CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will follow the definition of each variable such as speaking skill and anxiety which contains the concept of speaking, speaking proficiency, types of anxiety, and a review of previous studies.

1.1 Speaking is one of the English Skills

Speaking is one of the productive skills to communicate, convey messages, and share using words orally. According to the Oxford Dictionary, speaking is talking to somebody about something; or having a conversation with somebody. Brown (1994) described speaking as a process where people receive, give, and process information by talking and understanding. This statement is also supported by Leong et. al (2017) stated that speaking involves more than just uttering words, it also sharing and conveying messages through word of mouth. In summary, speaking is how the way people communicate to deliver messages through the mouth by producing the words.

In language learning, speaking is one of the crucial parts that is highlighted achieved by the language learners because the main purpose is they can use the language that they learned. Moreover, Leong and Ahmadi (2017) stated that in communication, speaking takes an important role, and it is also one of the most complex aspects of language learning. According to Fitriah and Mina (2019) in learning a language, speaking is one of the skills that need to be developed by language learners to convey messages with great courage and confidence. However, some language learners find it hard to speak English in conversation or in public (Mitha, et. al, 2018). In conclusion, speaking in language learning is a skill that requires

language learners to be able to convey messages and communicate more boldly but some language learners still find it difficult to speak.

Based on the information provided, it can be inferred that speaking involves the transmission of information using verbal expressions created by the mouth. The ability to speak a language being studied is often seen as a productive skill and the goal of learning a language. Speaking is frequently used as a parameter for evaluating an individual's language competency.

1.2 The Functions of Speaking

According to Banerji & Ghosh (2010: 4) while in the process of communication, we receive or deliver the message by senses; touch, sight, taste, hearing, and smell are the real signals (Ashour, 2014). Speaking itself can send or get the message to our partner or audiences.

2.2.1 Talk as interactive

Talk as interactive means that we call it a normal conversation. This function is focused on the appearance of one another rather than delivering messages (Septiani, 2014). Seen from that statement, talk as interactive is focused on everyday conversation or social interaction.

2.2.2 Talk as transaction

Talk as a transaction is focused on the message or the meaning of the conversation (Richard, 2016). The main focus is to understand what we are saying certainly and correctly. He also stated the examples of talk as transaction such as:

> ➢ Classroom group discussion

> ➢ Problem-solving activities

> ➢ Asking direction

> ➢ Ordering food by the menu

> ➢ Buying something, etc.

2.2.3 Talk as performance

This kind of talk is a public talk. Talk as performance is focused on giving information to audiences (Richard, 2016). Accordingly, this is an example of talk as performance:

- Conducting a class debate

- Giving a speech of welcome

- Making a sales presentation

- Giving a lecture, etc.

1.3 Speaking proficiency

In this research, speaking ability is the ability that is used by students in English as a second language. They learn through their communication activities and oral interaction. Hughes (2005) explained that there are five of speaking proficiency, those are accent, grammar, vocabulary, fluency, and comprehension.

2.3.1 Accent

a. Pronunciation frequently unintelligible

b. Frequent gross error and very heavy accent make understanding difficult, require frequent repetition

c. "Foreign accent" requires concentrated listening, and mispronunciation leads to occasional misunderstanding and apparent errors in grammar or vocabulary

d. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding

e. No conspicuous mispronunciations, but would not be taken for a native speaker

f. Native pronunciation, with no trace of "foreign accent"

2.3.2 Vocabulary

    a. Vocabulary inadequate for even the simplest conversation

    b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)

    c. Choice of words is sometimes inaccurate, and limitation of vocabulary prevents discussion of some common professional and social topics

    d. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any-technical subject with some circumstances

    e. Professional vocabulary is broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations

    f. Vocabulary apparently as accurate and extensive and extensive as that of an educated native speaker

