

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 The Nature of Speaking**

Speaking is a language skill in English. It is a productive skill in the sense that the speaker produces the sounds of the language. Basically, speaking is meant for two-way communication. Burns and Joyce (1997) argue that speaking is an interactive system of building meaning concerning the production, reception, and processing of information, as referenced by Utomo (2018). Its form and meaning are determined by the context in which it occurs, including the participants, the physical environment, and the purpose of speaking. Therefore, it is often spontaneous, open-ended, and evolving.

In addition, according to Suparmi (2018), speaking is a type of oral communication that humans require in order to fulfill their need to transfer new information. Speaking ability is considered more important than other skills because when communicating with other people, we certainly must respond at the same time (Nunan, 2003). In speaking, we cannot edit and improve what has been said. Moreover, speaking is one of the most diverse cognitive, linguistic, and motor skills. It is used naturally for communication, giving and getting information, and teaching and learning orally (Gowhary, 2014).

Speaking in a language requires words to develop into sentences and requires structure in the language, and the information given by the speaker is accepted and understood by the listener. By speaking, people have the opportunity to convey what they want to be informed to others.

#### **2.2 Speaking Anxiety**

Anxiety is a psychological phenomenon. Anxiety generally arises from the human body in response to a particular situation. Common anxiety can be identified as a feeling of threatened, apprehension, tension, or worry.

According to Warti et al. (2020) Anxiety is a general human emotion, and someone describes that emotion using words such as nervousness, stress, worry, fear, and panic to describe feelings of anxiety.

Speaking anxiety greatly impacts one's self-confidence since it often makes a person experience failure when unable to speak out and show what they know (Lanerfeldt and Talängslan, 1992). It means that speaking anxiety causes low self-confidence. Anxiety described as an irregular heartbeat, sweating, and an inability to act, are some of the symptoms that hinder a person's ability to act and speak. Lightbown and Spada (2003) conclude that speaking anxiety is something that is more likely to depend on special situations and circumstances that can make a person feel uncomfortable, such as, for example, an oral presentation in front of a large group of people, Lightbown and Spada (2003) also claim that one should distinguish temporary anxiety or tension from anxiety that interferes with a student's learning process. Anxiety that interferes with a student's learning process affects most speaking activities and is not only related to specific situations, such as oral presentations in front of the class. Consequently, most EFL students likely experience anxiety in speaking and communicating in public in a foreign language (Hanifa, 2018).

Furthermore, Horwitz et al. (1986) also state that students who have a high level of speaking anxiety express a fear of making mistakes and being corrected by the teacher. However, anxiety is a natural feeling that someone can experience. On the other hand, Oxford (1999) illustrates the characteristics of anxious students, consisting of:

- 1) General avoidance: Showing carelessness, low levels of verbal production, lack of volunteering in class, and seeming inability to answer even the simplest questions.
- 2) Physical actions: Squirming, stuttering, or stammering, displaying jittery behavior, conversational withdrawal, lack of eye contact, image protection or masking behavior (exaggerated smiling, laughing, nodding,

joking), and being unable to reproduce the sounds or intonation of the target language even after repeating.

Speaking anxiety is a worry, confusion, and fear of making mistakes, when students speak in front of the class or when communicating using English in class.

### **2.3 Factors of Anxiety**

Anxiety can arise from various sources. Sometimes it comes from classroom activities and methods related to teacher instructions and assignments. For example, speaking activities often appear as one of the factors that trigger anxiety. Horwitz and Cope (1986) found that speaking a foreign language was the most anxiety-provoking experience. Meanwhile, Koch and Terrell, as quoted in Oxford (1999), also found oral games and oral presentations in front of the class as the most anxiety-producing activities. They also note that being called upon to respond verbally can produce anxiety. The activity of speaking easily causes anxiety. In speaking, students try to communicate within their limited abilities.

According to Horwitz and Cope (1986) there are three factors of anxiety:

#### **1). Communicative Apprehension**

Communicative apprehension is a variety of shyness characterized by panic or anxiety about communicating with others. Students feel embarrassed to talk to their teachers and/or peers in English. These students feel like someone is watching them, watching them make mistakes in their grammar; This causes students to become anxious when asked to speak English. Students feel that their English is not as good as their peers.

#### **2). Test Anxiety**

Test anxiety refers to a type of performance anxiety that stems from the fear of failure. This factor usually occurs when students face an English exam, especially an oral exam. Students will feel pressured and

uncomfortable in this situation. Even students who have prepared perfectly for the spoken English exam can make mistakes on the exam. They seem to lose their abilities during the exam. Students make unusual mistakes and do not seem to know what to do on the test.

### 3). Fear of negative evaluation

Fear of negative evaluation is defined as fear of evaluation of others, avoidance of evaluative situations, and expectation that others will evaluate negatively. This factor causes students to feel anxious to show their ability directly in English because students feel that their classmates will give negative comments on their performance.

Besides that, there are several factors that cause students to feel anxious when speaking English including:

#### 1). Lack of confidence

Lack of confidence is one of the factors that affect student anxiety. Ansari and Oskrochi (2004) states that self-confidence is related to selection, motivation, persistence, vulnerability, and patterns of subjective expectations, ambitions, and ambitious influences from oneself. Macintyre et al. (1998), suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. However, a lack of self-confidence can be a challenge in speaking. Nunan (1999) said that students who are less confident about themselves and their English certainly suffer from communication anxiety. Students' lack of confidence can cause students to become easily afraid when asked to come forward by the teacher and cause students to remain silent and not dare to produce language. This factor is very dangerous to improve students' language performance.

