previous study used qualitative method. All studies used as comparison to the researcher's study. From the previous studies, this proves that the students have anxiety in speaking English. So, in researcher's opinion it can be stated that the third semester students have the anxiety.

