CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Learning of Speaking Skills

There are some definitions of speaking that have been proposed by some experts. Speaking involves communicating about their opinions and ideas loudly **(Kaur & Aziz, 2020)**. Speaking is a language ability that enables people to express their thoughts and feelings in-person **(Aktay, 2020)**. It means speaking can be used for a young age onwards to interact with one another. In the opinion Harmer (2007: 284) states that speaking is the ability to talk fluently and implies not only a knowledge of linguistic elements but also the capacity to process language and information instantly. From those theories, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone's ideas, opinions, thoughts, and even feelings in order to get information and knowledge from other people who do communicate.

Speaking is a skill to use a language appropriately to express someone's ideas, opinions, thoughts, and even feelings in order to get information and knowledge from other people who do communicate. The importance of learning speaking skills in order to fulfill their ambitions, desires, and goals. In this modern world, speaking skills play a vital role and one must have mastery over these skills to get success in their respective fields **(Rao, 2019)**. So, speaking is the most important skill among all the four language skills in order to communicate well in this global world

(Ramamuruthy et al., 2021). **Al-Sobhi (2018) found t**he problems in learning speaking skills, namely lack of exposure to language, lack of motivation, students' anxiety, lack of confidence, limited knowledge of English and inefficient teaching methodology.

2.2. Anxiety in Learning Speaking

Anxiety can be described as the experience of stress, uneasiness, discomfort, hesitation, and fear of making errors when requested to address a crowd or deliver a public demonstration **(Ahmed et al, 2017)**. In line with this definition, **Sari (2017)** argued that anxiety as a natural situations and sometimes experienced by everyone. Anxiety can occur in students when experiencing confusion in learning. Anxiety is also a phenomenon that we need to focus on as a problem that students must solve immediately. Speaking anxiety is a form of foreign language anxiety which may reduce students' willingness to communicate orally **(Coppinger & Sheridan, 2022)**.

Studying anxiety in learning speaking is important to investigate because it can awaken us to develop and improve as an effective means of communication **(Leong & Ahmadi, 2017)**. Learning speaking anxiety can make us aware that building self-confidence is something that students must do. The belief that language learning ability can positively predict our mindset can also develop our ability to learn speaking skills **(Ozdemir, et at, 2022)**.

Some problems that cause anxiety may include lack the aptitude or gift to learn a new language **(Sutarsyah, 2017)**. Moreover, anxiety can make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well. Emphasized the feelings of anxiety, apprehension and nervousness are commonly deemed to be potentially negative and have a detrimental effect on their communications in their target language. Speaking anxiety inhibits students from speaking **(Hanifa, 2018)**. Learners usually become anxious when they are not native speakers of a particular language but are required to learn or use the language **(Karla, 2020)**.

2.3 Types and Factors of Anxiety in Learning Speaking

This section provides explanation about the types of anxiety and the factors which contribute to anxiety.

2.3.1 Types of Anxiety in Learning Speaking

Kaniadewi (2022) believed that language anxiety appears as a result of other **types of anxiety** such as communication apprehension, test anxiety, and fear of negative evaluation. The explanation about each type is presented as follows.

1. Communication apprehension

Communication apprehension, refers to the fear, nervousness, or anxiety that individuals experience when engaging in communication with others. It is a specific form of social anxiety that specifically relates to communication interactions, including speaking, listening, and engaging in conversations.

2. Test Anxiety

Test anxiety refers to the experience of significant fear, worry, or stress that arises in anticipation or during an examination or test. It is a type of performance anxiety specifically related to academic assessments. Test anxiety can affect individuals of all ages, from students in school to professionals taking certification exams.

3. Fear of Negative Evaluation

Fear of negative evaluation is a feeling of fear of being evaluated negatively, avoiding situations related to evaluation, and the hope that other people will evaluate negatively. Fear of negative evaluation is influenced by several factors, including personality, genetics, experience, and gender.

In this study, the researcher will use **three** types of anxiety, namely *communication apprehension, test anxiety, and fear of negative evaluation* to get the data. The researcher chooses from Kaniadewi (2022) about the types of speaking anxiety because it seems more accurate and more complete to get the data than previous studies.

2.3.2 Factors of Anxiety in Learning Speaking

According to **Wahyuningsih & Afandi (2020,** the factors causing speaking anxiety by the students in English language education department in speaking English include lack of appropriate vocabulary, lack of grammar mastery, lack of

correct pronunciation, lack of input of English outside the class, lack of confidence, and lack of English-speaking curriculum development. The explanation about each type is presented as follows.

