

CHAPTER II

LITERATURE REVIEW

2.1. Speaking

2.1.1. The Nature of Speaking

In learning English, there are four skills that should be mastered by the students. It divides into 2, productive and receptive skills. The receptive skills are listening and reading. Meanwhile, the productive skills are writing and speaking. Among those 4 skills, speaking skill is the most important aspect to acquire when learning a second or foreign language cited in Fitriani et al. (2015). There are some definitions of speaking that proposed by some experts in language learning.

Tarigan (1990:3-4) defined that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. It means that people can speak because they have listened to other people so they gain lot of words.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is used to communicate, convey information, and make relationship among people in the world because it is one of the abilities to carry out conversation. (Sayuri, 2016:49).

Nowadays, along with the strengthening position of English as a language for international communication, teaching of speaking skill has become increasingly important in the English as a foreign language (EFL) context. The teaching of speaking skill is also important because of the large number of

students who want to study English. It is because most people think that someone is claimed mastering language if they are able to speak with that language as stated by Richard (2008:19). It is also supported by Brown (2001: 267), revealed that when someone can speak a language it means that he can carry on a conversation competently. In addition, the proof of successful acquisition of language is always related with the ability to have interactive discourse with other language speakers. It can be inferred that the ability of someone's language can be seen by how the learners speak to other people with the language that he learn.

2.1.2. Problem in Speaking

When learning English, students still face difficulties to speak. The data from a research conducted by based on Ur in Jannah and Puspitasari (2015:1-2) showed that there are 4 problems faced by students in speaking.

1. Inhibition

It is related with the students feeling during speaking, such as fear of making mistakes, losing face, and being shyness. Students were shy to speak because they are afraid of being criticized by others.

2. Nothing to say

This is related to the learners / students' motivation to speak. Some students show unmotivated feeling to speak English.

3. Low or uneven participation

This happens because some students are dominating in the group. Students that are smarter than others will be confident to speak, otherwise the other students will not have chance to speak.

4. Mother-tongue use

It is commonly occurs in less disciplined or less motivated class. Students find that it is easier or more natural to express themselves in their native language

Other researcher also found some speaking problems faced by students in speaking, as revealed by Fitriani et al. (2015) shown below:

1. Linguistics problems

Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone speaking:

a. Lack of vocabulary

The problems of vocabulary occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabulary into a good sentence. Based on this research, the vocabulary problems are: students find difficulties to choose the appropriate vocabulary related to the context, students realize that they are lacking of English vocabularies, they often ask their classmates about the English words that unfamiliar for them, they find difficulties to translate the words given spontaneously, and students also do not know the synonyms/antonyms of the word that they usually use.

b. Poor in grammar

In grammar aspect, students have problems in distinguishing part of speech and using the modal verbs. The students still faced difficulties with the use of tenses when speaking.

c. Poor in pronunciation

Pronunciation problems that faced by the students are they often mispronounce the English words, their native language really influence their English pronunciation, the students have no motivation to pronounce English words like native-speaker, they find difficulties to give a correct word stress towards the English words, and they find difficulties to give a correct intonation towards the English words.

2. Psychological problems

a. Lack of self-confidence

The students don't feel confident to speak English in the class because they are afraid of being underestimate by their classmates. It is difficult for the students to master English speaking if they are not confident with their own speaking ability.

b. Anxiety

Some students feel afraid to express their opinion in front of their classmates. Then while speaking English, they get so nervous, it makes them forget things they really know, they feel frightened when the lecturer asks them to answer questions in the English class. While other students get depressed when the teacher corrects their answers in

the English class, they tremble when they know that they are going to be called on in the English class.

2.1.3. Speaking Aspect

There are some aspects that should be acquired by the students to have a good speaking skills. Brown (2001: 168) stated that the factors are pronunciation, accuracy, vocabulary, and fluency.

1. Pronunciation

Based on Oxford Dictionary (2009:1175) pronunciation is the way in which a language or a particular word or sound is pronounced or produced. The speakers should have good pronunciation to make the conversation is understandable to the listener. If the speaker does not pronoun some words clearly, it might cause different meaning that can cause misunderstanding. Rhythm, and stress, and intonation are important aspect of pronunciation.

2. Grammar

There are some experts that revealed the definition of grammar. According to Mozaheb (2011), grammar is a set of rules with which each individual can make sentences in a language. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence, Brown cited in Mushollina (2017).

