CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter describes the aspects related to literature as the basic support of the analysis. It covers the overview of speaking skill, the teaching of speaking, the problems in the teaching of speaking, learning anxiety, speaking anxiety, and the effect of anxiety on learning achievement.

2.1 Speaking Skill

Some experts argue that speaking is an important skill for human being to deliver meaning to others for the sake of communication. In speaking, the speaker will produce some utterances in a spoken form. However, people with identical culture and linguistic background have some rules in order to be able to speak well in a conversation (Harmer, 2003).

Later, Harmer (2003) proposed that the areas of rules that are considered being helpful to achieve successful communication, especially in speaking, are sociocultural rules and turn-taking. Generally speaking, speakers from similar cultural background know how to speak in different occasions, to whom they speak, what kind of language they use just like formal or informal, and how loud their voice should be. Whereas, in a conversation, there is a time when someone decides to take turn to speak, this is called turn-taking. They do this by giving a signal verbally or visually that they want a turn or, by recognizing when other speakers are signaling that, they are about to finish their turn, and therefore giving others a chance to take a speaking turn. On the other hand, Brown (2007) argues
that dialogues can be classified into a conversation that promotes social relationship, which is called interpersonal, and a conversation whose purpose is to convey propositional or factual information namely transactional. Besides, it is stated that when participants know much more about the information, the produced conversations will have more assumptions, implications, and other hidden meanings between the lines.

2.2 The Teaching of Speaking

Hosni (2014) stated that improving students’ oral production is the focus of teaching speaking. According to Kayi (2006), teaching speaking means to teach learners of: (1) how to produce the English speech sounds and sound patterns, (2) how to use word and sentence stress and intonation, (3) how to select appropriate words and sentences according to the proper social settings (including audience, situation and subject matter), (4) how to organize their thoughts in a meaningful and logical sequence, and (5) how to use language as a means of expressing values and judgements. Besides, to cite Nunan (2003) in Kayi (2006), teaching speaking is also to teach students what is called fluency, which means to use the language quickly and confidently with few of unnatural pauses.

Nowadays, many linguistics and English teachers agree on the notion that students learn to speak by “interacting”. In brief, English teachers should create a classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.
Kayi (2006) proposed some activities that is considered to promote speaking, they are discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find the difference. Meanwhile, Brown (2007) supported the statement with stating that activities that promote speaking are conversations (both transactional and interpersonal), role plays, discussions, and monologue (including oral reports, summaries and short speeches).

2.3 The Problems in the Teaching of Speaking

There are several challenging problems commonly encountered in teaching English, particularly speaking. A study by Abdalla & Mustafa (2015) revealed that there are major problems that have been challenging teaching speaking. The major problems are lack of the target language environment; under qualified teachers; inappropriate teaching materials; improper teaching methods; and some psychological factors that hinder students to speak English such as lack of motivation, lack of aptitude, lack of confidence, shyness, and anxiety.

The first problem is the lack of the target language environment. Yet, English is taught as a foreign language in Sudan where Abdalla & Mustafa (2015) has conducted the study. He stated that since there are only few native speakers, there is only little chance to learn English through the natural environment.

The second problem is that many teachers still neglect the listening and speaking skills. Most of teachers agree and strongly agree that the unsatisfactory qualification of teachers is one of the reasons that have negatively affected learning spoken English. They have to reflect to their students the importance of
listening and speaking, therefore they should create different classroom activities that will promote their speaking (Abdalla & Mustafa, 2015).

The third problem suggested by Abdalla & Mustafa (2015) is the teaching materials that is kindly inappropriate. He argued that some textbooks are above the students level, and it is due to the fact that the proficiency of the students stay still to be low, and that the teachers are not trained well enough to adapt the materials to the appropriate level and try to make real conversation from the textbook.

The fourth problem is that the teaching methods used is claimed to be improper. It was claimed that most of the teachers is still teaching spoken English based on teaching of grammar, reading comprehension and writing. Students are not taught the real use of the aural and the oral skills of English but rather taught to only obtain the knowledge about the language. The teachers’ talking time is more than the students’ talking time; therefore students do not have enough time to practice to communicate (Abdalla & Mustafa, 2015).

The fifth problem is some psychological factors that hinder students to speak English such as lack of motivation, lack of aptitude, lack of confidence, shyness, and anxiety. Abdalla & Mustafa (2015) stated that it is important for teachers to improve their teaching performance as well as to motivate students toward learning and speaking English particularly. Meanwhile, the lack of aptitude is commonly influenced by the factor of age. The aging process somehow may affect learners’ ability to fluently pronounce the target language. The lack of self-confidence of the students is also something that teachers should pay
attention. Abdalla & Mustafa (2015) suggested that teachers should also learn from both theories and experience on how to build the students’ confidence. They may lack the confidence as a result of the lack of ability or shyness.

