CHAPTER II
REVIEW OF RELATED LITERATURE

A. The Concept of Speaking

1. Definition of Speaking

Several experts in language learning have put forward many definitions of speaking. Speaking is the ability to pronounce sound articulations to express, say and convey thoughts, ideas and feelings. This skill is also based on self-confidence to speak naturally, honestly, honestly and responsibly by eliminating psychological problems such as shame, inferiority complex, tension, heavy tongue to speak and others. Nunan stated that speaking is an aural / oral skill which consists of producing systematic verbal expressions to inform meaning. There are people who are very fluent in conveying their ideas but there are also those who have difficulty conveying their ideas because of the problems they face.[1]

Speaking is important, because people use their speaking skill to communicate with each other. According to Brown, speaking are an oral interaction where participants need to negotiate the meaning of ideas, feelings and information. In this case, the listener must understand the relationship between the ideas presented.[2]

Torky also mentioned that the definition of speaking is an interactive process of constructing meaning that involves generating, receiving and processing

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[1]David Nunan, *Teaching English to Speakers of Other Languages* (Cambridge: Cambridge University Press, 2012).

[2]Jennifer A. Lund, "*Language Assessment: Principles and Classroom Practices*,(April 13, 2008), p. 275. https://www.researchget.net (Accessed August 25, 2020)

information. Its form and meaning depend on the context in which it occurs, including the participant itself, the physical environment, and the purpose of speaking. It is often spontaneous, open and developing. After all, speech is not always unpredictable. The functions (or patterns) of language that tend to repeat themselves in certain discourse situations can be identified.[3]

2. **Types of Speaking**

   a. Context of Speaking

   Speaking in a pedagogical context, it focuses on two approaches, namely in the social and class context. Identifying the type of speaking category is usually used to build relationships in social life and communicate ideas.

   b. Monologue

   Monologue is a type of speech uttered by speakers without the need for a response from the listener and listeners must focus on the speaker without distraction.

   c. Dialogue

   Dialogue is a communication process that must pay attention to semantic and pragmatic principles. With dialogue, it is hoped that conversations will emerge that understand each other and accept what the speaker said. In dialogue activities, people share information, data, facts, ideas and opinions, and try to consider, understand and accept each other. There is a monopoly on speech and truth in dialogue.

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[3]Shiama Torky, "*The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students,* (Paper Presented at Ain Shams University Woman's College Curricula and Methods of Teaching Department, Cairo, 2006).

d. Speaking in Classroom

Students socially learn and practice using foreign languages in a class context that tends to be natural. In addition, the pedagogical use of foreign languages tends to be artificial so that it makes students speak to stimulate students' oral production in which the teacher deliberately has to provide some activities in class.

e. Imitative Speaking

Imitating Speaking tends to produce speech by imitating both phonological and grammatical forms of language. This category is not for the purpose of meaningful interactions, but to focus on the verbal repetition of certain strings of language that might give rise to linguistic difficulties. The goal in imitating is that students can say what the teacher says.

f. Intensive Speaking

Intensive speaking is one step ahead of imitation. From this category, students can start alone or speak intensively even from several work activities in pairs where they will have practiced some phonological or grammatical aspects of language.

g. Responsive Speaking

Responsive talk shows the production of what students say in the form of short replies or student-initiated questions or comments. These replies are usually sufficient and do not include authentic, meaningful dialogue.

h. Transactional Speaking

According to Kaharuddin regarding the types of speech, apart from recognizing interactional speaking as a medium for maintaining social

relations between participants, we also need to recognize transactional speaking as a medium for transacting spoken messages.[4]

i. Interpersonal Speaking

Interpersonal talking refers to interaction activities carried out more for the purpose of maintaining social relations than for transmitting facts and information such as greeting, engaging in small talk, retelling. By interactional speaking, we see casual and formal conversation.

j. Extensive Speaking

Extensive speaking requires students to provide an expanded monologue such as an oral report, summary, or perhaps a short speech. The procedure is more formal and deliberative. It can also be done by students at intermediate to advanced levels.

