

CHAPTER II

THEORITICAL REVIEW

A. Speaking

1. Definition of Speaking

According to Nunan (1991) “Speaking is the same as oral interactions which are conventional ways of presenting information, expressing our idea, and though have in our mind”. Speaking means every word that can be produced by mouth. So not only giving the information but also expressing the idea such as giving opinion. Thornbury and Slade (2006) point out that this complexity derives from speaking being so ubiquitous in our daily language usage. In other words, speaking is so intertwined with daily interactions that it is difficult to define. In addition, various fields of study (linguistics, psychology, anthropology, and sociology) have informed speaking. (Gumperz, 1999). It therefore becomes harder to compile a concise yet comprehensive definition of speaking.

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pause, voice quality changes, and pitch variation (Thornbury, 2005) which affect conversation flow. It seems that culture is integral in how speaking is constructed which has implications for how English speaking is taught and learned. Communication requires a sender, a receiver and a medium. It can be said that both hearers and speakers do interactions by

giving responds to what they have heard and listened to. Generally, people who encounter others through this oral communication have a certain goal that they want to achieve, the goal that underlies people to do the communication.

The ability to communicate effectively is highly demanded in the future leaders of the students and young intellectuals. It is different when they was students in school, university students faced with a situation that requires them to learn more independent, active, and take the initiative in seeking information. All this happens to prepare students to become independent personal and innovative when it plunged into the community to devote their knowledge. In fact, there are some students who have difficulty in communicating with others, especially with the use of the English language, both in the learning process in the classroom and outside the classroom.

Spoken language is a primary phenomenon. We speak a great deal more than we write, that is why language should be taught initially through speech. Spoken language is essential to any language learning. Learning to speak a foreign language is a learning that requires knowledge of the language and its application. In mastering the speaking skill, the teacher must train and equip the learners with a certain degree of accuracy and fluency in understanding, responding and in expressing themselves in the language in speech.

Everyone would agree to assume that speaking is a skill that is most difficult and scary compared to other skills. Requires special skills to be able

to speak well, such as fluency in speaking, have a lot of vocabulary, and can make a sentence correctly. Not everyone has that skill. Indeed, speaking become one of the most obvious tool in communication / giving message. There will be no misunderstandings between the listener and the speaker because it can be seen directly how the stress, intonation, body language, and so on. Actually there are a lot of people who like to talk about things they like or things that are fun, they can not even stop to talk with a friend who had just met after a long time no see. But it will be different when they are in a formal event or in the classroom. They become very passive and choose silence than they have to speak with wrong sentence. In fact, speaking becomes the most frightening subject for students. According Subasi (2010, Oxford, 1992 in Mayangta, 2013) suggested that speaking is the most anxiety-provoking language skills in foreign language learning situation.

Already known by people that speaking is the hardest skill in English lessons. Besides asking students to master a lot of vocab, make a sentence correctly, pronounce words clearly, they also have to deal with teachers and students in the classroom, so it make the students more anxious. As according to Liu (2007) they even become more anxious when given questions or asked to perform in front of the class. Although they have been learned English for more than 11 years, from grade 4 in elementary school to college.

According to Nunan, to teach speaking means to teach language learners to:

- 1) Produce the English speech sounds and sound patterns

- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

(Nunan 2003)

2. The Types of Speaking

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom according to Nunan (2003:271):

1) Imitative

A very limited portion of classroom speaking time may be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. This practice is for focusing on some particular element of language form. “Drills” offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty-either phonological or grammatical. They can

help to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can ever form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of students speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. It is meaningful and authentic.

4) Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert agenda.

6) Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

3. The Purpose of Speaking

Tarigan (1985) describes that speaking has some purposes, which are:

a. To inform

The first general purpose of speaking is to inform. Giving information is not only share the information, but also give knowledge, advice, warn, and so on. In the teaching learning this is very important both to the students and teacher. Without any information, there is no teaching learning process. So, speaking is very important in teaching learning because teacher has to explain the material to the students.

b. To entertain

In the teaching learning, the teacher not only giving the material but also telling the story related to the material or teacher's experience. They can tell fun story, make a joke or humor, so that the teaching process will run colorful. They can entertain each other.

c. To persuade

Persuade means ask someone to do something. For example the teacher asks the students to present their work in front of class.

d. To discuss

Deliberating speaking is used to make some decisions and plans. In teaching process discussing can be used to discuss the material both for teacher and students. Sometimes, the teacher asks the students to discuss the material with their group to find the solution for the questions.

4. The Aspect in Measuring Speaking

a. Fluency

Fluency/accuracy dichotomy is one of the concepts which usually come to mind first when speaking of teaching speaking skills. According to Segalowitz (2003: 384), the term fluency is an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately. Technically, the term fluency is a hypernym because to be fluent means not only produce utterances smoothly and rapidly but also accurately. This is where approaches like Communicative Language Teaching (CLT) are sometimes misunderstood.