3. Vocabulary

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

(stance) to what is being said. It includes the ways of expressing doubt and certainty. Vocabulary also related to fluency, if the speaker has lot of vocabularies, he can speak fluently.

4. Fluency

An expert stated that being fluent means not only produce utterances smoothly and rapidly but also accurately. If there is a pause, but there is a word between the pause, such as “emm”, “what is it”, “what we call it”, “like that”, “you know”, and so on, it is still considerable as speaking fluently (Mushollina, 2017:11). However, if the speakers pause frequently while speaking, the speakers are not considered as fluent speaker. (Thornbury, 2015:5)

2.2. Anxiety

2.2.1. The Definition of Anxiety

Being anxious often felt by people if they face something important and they have to responsible with it. Anxiety can be felt by everyone, whether they are female or male, young or adult. The worries and shyness of anxiety can be shown by some physical signs: sweating too much, feel the body trembling and feel the heart pounding (Basic, 2011)

Anxiety is defined as a negative feeling accompanied by low thinking ability, physical changes, and negative behaviors (Hammad & Ghali, 2015). General anxiety is the excessive worry about everyday things. It is an unrealistic

worry that dominates and interferes with daily functions like work, school, relationships, and social activities.

According to Horwitz (1986), anxiety is someone's feeling of tension, apprehension, nervousness, and worry associated with the autonomic nervous system.

2.2.2. Types of Anxiety

Na (2007) divided anxiety into 3 types:

1. Trait

Trait anxiety refers to a general tendency to become nervous in a wide range of situations (Spielberger, 1983). Since trait anxiety is a feature of an individual's personality, it is therefore stable over time. In other words, people with trait anxiety are anxious about many things under many circumstances.

2. Situation-specific

A situation-specific anxiety is similar to trait anxiety in that it is stable over time, but it may not be consistent across situations. Rather, it is subject to change from situation to situation. Public speaking anxiety is an example of situation-specific anxiety.

3. State anxiety

State anxiety is the feeling of worry or stress that takes place at a particular moment under a particular circumstance (Spielberger, 1983). It is often accompanied by physical signs such as, sweaty palms, dry mouth, muscle contractions and tension, and increased heart rate. A state anxiety is

not stable and is likely to change from moment to moment and from circumstance to circumstance.

Pappamihiel in Marwan (2008) proposed State Anxiety as a type of anxiety which occurs because learners are exposed to particular conditions or situations. For example, there are learners who may feel anxious if they are requested to speak in front of the class or if they do not understand many of the teachers words during the class.

2.2.3. The Effects of Anxiety in Language Learning

Anxiety has negative effect towards students' ability to learn a language. This statement supported by Tobias (1986), he stated that at the output stage, anxiety may obstruct retrieval of previously learned information. Some previous researchers have also found negative effect of anxiety in the learning language. According to Na (2007), anxiety makes students become discouraged and they lose confidence in their potential to learn the foreign language (FL). They will feel uncomfortable with the learning process, hence they avoid participating in classroom language activities and it leads to giving up learning foreign language. They might not improve their language.

2.2.4. Causes of speaking anxiety

Some experts reveal some causes of students' speaking anxiety. According to Santosa (2015), there are two causes of students' speaking anxiety. Internal and external factors:

1. Internal factors

Based on the study by Tanveer (2015), the internal factors is the cause from the learners itself that put them into the risk of failure. The internal factors that cause students' speaking anxiety is the students' opinions and beliefs of language learning, and negative feelings of the learners (Anandari, 2015). Opinion and beliefs of language learning related to the opinion of the students about English features such as grammar, pronunciation, and accuracy. Likewise, Pazaver & Wang (2009) stated that several students considered grammar as the essential part in learning English. Martin (2015) revealed about learners belief that pronunciation is very important in speaking. Besides opinion and beliefs, negative feeling of language learners is also aspects that provoking speaking anxiety. The negative feelings of the learners come when they have to speak to their friends in the class because they are not confident with their English proficiency.

Richard and Ranandya in Hadziosmanovic (2012) stated that the learners are very cautious about making errors in what they say, because making errors would be a public display of ignorance. The negative feeling that causes anxiety is not only about afraid of making mistakes but also afraid if the grammar is messy and also afraid if their pronunciation is not good. According to the preliminary research of Anandari (2015), the students do not have good proficiency in the grammar and pronunciation aspects. It is also supported by William and Andrade in Santosa (2015), they found that the students worry about pronunciation, grammar, and

comprehensible language while speaking in a foreign language. Shyness, worries, and fears are the negative feelings that cause speaking anxiety. (Santosa, 2015). Additionally, Horwitz (1986) demonstrated that fear of negative evaluation can be the aspect causing anxiety.