B. Concept of Anxiety

1. Definition of Anxiety

According to Horwitz, anxiety is a subjective feeling of tension, fear, nervousness, and worry associated with the awakening of the autonomic nervous system. Horwitz also said that in academic and social contexts, anxiety in a foreign language is linked to performance and suggests three types of anxiety. There is; communication fear, fear of negative evaluation and the last one is exam anxiety.[5]

Anxiety is one of the important normal and regular emotions which can be observed in all human cultures and in some animal species. Some of the most

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[4]A. Kaharuddin Bahar. *Interactional Speaking A Guide to Exhance Natural Communication Skils English.*(Yogyakarta: Trust Media Publishing,2014).

[5]Elaine K Horwitz, *et al.,* eds., *Foreign Language Classroom Anxiety: The Modern Language Journal,* vol.70 no. 2 (Summer, 1986), p. 126. https://www.jstor.org/stable/327317 (Accessed on August 25, 2020)

prominent medical and public health problems such as anxiety disorders or depression are in the pathology of feelings.

According to the psychologist Daco, anxiety is considered a kind of inner discomfort and discomfort, vague and dull. The person feels a deep sense of insecurity without an inciting purpose. The person is afraid of imminent misfortune, accident or something.[6]

2. Aspect of Anxiety

Maher stated that there are three aspects to anxiety. These aspects are:[7]

a. Affective (Emotional) aspects, namely the emergence of anxiety related to individual feelings about one thing that is experienced consciously and has deep fear. For example: tend to always feel worried about something that is abundant, easily irritated, impatient, often complains and gets angry easily.

b. Cognitive Aspects, namely the increased power eventually interferes with a person's ability to think clearly in solving problems or dealing with environmental demands. This aspect relates to individual concerns about the consequences that may be experienced, if increased can interfere with individual cognitive abilities. Such as: difficulty concentrating, difficulty making decisions, worrying about something terrible and as if it will happen, forgetfulness, confused thoughts, easy panic, and confusion.

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[6]Spielberger, *"Manual for the State-Trait Anxiety (From Y) Consulting Psychologist Press*. https://www.apa.org. (Accessed on August 25, 2020).

[7] James Calhoun F & Joan Ross Accocella, *Psychology of Adjustment and Human Relationship.* (New York: Mc. Graw Hill, 1990).

c. Physiological aspects, namely the body's response to fear to exert it in facing unpleasant circumstances. physically the individual will sweat even though the air is not hot, increased heart rate, cold palms or feet, indigestion, dry mouth and throat, pale face, frequent urination, stiff muscles and joints, frequent sleep disturbances. insomnia), easily startled, not relaxed, moving limbs excessively, fixing makeup or hairdos that are still neat .

3. **Foreign Language Learning Anxiety**

Rebecca states that foreign language anxiety (FLA), or experience anxiety, when a person is trying to achieve a foreign language is taken into account because foreign language anxiety can be a predictor of learning, a foreign language.[8]

Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors associated with classroom learning that arise from unique languages in the learning process. Foreign language anxiety is not anxiety that can go away quickly when the situation improves. Foreign language anxiety is also different from each individual. This foreign language anxiety becomes anxiety in special situations driven by certain conditions, for example when people speak in public. Sometimes they feel very shy, nervous and so on.

Horwitz and Cope, developed a tool most commonly used to assess FLA which is the Foreign Language Class Anxiety Scale (FLCAS). FLCAS to assess students' experiences of special anxiety in a foreign language classroom. This is a self-report measure that assesses anxiety levels.[9]

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[8]Luo, Han, "*Foreign Language Speaking Anxiety: A Study of Chinese Language Learners.*"(Northwestern University, 2014).

[9]Wan Iman Wan Salim, Vijayaletchumy Subramaniam, and Abraayah Ali Termizi, *"Foreogn Language Anxiety (FLA) in English Language Classroom" Universitas International*

The FLCAS consist of 33 items. It has two forms of statements which are positive and negative. Positive statements in the questionnaire are in the number 2, 5, 8, 11, 14, 18, 22, 28, 32. While, negative statements are in the number 1, 3, 4, 6, 7, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31, and 33. The answers to each item can be one of these: strongly agree; agree; neither agree nor disagree; disagree; and strongly disagree. For each items a score was given ranging from 5 for strongly agree; 4 for agree; 3 for neither agree and disagree; 2 for disagree; 1 for strongly disagree. however, items 2, 5, 8, 11, 14, 18, 22, 28, and 32 were to be score reversed, so that a higher score would be an indicator of higher anxiety. [10]