In his study, the students are not very confident and tend to be shy because most of them find it very difficult to speak in front of their friends and teacher as they are afraid of being laughed at by their peers. Besides, anxiety is defined to be a feeling of tension, apprehension and nervousness that is associated with the process of learning a foreign language. Abdalla & Mustafa (2015) considered anxiety as one of the most influential psychological factor that affect students who learn foreign language including English.

2.4 Learning Anxiety

Awan, Azher, Anwar & Naz (2010) stated that researchers and linguists of second and foreign languages have been trying to associate anxiety with language learning, in general, as well as in a classroom situation. The anxiety experienced in a classroom is called Foreign Language Classroom Anxiety (FLCA). They cited Horwitz, et al. (1991) view’s that FLCA is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from uniqueness of the language learning process. Besides, Horwitz, Horwitz and Cope (1986) consider that FLCA to be a situational anxiety which learners experience in the well-defined situation of a foreign language classroom. Therefore, on the relation with the FLCA, there are three performance anxiety suggested by Horwitz, et al. (1986), as follows: 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation.
The first type of performance anxiety is communication apprehension. It is a type of shyness characterized by the fear of 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 apprehension or some similar reaction obviously plays a large role in foreign language anxiety. People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored.

The second is test-anxiety that it refers to a type of performance anxiety stemming from a fear of failure. 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 a foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors.

The last type of the performance anxiety is fear of negative evaluation. This is the third anxiety related to foreign language learning that defined as the apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively. Even though it is quite identical to test anxiety, the term fear of evaluation is broader in scope because it is not limited to test-taking situations but rather may happen in any social evaluative situation such as interview for a job or speaking in a foreign language class.
2.5 Speaking Anxiety

In a foreign language classroom, especially in speaking, students often reported about their state of being anxious. This issue is likely supported by some researches done by the experts. Brown (2007) argues that one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurring things out that are wrong, stupid, or incomprehensible. Students tend to believe that it is better to keep their mouth close and have others thought they are ignorant than to open mouth and remove all doubt to deliver their ideas into a speech.

Yan & Horwitz (2008) mentioned that many students reported that when they were in an informal, anxiety-free atmosphere, they could perform better. This was especially the case with respect to listening and speaking. The students said that when they were not anxious, they could “hear more”, when it was not their turn to answer a question, they could speak more easily. Besides, Tsiplakides (2009) stated that students feared that their fellow students would evaluate them negatively. Nevertheless, when asked to participate in speaking tasks with the teacher only, without their fellow students listening to them, these anxious students were markedly more willing to participate and experiment with the language.

In addition, Rafada (2017) revealed test anxiety and peer anxiety to be the main causes of students’ speaking anxiety. The participants of her study referred their speaking anxiety to the fear of failure. In fact, students were afraid to fail in English speaking test; therefore they got anxious especially during their speaking
assessment. Meanwhile, for the peer anxiety, half of her respondents of interview showed their fear of negative evaluation from their classmates.

2.6 The Effect of Anxiety on Learning Achievement

As discussed previously, anxiety that deals with a psychological condition in which people experience extreme distress and anxiety in testing situations is namely test anxiety. While many people experience some degree of stress and anxiety before and during examinations, test anxiety can actually impair learning and hurt test performance. Akinsola & Nwajei (2013) cited Zeidner (1998) and Carver & Scheier (1984) in arguing that test anxious persons are likely to have strong and chronic doubts about either producing adequate performance on examinations, being evaluated favorably by others, or being able to control their feelings so that they would not be overwhelmed by them. The high level state of anxiety among test anxious people activates worry conditions stored up in memory and these conditions interfere with test performance.

Steinmayr, Crede, McElvany & Wirthwein (2016) stated that there have been several studies examining the association between test anxiety and academic achievement. Most cross-sectional studies demonstrated negative correlation between test anxiety and academic achievement. For example, in meta-analysis conducted by Schwarzer (1990) and Seipp (1991) as cited in Steinmayr et al. (2016), a negative correlation of $r=-0.21$ was found between worry and academic achievement: Students with high levels of worry are expected to show lower academic achievement scores.
To support the claims, Alidoost, Mirchenari & Mehr (2013) found that anxiety and English achievement were correlated in terms of test anxiety, and they were negatively correlated. Tuncer & Dogan (2015) revealed that the students’ anxiety, at the end of education, accounted for the academic failure with its speaking anxiety in language class dimension. Although the respondents generally perceived test anxiety to be more facilitating rather than debilitating, Zhang & Liu (2013) in their study proved that oral test anxiety did exist during the oral English test and significantly debilitated their test performance.