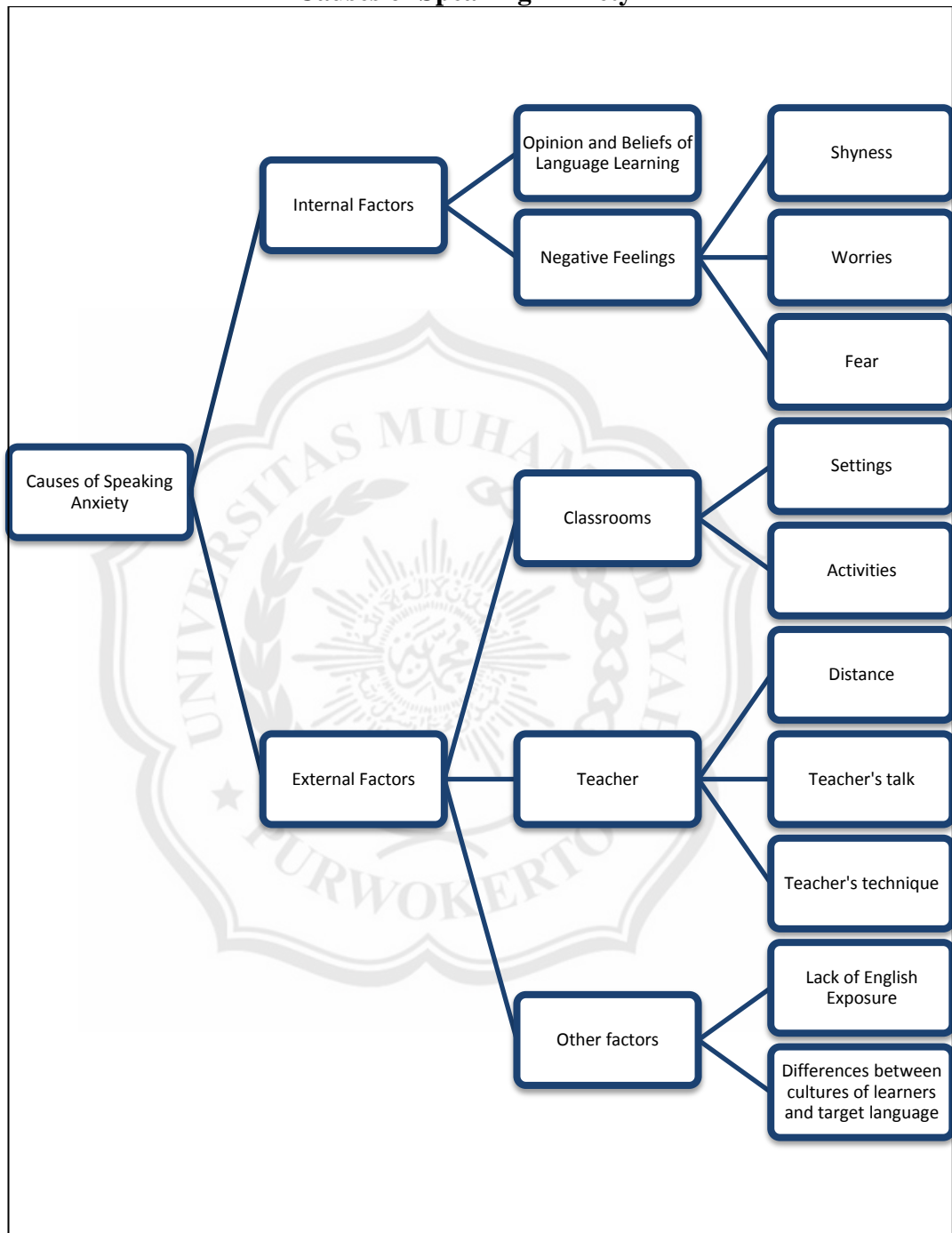
2. External factors

Besides the internal factors, some expert also considered the external factors that cause speaking anxiety. Santosa (2015) found that the external factors are divided into 3 aspects. They are classrooms, teachers, and other factors. Sato in Santosa (2015) had investigate the external factors related to classroom settings and activities. The investigation found that if the class is too large, it is not effective to practice speaking. In additional, the activities that still use traditional system where the learners have to drill or repeat some tiresome tasks will make learners more anxious. The traditional system when teacher is as the center of the learning process make students feel more pressed. Likewise, in Santosa (2015) stated the students are reluctant to speak because they are insecure due to the dominance of teacher. In other hand, the learners feel less anxious if the learning use collaborative activities (Hashemi, 2011). It means that the ineffective classroom settings might provoking the speaking anxiety. Young (1990) noted several common classroom activities that students perceive to be anxiety-provoking, that are role play and oral presentation. In addition, Woodrow in Santosa (2015) added that formal discussion also the activities that causing speaking anxiety.

Other cause related to external factors is the teacher. The way their teacher teach in speaking would cause the learners feel anxious or not. Wode in Santosa had explained it before, the ways the teacher correct their mistake could make the learners feel anxious. Some teacher correct their errors before they finish making a response may make them frustrated. It also supported by Hashemi (2011), that the learners think that embarrassing and humiliating attitude of the teachers towards students, especially when they make mistakes, can have severe consequences on learners' willingness to communicate in the class. In additional, William & Andrade in Santosa (2015) stated that the students' difficulty to respond to their teacher is one of the cause of speaking anxiety. The way teacher gives explanation to the students using the high level vocabulary can make the students confuse and they are not willing to speak. The teacher's reluctant to build the relationship with their students can make students anxious in their foreign language learning (Worde in Santosa, 2015)

Besides those aspects in the external factor, there is other factor that cause speaking anxiety. Tanveer (2007) stated that the differences between cultures of learners and target language can make learners anxious in their language learning. Other expert revealed that lack of exposure to English in their home may inhibit the students' communicative skill.

Figure 2.1.
Causes of Speaking Anxiety



Source: Santosa, 2015

2.3. Foreign Language Anxiety