To get better understanding about the language learning anxiety, Horwitz and Cope have indentified three anxiety-related performances: communication apprehension, test anxiety and fear of negative evaluation. In here the writer will show the definition about three anxiety-related performances.[11]

4. Types of Anxiety

a. Communication apprehension

Communication anxiety or performance anxiety is also known as communication anxiety. According to Horwitz and Cope, communication apprehension is a type of shyness characterized by fear or anxiety about communicating with other people. A person who has an understanding of communication finds it difficult to speak in groups or in public, or even to

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Journal of Languages, Literature and Linguistics, vol. 3 no. 1 (March 2017), p. 5. https://www.research.net/publication/321363418. (Accessed on August 26, 2020).

[10]Gi-Pyo Park, *"Investigation into the Constructs of the FLCAS" English Teaching,* vol. 67 N0. 2 (Summer 2012), p. 208. https://www.journal.kate.or.kr. (Accessed on August 26, 2020).

[11]Horwitz, "Foreign Language Classroom Anxiety Scale (FLCAS)," *The Modern Language Journal*, 2, 1986).

hear the message being spoken. Communication apprehension can also be caused by the need to produce language structures in a language that has not been fully mastered. The inability to express oneself in a desired way or to understand others can be frustrating and can lead to people speaking calmly in foreign language classes.[12]

Theoretically, anxiety in communicating with other people can be divided into two parts, namely communication anxiety that appears in a person (nature) and anxiety that arises because of a social situation that causes a person to be unable to convey his message clearly (state). McCroskey divides communication apprehension into four types, namely communication understanding such as nature, context-based communication apprehension, audience communication apprehension, and situational communication apprehension.[13]

b. Test Anxiety

Test-Anxiety refers to a type of performance anxiety that stems from a fear of failure. Tests are a common measure of progress, and performance evaluation is an ongoing feature of most foreign language classes. The importance of testing is emphasized from the very beginning of one's education. Therefore, it is not unusual for most students to experience some level of anxiety when facing exams.

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[12]Horwitz, "Foreign Language Classroom Anxiety Scale (FLCAS)," *The Modern Language Journal*, 2, 1986).

[13]Khoirul Muslimin, "Faktor-Faktor yang Mempengaruhi Kecemasan Berkomunikasi di Depan Umum (Kasus Mahasiswa Fakultas Dakwah INISNU Jepara)," *Journal interaksi,* 2, 2013).

Students are placed in situations where their knowledge and abilities are assessed over a period of time. If students have doubts about their knowledge or think themselves unprepared, the exam situation produces feelings of insecurity, stress and discomfort. Students who experience exam anxiety have difficulty learning and speaking material during the test, leading to poor performance on the test. Students who are nervous about exams in a foreign language class may experience considerable difficulty because exams and quizzes occur frequently and even the smartest and most prepared students make mistakes. Oral tests have the potential to provoke oral communication anxiety and tests simultaneously in susceptible students.

c. Fear of negative evaluation

Fear of negative evaluations as fear about other people's evaluations, avoiding evaluative situations, and the expectation that other people will evaluate someone negatively. They found that there was a moderate correlation between fear of negative evaluations and language anxiety. Students are afraid of making mistakes, especially in pronunciation and verbal communication, for fear of negative judgments from their peers or teachers. If students are anxious, they will try to avoid all forms of communication, or reduce them to a minimum, to avoid negative evaluations. Students perceive every communicative situation or language learning as a case of stress and tension. This often results in poor performance, as students focus more on perceived harm than on language production. In addition, students are surrounded by learners of other languages, and when compared to them, they may find language performance unsatisfactory. Because language anxiety

produces physical reactions, such as increased sweating, red cheeks, increased heart rate, students also become aware of these anxiety signals, which cause discomfort.