#### 2). Fear of making mistakes

In learning to speak, making mistakes is the threatening stimulus that leads students to feel uncomfortable and uncertain or fearful. According

to Robby (2010), fear of mistakes becomes one of the main factors of student's reluctance to speak in English in the classroom. With respect to the fear of making mistakes. This fear is linked to the issue of correction and negative evaluation (Aftat, 2008). When they receive unfavorable comments from others for their errors, students find it uncomfortable. Moreover, in addition, Juhana (2018) stated that this was also heavily influenced by students' fears of being laughed at by other students or criticized by the teacher. This psychological variable inhibits students from speaking and engaging in speaking learning activities. They may be reluctant to use the target language because they may be afraid of making a mistake (Tridinanti, 2018). In addition, students forget what they want to say because of their fear of making mistakes when speaking in English, and their fear of being laughed at by their English-speaking friends (Juhana 2018). Thus, fear of making mistakes should be noted as one of the factors contributing to speaking anxiety.

### 3) Lack of Vocabulary

Lack of vocabulary might hinder the process of learning language. Thus, limited vocabulary should be noted as one of the factors contributing to anxiety. According to Jimmi and Dewi (2018) state that lack of vocabulary can prevent them to speak fluently and be sluggish in interactions they have quiet confidence and enthusiasm in learning the language. The researcher concluded that the lack of vocabulary in learning English interfered in the process of speaking English, because if a student had no vocabulary, they would have difficulty communicating.

### 3.1 Strategies to Overcome Anxiety

Students' anxiety about speaking English in class must be overcome. The difficulty of students in speaking is the impact of anxiety when speaking. Students have different anxiety when speaking English. In fact, most of the students' experience anxiety when they must speak in English. They find it very difficult to express their ideas even in the form of simple conversations with their friends. Because of that, they do not talk much in class. Therefore, anxiety can have a negative impact on their personality if they are not able to manage it

According to Kondo and Ling (2004) students use five strategies for reducing their anxiety when speaking English in class, there are:

1) Preparation

Students might reduce their anxiety by preparing before studying and speaking English in class. preparation is the most important thing to do in the teaching and learning process, especially in speaking English.

2) Relaxation

According to Grasha (1987) cited in Ravica (2016) suggests that deep breathing for three to five minutes effectively reduces stress tension. It aims to eliminate students' fear when speaking English in class.

3) Positive thinking

According to Putri (2020), the use of positive thinking is a psychological factor to overcome language anxiety and losing the fear of becoming anxious in class.

4) Peer seeking

For students who feel anxious, the awareness that others are experiencing the same problem can be a source of anxiety and emotional regulation by social comparison. In other words, students feel better when they find people who have the same problem.

5) Resignation

According to Siagian and Adam (2017), it is characterized by students' reluctance to do anything to relieve the students' speaking anxiety.

Students who report resignation appear to intend to minimize the impact of anxiety by refusing to face the problem.

In conclusion, based on the strategies above, there are five strategies, such as preparation, relaxation, positive thinking, peer seeking, and resignation, which can be used by the students in overcoming anxiety in speaking English. As a result, the students can break the anxiety and perform better by using these strategies.

### **3.2 Study of the Relevant Research**

Before the researcher decided to do this research, the researcher studied previous research on YouTube and student engagement. The prior studies are discussed in the following order:

Several studies were conducted to investigate the students' anxiety in speaking English. In 2018, Budi Utomo from the English Education Department, Faculty of Teachers Training and Education Muhammadiyah University of Makassar, investigated the factors of students' anxiety in speaking English especially related to their internal and external factors. The finding showed that the loading factor embarrassment score was 486. It showed that in all factors, such as lack of preparation, limited vocabulary, grammatical error, and friend/classmate. The number of embarrassments was the highest of all factors influencing students' anxiety in speaking English.

Furthermore, Toubot and Seng (2018) conducted research which aim of this study was to investigate EFL students' speaking anxiety levels and to find out the three main factors (communication apprehension, fear of negative evaluation and low self-confidence). The result from Foreign Language Speaking Anxiety Scale (FLSAS) indicates that students experience moderate to high levels of EFL speaking anxiety. In addition, this study also revealed that the low self-confidence factor received the highest average, followed by fear of negative evaluation and communication apprehension.

Jani Utama Putra (2018) investigate foreign language anxiety. In particular, it seeks to identify what factors that may contribute to anxiety in

the English learning environment based on the students' perspectives. The result of the study showed the most influencing factor of students in speaking was the factor of motivation; the second is shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, and friends/classmates, while the fear of mistakes is the lowest factor.

Another study explored students' speaking anxiety in English classes by Sinaga et al. (2020). The main purpose of this research is to find out the level of anxiety and the dominant factors that cause students to feel anxious. The result of this research is that students experience anxiety at a mild level and the dominant factor that causes students to feel anxious when speaking English is fear of negative evaluation. They are afraid to speak in front of the class because they always think that other students will laugh at them and judge students who speak in front of the class. This might make students' speaking anxiety arise and make them more silent than talking.