Foreign Language Anxiety (FLA) is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process” (Horwitz et al., 1986, p. 128). Other expert stated that FLA is distinct from state anxiety, which occurs within specific, temporary situations and fades when the threat (or situation) disappears (MacIntyre & Gardner, 1991; Spielberger & Vagg, 1995). Foreign Language Anxiety is neither a state anxiety nor trait anxiety. According to Horwitz et al. (1986), FLA is distinct from these types of anxiety and is classified as situation-specific anxiety. It is because situation specific anxiety is kind of anxiety that the situation is specific, that is learning language.

Horwitz et al found some components that related with the performance anxieties (1986)

1. Communication apprehension

Communication apprehension obviously plays a large role in foreign language anxiety. It comes from someone's fears when speak to others. People are afraid to communicate with others, thus it is difficult to make someone understand them. (Wu and Chan: 2004)

2. Fear of negative evaluation

Fear of negative evaluation, defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively," is a third anxiety related to foreign language learning” Horwitz et al (1986)

3. Test anxiety

Test-anxiety refers to a type of performance anxiety stemming from a fear of failure. It comes when someone is afraid to take the test. He will always have negative mind when they have to face the test. Test anxiety is likewise believed to be one of the most important aspects of negative motivation (Mahmoodzadeh, 2012: 468).

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 pre- pared students often make errors. (Horwitz et al, 1986: 128). Since English is not their native language, they feel more pressed to speak. They have to recall many grammar points in limited time and speak it out with correct pronunciation. Thus, sometimes they put down the wrong answer or give up with the questions because of the nervousness even if they know the correct answer.

Besides three components revealed by Horwitz et al (1986), there is one component found by Na (2007) that is English Classroom Anxiety: Na (2007) and Lucas et al (2001) in their research about students' English language anxiety, found that English classroom anxiety includes how students' though their English class generally. This component means that the students are anxious in English itself because English has so many rules

to be learned. Students who anxious with English classroom enable to feel pressure to prepare to the class, and do not understand the material.

2.4. English as Foreign Language (EFL) Classroom

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs (Moeller and Catalano: 2015). Based on Cambridge Dictionary (2017) English as Foreign Language classroom is when English is taught to people whose main language is not English and who live in a country where English is not the official or main language.

There are many countries that use English as a foreign language, one of them is Indonesia. English as foreign language in Indonesia had been taught since a child in Elementary School. However, they still found difficulties to learn English since their first language is Indonesia.