Students who have speech anxiety are often very calm and passive and therefore also receive less attention from the teacher than are noisy, antisocial and aggressive students. Since these students did not cause disciplinary problems, their "call to help" was rarely noticed, which made them sink into deeper and deeper silence. These students usually give up very early and continue to remain silent for years at school.[14]

Rogers stated that the symptoms of public speaking can be divided into three aspects, namely physical aspects, mental process aspects, and emotional aspects; the first is the physical symptoms that can be felt before the individual speaks in public, for example: rapid heartbeat, trembling knees, trembling voice, stomach cramps, watery eyes and so on. Second, symptoms that generally appear when individuals appear and speak in public, for example: the individual's inability to remember facts accurately, forget important things, and often repeat the same words or sentences. And the last is emotional symptoms that usually accompany or precede the symptoms of physical and mental processes, for example: shame and helplessness, fear and panic even before speaking in public, and individuals feel out of control when speaking in public.[15]

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[14]Tore Nilsson and Alan Shima, *Speaking Anxiety*. https://www.diva-portal.org (August 25, 2020).

[15]Achmad Zaini Bayhaqi, Sitti Murdiana, Ahmad Ridfah, "*Metode Expressive Writing Untuk Menurunkan Kecemasan Berbicara Di Depan Umum Pada Mahasiswa*" Psikoislamedia Jurnal Psikologi, vol 2 no. 2 2017, p. 147-148, jurnal.ar-raniry.ac.id (Accessed on 3 December 2020).

C. The Differences Between Male and Female

Adolescence is a period of transition from childhood to adulthood, not only in a psychological sense, but also in a physical sense. Even the physical differences that occur are the primary symptoms in adolescent growth, while psychological changes arise, among others, as a result of these physical changes.[16]

Clearly the differences between men and women can be seen in their physical changes, furthermore there are several things that distinguish men and women such as in their nature and characteristics. The concept of nature recognizes that the biological differences of men and women form a masculine nature for men while feminism for women, which then distinguishes the nature between men and women.

From the very beginning, men and women are expected to learn different aspects of dealing with other people. For girls, interpersonal relationships are an important thing, even a priority in life. Women are directed to develop aspects that support the quality of a relationship, such as: empathy, nurturing, expressing feelings and being sensitive to others. Meanwhile, men are taught to tend to be independent, confident, firm in attitude and decision making, and are more goal oriented.

The difference can be seen from the way they do activities and games. Women emphasize closeness more, while men emphasize more on adventure. in adolescence, relationships with other people are more important for women than for men. A study proves that when adolescents are asked to rank things they think are important, the results of interpersonal relationships rank third for women after self-

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[16] Sarwono, *Psikologi Remaja*, (Jakarta: CV. Rajawali, 2002)

identity and sexuality. Meanwhile, for men, autonomy is the third rank after self-identity and sexuality.

Gilingan stated that the aspects of caring, caring, affection, and responsibility for others were more commonly found in women. Because in essence, women have a tendency to establish relationships and maintain relationships with other people. In Piaget's research, it turns out that girls are more tolerant of rules, willing to accept exceptions, and more easily adapt to new things. As a result, laws and regulations are not the main thing in moral development for girls compared to boys.[17]

One of the causes of anxiety in male and female students is because they are not ready with all environmental guidance. Students feel helpless and unable to face such complex situations, on the one hand they have to fulfill their developmental tasks as adolescents, in addition to meeting the demands of the community where they live.

Where the social changes that must be done by adolescents, namely adjusting to adults outside the school or family environment. So, that this raises anxiety in students, which will have an impact on their psychological condition.[18]

Anxiety experienced by male and female students will be reflected in cognitive symptoms, which will affect the thinking processes of students and make it difficult to concentrate in lessons so that it affects their academic achievement. Affective symptoms due to anxiety are reflected in feelings of fear and worry about an event that will happen to them. Moreover, the fear of the inability to fulfill

[17] Carol Gillingan, *Dalam Suara Yang Lain*, (Jakarta: Penerbit Pustaka Tangga:1997).

[18] Hurlock, *Psikologi Perkembangan*, (Jakarta: Erlangga, 1980)

developmental tasks during adolescence, as well as the fear of the inability to carry out its functions in the family environment, school and the surrounding community.

Students who have difficulty in achieving their developmental tasks appear when they have difficulty in social relations with peers and when interacting with the surrounding community.

Good socialization will help teens to be independent, make plans, make choices and develop responsibility for their own behavior. Physiologically, the anxiety experienced by students will be manifested in smooth behavior, such as cutting movements, vibrating, tidying up the appearance of hair and clothes, and even changes in voice level.