By speaking fluently, the speaker needs to have fluency in speaking. In the fluency, it does not matter if there is pause, but there have a word between pause, such as “emm”, “what is it”, “what we call it” and so on.

b. Pronunciation

Harmer (2001) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling.

Pronunciation is very important in speaking, because in English language especially, there are some words that are almost have same letter. That makes the speaker spells the word similarly. If the speaker does not pronounce clearly, so there will be misunderstanding between speaker and listener.

c. Grammar

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence, Brown (2001). The components of words (prefixes, suffixes, roots, verb and noun endings, etc) are indeed a part of grammar. Grammar tells how to construct a sentence (word order, verb and noun system, modifiers, phrases, clauses, etc), and discourse rules tell how to string those sentences together.

d. Vocabulary

Thornbury (2005) suggests three usual things used by speakers in what they are being said: When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.

Vocabulary is the most important one when people speak. Someone can speak fluently, when he has a lot of vocab. For example, the teacher asks the student to answer his questions, actually the students knows the answer but then because they do not have enough vocabs, so they cannot answer the teacher's question clearly. So it is important for the students to have a lot of vocabulary.

B. Anxiety

According to Horwitz, et al (1986) formulates anxiety as the subjective feeling of the tension, fear, anxiety, and fears associated with the rise of the autonomic nervous system. Anxiety reactions can be categorized as reflecting worry or emotionality (Leibert and Morris 1967, in Woodrow, 2006). Emotionality refers to physiological reactions, such as blushing or racing heart, and behavioural reactions, such as, stammering and fidgeting. Worry refers to cognitive reactions, such as self-deprecating thoughts or task irrelevant thoughts (Zeidner 1998; Naveh-Benjamin 1991, in Woodrow, 2006). Worry is seen as the more debilitating of the two because it occupies cognitive capacity that otherwise would be devoted to the task in hand, for example, speaking a foreign language (Tobias 1985).

Two models of anxiety emerged from Tobias' research: an interference model of anxiety and an interference retrieval model. An interference retrieval model relates to anxiety as inhibiting the recall of previously learned material at the output stage, whereas a skills deficit model relates to problems at the input and processing stages of learning, as a result of poor study habits, or a lack of skills. This results in anxiety at the output stage due to the realization of this lack of knowledge. Recent research in language learning has provided some support for this theory (MacIntyre and Gardner 1994; Onwuegbuzie, Bailey and Daley 2000 in Woodrow, 2006)).

Horwitz, Horwitz and Cope (1986) made a valuable contribution to the theorizing and measurement in language learning anxiety. They considered anxiety

as comprising three components: communication apprehension, test anxiety, and fear of negative evaluation. Horwitz and colleagues viewed the construct of foreign language anxiety as more than a sum of its parts and define foreign language anxiety as a distinct complex of self perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process.

Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves... only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at all... learners who share the same mother tongue tend to use it because it is easier and because they feel less exposed if they speak their mother tongue (Hosni, 2014: 123, in Gudu, 2015).

According Buklew (1980) signs of anxiety can be seen from two sides, namely:

- a. Psychological level, such as tension, confusion, anxiety, difficulty concentrating, etc.
- b. Physiological level, namely anxiety already affects physical, especially the function of the nervous system such as sleeplessness, palpitations, excessive sweating, often shaking, nausea and stomach.

C. Speaking Anxiety

a. Definition of speaking anxiety

Young (1992, cites in Mustafa et al, 2013) stresses the language learning contexts as the provoking factor for language anxiety and defines language anxiety as a construct peculiar to language learning situations while MacIntyre (1992, cites in Mustafa et al, 2013) describe language anxiety as the worry and negative emotional reaction aroused when learning or using a second language (p.27). Communication is a process of interaction to connect from one part to the other. Theoretically, the communication function is to create awareness, change the perception, change beliefs, change the attitude was, reminder (recalls), strengthening the attitude, get a direct response, and image building.

Steinberg and Horwitz found that students experiencing an anxiety-producing condition attempted less interpretive (more concrete) messages than those experiencing a relaxed condition. These studies indicate that anxiety can affect the communication strategies students employ in language class. That is, the more anxious student tends to avoid attempting difficult or personal messages in the target language. The subjective feelings, psycho-physiological symptoms, and behavioral responses of the anxious foreign language learner are essentially the same as for any specific anxiety. They experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. They exhibit avoidance behavior such as missing class and postponing homework.

According to Young (199, cited in Oktaviani et al) there are 6 sources of language anxiety:

1. Personal and Interpersonal

Many people worry about what others think about them.