2.3.3 Fluency

    a. Speech is so halting and fragmentary that conversation is virtually impossible

    b. Speech is very slow and uneven except for short routine sentences

    c. Speech is frequently hesitant and jerky, sentences may be left uncompleted

    d. Speech is occasionally hesitant, with some unevenness caused by words

    e. Speech is effortless and smooth, but perceptively non-native in speed and evenness

    f. Speech on all professional and general topics as effortlessly and smoothly as a native speaker

2.3.4 Grammar

    a. Grammar almost entirely inaccurate except in stock phrases

b. Constant errors showing control of very few major patterns and frequently preventing communication

c. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding

d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding

e. few errors, with no patterns of failure

f. No more than two errors during the interview

2.3.5 Comprehension

a. Understand little for the simplest type of conversation

b. Understanding only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing

c. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing

d. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing

e. Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech

f. Understanding everything in both formal colloquial speech to be expected of an educated native speaker

1.4 The Definition of Anxiety

Language anxiety is one of the elements that can impact students' performance to reach their achievement (Atas, 2014). When learners perform in front of the class, we can see some

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kinds of anxiety. Atas also remarked that if anxiety does not come close to the student, their self-confidence will increase. He found in the study of Park and Lee (2005) that low self-confidence or high anxiety levels affect students' oral performances negatively.

Foreign language anxiety is a major element that affects the performances and acquisition of FL learners (Atas, 2014). When there is no anxiety-provoking situation, speaking a FL can increase students' self-confidence. Some students may afraid when they are performing in front of the class, it is because of the anxiety factor. Atas also explained how the students feel more convertible when he uses the drama method than the general to overcome students' anxiety.

Another perception was coming from (Ruscio et al., 2008) in Gallego's research that anxiety was the most common social problem in the psychological aspect. It is focused on personal phobias such as anxiety disorder while speaking as we know that anxiety includes depression, substance abuse, and incidences of suicidal ideation (Schneier, Johnson, Hornig, Liebowitz, & Weissman, 1992; Gallegos et al., 2022).

1.5 Types of Anxiety

Thomas (2009) says that anxiety types are divided into two, namely trait anxiety and state anxiety:

2.5.1 Trait Anxiety

Trait anxiety is a distasteful experience. In stressful times, individuals may perceive somatic indications of anxiety (e.g., rising heart rate, shallow breathing, etc.) resulting from the arousal of the sympathetic nervous system and suppression of the parasympathetic system (Kreibig, 2010; Karasewich, 2020). They also have nervous thoughts, perhaps (e.g., worry

and apprehension) focused on the tension (ngram & Kendall, 1987; Karasewich, Kuhlmeier, 2020).

2.5.2 State Anxiety

Anxiety that occurs when experiencing specific situations is called state anxiety (Abdillah, 2018). State anxiety is a temporary feeling of anxiety generated by a threatening situation (Thomas, 2009). Based on Ormrod's (2011) thesis state anxiety is of feeling that is temporary and these feelings arise when in a state of being threatened. Stat anxiety will disappear when a situation that makes it threatened does not exist or this anxiety is not permanently attached.

1.6 Strategy to Reduce Anxiety

Kondo and Ying (2004) suggest 5 strategies to reduce students' speaking anxiety (Kondo & Ying-Ling, 2004):

1. Preparation, this is very important to prevent threats that may occur during a speaking performance, this can be done by studying and taking notes.

2. Relaxation, this is done to overcome the symptoms of anxiety that occur, can be done by taking a deep breath, holding hands, and trying to calm down, and control yourself.

3. Positive thinking, this is quite effective in relieving anxiety that may occur. By thinking positively students can divert thoughts and feelings of stress that cause anxiety. This can be done by imagining good things about yourself.

4. Peer seeking, which is looking for other friends who may experience the same thing, so students feel not alone and can reduce the few worries they have. So, the teacher divides the students into several groups and discusses the topic. the teacher goes around and monitors each group.

5. Resignation, namely students refuse to face problems such as not doing anything in class, this can ease the burden of anxiety that students feel a little.