Besides physically, women and men are also viewed as having differences in psychological matters. Women are considered more feminine while men are masculine. In studies of gender-related anxiety, women are more worried about their disability than men. It is also said that men are more active, exploratory, and more relaxed in dealing with other people, while women are more sensitive.[19]

The results of research conducted by James said that women are more easily influenced by environmental pressures than men. Furthermore, in general anxiety studies, women tend to be more anxious than men.

Starting from these things, the dynamics of anxiety levels between men and women are different. Women are more influenced by environmental pressures, they consider that the quality of interpersonal relationships is very important, moreover, acceptance from the environment is needed by women. So that women who are less accepted by the environment tend to experience anxiety compared to men.

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[19] Myers, *Social Psychology*, (Tokyo: Mc Graww Hill, 1983).

The anxiety experienced by female students turned out to be more complex, in addition to the fact that women were more anxious about their disabilities, they were also more sensitive while men were more relaxed in facing daily life and when dealing with other people. Men are more active and more explorative when expressing things that they like or don't like. Meanwhile, women are more likely to be influenced by environmental pressures and overly consider the events that will happen to them, so they are less willing to take risks than men. From this it can be said that the anxiety levels of male and female students are different because the psychological burdens they face and what they imagine are also different.

D. Previous Research Findings

Al-Sawalha, the theme of the study was listening anxiety among Jordanian students majoring in English at Jerash University. This study aims to determine how listening anxiety affects the listening process of English foreign language students at Jerash University in Jordan. This research uses qualitative and quantitative methods. The research findings revealed that 43 of them experienced high levels of listening anxiety. The qualitative findings from the interviews with students corroborated the findings that resulted from corroborating the findings generated from the quantitative part of the study. [20]

Choi, has done in the research theme is language anxiety in second language writing. This study investigates how foreign language anxiety is related to second language writing anxiety among English second language learners in Korea and how

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[20]Abdullah M. Al-Sawalha, "*Qualitative and Quantitative Study on Listening Anxiety of Jordanian Students Majoring in English Language at Jerash University.* International Journal of Humanities and Social Science, vol. 6 no.1 (January 2016), p. 91. https;//www.ijhssnet.com (Accessed on August 25, 2020).

English writing anxiety affects second language writing performance. This research uses qualitative and quantitative methods. The data came from two survey instruments, the Foreign Language Classroom Anxiety Scale and the English Writing Anxiety Scale, as well as a background questionnaire. The results showed that there was a significant correlation between EWAS and writing performance as observed in student portfolios, but students with high EWAS scores tended to show poor performance on writing portfolios.[21]

And finally from Yahya, the theme of this research is to calculate the anxiety of American Arabia University of Jenin (AAUJ) course students in speech communication. The main aim of this paper is to find out the factors that cause speaking anxiety among speech communications. Data were analyzed using descriptive statistics (mean and standard deviation). The results showed that fear of negative feedback got the highest mean (2.93), followed by communication anxiety (2.80) and test anxiety got the lowest mean (2.68). This study in addition to items appeared in the Foreign Language Class Anxiety Scale (FLCAS) developed by Horwitz. The researcher adds another item to the scale to conduct a research project. The scale is given to 2 referees in the English Department, and the English Language Center (ELC) at AAUJ.[22]

From the explanation above, the writer sees something different. The difference in this study can be seen in their skills. In this study, the writer will focus

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[21]Sujeong Choi, "*Language Anxiety In Second Language Writing: Is it Really A Stumbling Block? University of Hawai'I at Manoa*, vol 31 no.2 (February 2013), p. 1. http;//www.hawaii.edu. (Accessed on August 25, 2020).

[22]Mosaddaq Yahya, "*Measuring Speaking Anxiety Among Speech Communication Course Students At The Arab American University of Jenin (AAUJ)*, Vol 1 no.3 (March 2014), p. 229. https;//www.academia.edu. (Accessed on August 25, 2020).

on students' speaking anxiety in English class. In previous research, the questionnaire was different from the questionnaire that I will use because in the questionnaire some items will be changed or deleted, some will be added, so the questionnaire used is not purely from the Foreign Language Classroom Anxiety Scale (FLCAS). developed by Horwitz et al. In this study, researchers used quantitative descriptive methods and the authors also calculated the data used. The first is the Rasch model to determine the level of student speaking anxiety and the dominant type of anxiety that occurs in students in the English class. And the second is used by Jamovi to determine the difference in anxiety levels between men and women.