1. **Lack of Appropriate Vocabulary**

   Lack of appropriate vocabulary refers to a situation where an individual has difficulty expressing themselves effectively due to a limited or insufficient range of words or terms in their language repertoire. It can occur in both spoken and written communication. When someone lacks appropriate vocabulary, they may struggle to find the right words to convey their thoughts, ideas, or emotions accurately.

2. **Lack of Grammar Mastery**

   Lack of grammar mastery refers to a situation where an individual struggles with understanding and using the rules and structures of grammar in a particular language. It means they have difficulty in applying correct grammar in their spoken or written communication. When someone lacks grammar mastery, their communication may be marked by grammatical errors, improper sentence construction, incorrect verb forms, or inconsistent use of punctuation.

3. **Lack of Correct Pronunciation**

   Lack of correct pronunciation refers to a situation where an individual has difficulty in producing sounds, stress patterns, intonation, and rhythm of a language accurately. It means that they struggle to pronounce words and phrases

in a way that is easily understood by native speakers or fluent speakers of the language. Pronunciation is an essential aspect of effective communication because it affects how well others can comprehend and understand what is being said.

4. **Lack of Input of English Outside the Class**

Lack of input of English outside the class refers to a situation where a student does not have sufficient exposure to the English language beyond their formal language learning environment, such as the classroom. It means they have limited opportunities to hear, read, and interact with English outside of structured language lessons or academic settings.

5. **Lack of Confidence**

Lack of confidence refers to a situation where an individual lacks self-assurance or belief in their ability to speak English effectively. It can result in hesitation, self-doubt, or anxiety when attempting to communicate in English. The lack of confidence can stem from various factors, such as limited practice opportunities, fear of making mistakes, or negative past experiences. It can hinder language learners from expressing themselves freely and impede their progress in developing spoken English skills.

6. **Lack of English-Speaking Curriculum Development**

Lack of English-speaking curriculum development refers to a situation where there is a lack of well-designed and comprehensive curriculum

specifically targeting English speaking skills. It means that language learners may not have access to structured and progressive materials or courses that focus on developing their spoken English proficiency.

Furthermore, **Siagan and Adam (2017)** found out that the factors causing the anxiety could include the following.

1. **Lack of Familiarity with Task**

   Lack of familiarity with a task refers to a situation where a student is not knowledgeable or experienced in performing a particular task or activity. It means that the student has limited or no prior exposure to the specific task at hand, resulting in a lack of understanding or proficiency. When faced with a task he/she is unfamiliar with, he/she may struggle to know where to begin, what steps to take, or how to approach the task effectively. He/she may feel uncertain, unsure of the required skills or knowledge, and may experience difficulty in making decisions or solving problems related to the task.

2. **Fear of Making Mistake**

   Fear of making mistakes, also known as "error anxiety" or "error aversion," refers to the apprehension or unease individuals experience when they anticipate or encounter the possibility of making errors or mistakes. The fear of making mistakes often stems from a desire to avoid negative consequences such as criticism, rejection, embarrassment, or failure. Students may worry about being judged or viewed negatively by others, losing opportunities, or damaging their self-esteem.

3. **Low Motivation**

Low motivation refers to a state or condition in which a student lacks the desire, energy, or enthusiasm to engage in or pursue activities, tasks, or goals. It is characterized by a lack of drive, initiative, or willingness to make an effort.

4. **Incomprehensible Input**

Incomprehensible input refers to information or communication that is not understandable or clear to the recipient. It is a term often used in the field of language acquisition and learning, particularly in the context of second language acquisition.

5. **Lack of Confidence**

Lack of confidence refers to a state or condition in which a student has a low belief in his/her own abilities, skills, or worth. It is characterized by self-doubt, insecurity, and a lack of trust in oneself to successfully perform tasks or achieve goals.

6. **Low English Proficiency**

Low English proficiency refers to a limited or inadequate level of proficiency in the English language. It means that a student has difficulty understanding, speaking, reading, or writing English effectively and accurately.

The similarities between the two theories are that they both discuss the lack of confidence, which means that students lack seriousness in learning English. The difference between the two theories lies in different points that are discussed. Wahyuningsih & Afandi (2020) discuss lack of appropriate vocabulary, lack of grammar mastery, lack of pronunciation, lack of English exposure outside the class, and lack of English-Speaking curriculum development. Meanwhile, Siagan and Adam (2017) present lack of familiarity with task, fear of making mistake, low motivation, incomprehensible input, and low of English proficiency.

In this study, the researcher considers the **eight factors** causing anxiety which include *lack of appropriate vocabulary, lack of grammar mastery, lack of correct pronunciation, lack of input of English outside the class, lack of confidence, lack of familiarity with task, fear of making mistake, and low motivation* as a reference for the data collection and analysis. In other words, the researcher combines the two previous studies to get more comprehensive data.