That's why some people feels afraid to speak in front of others. They afraid that the others will laugh at them when they speak wrongly.

2. Personal belief about language learning

Personal belief is important. When someone feel sure with themselves then their body will support it. Conversely, when someone are not sure about themselves, then it will be real.

3. Instructor belief about language learning

Young (1991) quotes Brandl about instructor's belief of their role in class. Most instructor play their role as the centre of the class. Instructors who think their role in class is teaching and talking, who belief their role is like a commander instead of facilitator, who feels wrong in pair is bothering the class, may be contributing to learner language anxiety.

4. Instructor-learner interaction

Some experts believe that harsh manner of correcting learners errors is often cited as provoking anxiety. Learners who are corrected in front of their friends will feel pressured for not performing well and look so terrible. Their tense feeling results on anxiety.

5. Classroom procedure

When the teacher uses inappropriate method to teach speaking, may be there are students that less motivation to study. So, the teacher should uses an appropriate method.

6. Language test

Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors. Oral tests have the potential of provoking both test- and oral communication anxiety simultaneously in susceptible students.

b. Components of Anxiety

Horwitz, Horwitz and Cope (1986) made a valuable contribution to the orizing and measurement in language learning anxiety. They considered anxiety as comprising three components: communication apprehension, test anxiety, and fear of negative evaluation.

1) Communication Apprehension (CA)

Horwitz et al (1986: 128) define communication apprehension (CA) as a type of shyness characterized by fear or anxiety about communicating with people. Difficulty in speaking in groups (oral communication anxiety) or in public (stage fright), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension.

Communication anxiety may be specific to only a few settings (public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life (Friedman,1980: cited in Taylor, 1987: 1). Learners' personality traits such as shyness, quietness, and reticence are considered to frequently precipitate CA. These feelings of shyness vary greatly from individual to individual and from situation to situation. Communication apprehension or some similar reactions obviously play a large role in second/foreign language anxiety.

People who are apprehensive speaking in groups are likely to be even in more trouble when doing so in a second/foreign language class, where in addition to feeling less in control of the communicative situation, they also may feel that their attempts at oral work are constantly being monitored (Horwitz, et al., 1986: 127). The special communication apprehension permeating foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood. Possibly because of this knowledge, many otherwise talkative people are silent in a foreign language class.

2) Test anxiety

Horwitz et al. (1986) refers to a type of performance anxiety stemming from a fear of failure. Test anxiety is quite pervasive in

language classrooms because of its continuous performance evaluative nature.

Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors.

Unfortunately, for high anxious students, foreign languages more than any other academic subject require continual evaluation by the instructor the only fluent speaker in the class. It is also important to note that oral testing has potential to provoke both test and oral communication anxiety simultaneously in susceptible students.

3) Fear of negative evaluation

Fear of negative evaluation defines as apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively, Horwitz et al. (1986).

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test taking situations; rather it may occur in any social, evaluative situation such as interviewing for a job or speaking in second/foreign language class.

The components of foreign language anxiety have been developed by many researchers such as Na (2007) and Lucas (2011). They add one more

component of language anxiety based on their research that is about students' English language anxiety.

4) English Classroom Anxiety

Na (2007) and Lucas et al (2011) in their research about students' English language anxiety that is English classroom anxiety. English classroom anxiety includes how students' though their English class generally. This Component means that the students are anxious in English it self because English has so many rules to be learned. Students who anxious with English classroom enable to absent from the class, feel presure to prepare to the class, and do not understand the material.

D. Definition of English as a Foreign Language (EFL)

According to Gebhard (2006), EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication. He further indicates that in such a setting, the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Cameson (2007) who indicates that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country, or for business purposes. He also further stated that EFL students only spend a few hours per week studying English, have little exposure to English

outside the classroom, have little opportunity to practice their newly-acquired language skills, and have a native language background in the classroom.

E. Review of Previous Study

Mayangta (2013) in her thesis entitled "*Students speaking anxiety in an EFL classroom*" found that most of the students were mildly anxious (43.8%). In addition there were three very anxious students (9.4%), seven anxious students (21.9%), and eight relaxed students (25%). The other researcher, Oktaviani et al in their thesis entitled "*an analysis of students' English language anxiety at SMAN 7 Padang*" stated that the most influencing component of English anxiety was communication apprehension (57%), the second one was fear of negative evaluation (51%), then test anxiety (45%), and the last one was English classroom anxiety (43%).

From some researches results above, it can be seen that in the first study said students were mildly anxious 43.8%. It means that the students' anxious was not really high but also not low. In addition, the second researcher said that the most influencing component of English was communication apprehension (57%). Probably the result of this research will have different result from both previous study.