E. Conceptual Framework

In contrasting this research thesis, the research was considering some previous finding to support the researcher's thesis, especially in students' speaking anxiety.
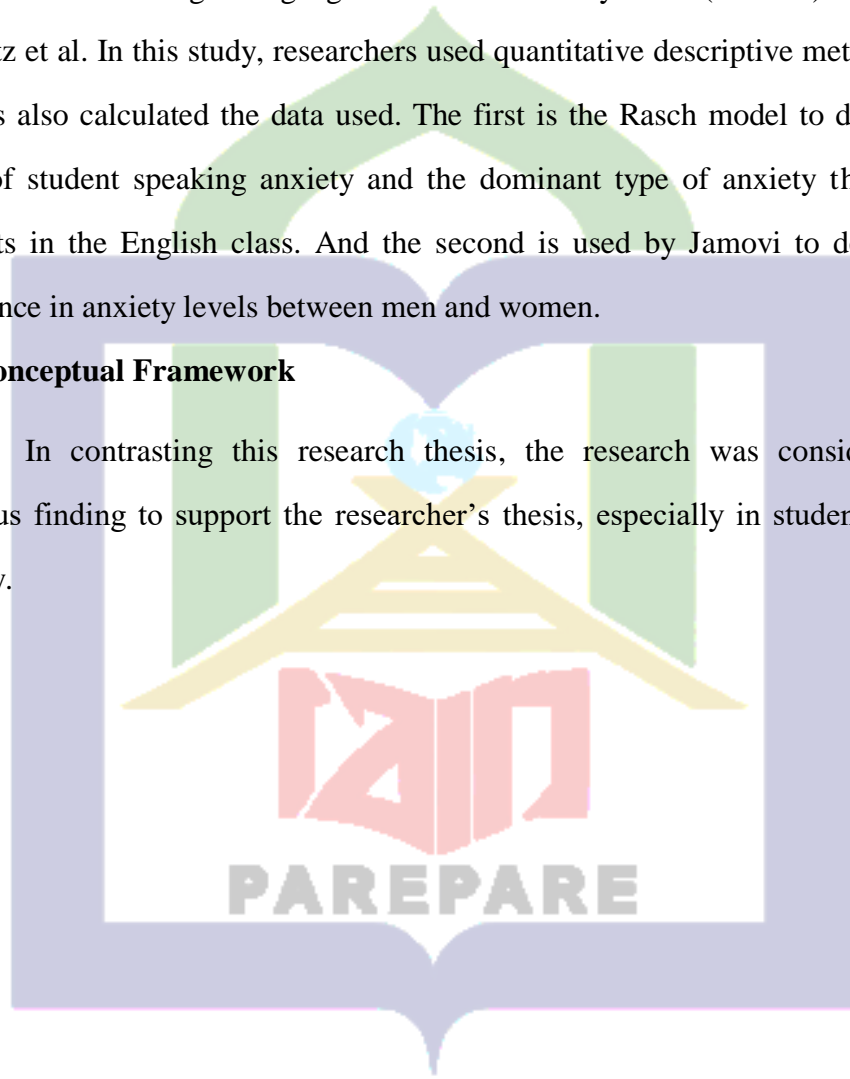
The conceptual framework underlying this research given in the following diagram:

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│     Anxiety      │───────────────────▶│ Horwitz and Cope │
└──────────────────┘                    └──────────────────┘
         │                                        │
         │        ┌────────────────────────────┐  │
         └───────▶│ Foreign Language Classroom │◀─┘
                  │      Anxiety Scale         │
                  └────────────────────────────┘
                              │
                  ┌────────────────────────────┐
                  │       Questionnaire        │
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                  │       Level Anxiety        │
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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ Low  Anxiety │      │Middle Anxiety│      │ High Anxiety │
└──────────────┘      └──────────────┘      └──────────────┘
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              │ The dominant type anxiety that  │
              │ students occurred in English    │
              │           classroom             │
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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│Communication │      │ Test Anxiety │      │Fear of       │
│Apprehension  │      │              │      │Negative      │
│              │      │              │      │Evaluation    │
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       └──────────────────────┼──────────────────────┘
                 ┌─────────────────────────────┐
                 │ Different level of speaking  │
                 │ anxiety between male and     │
                 │           female             │
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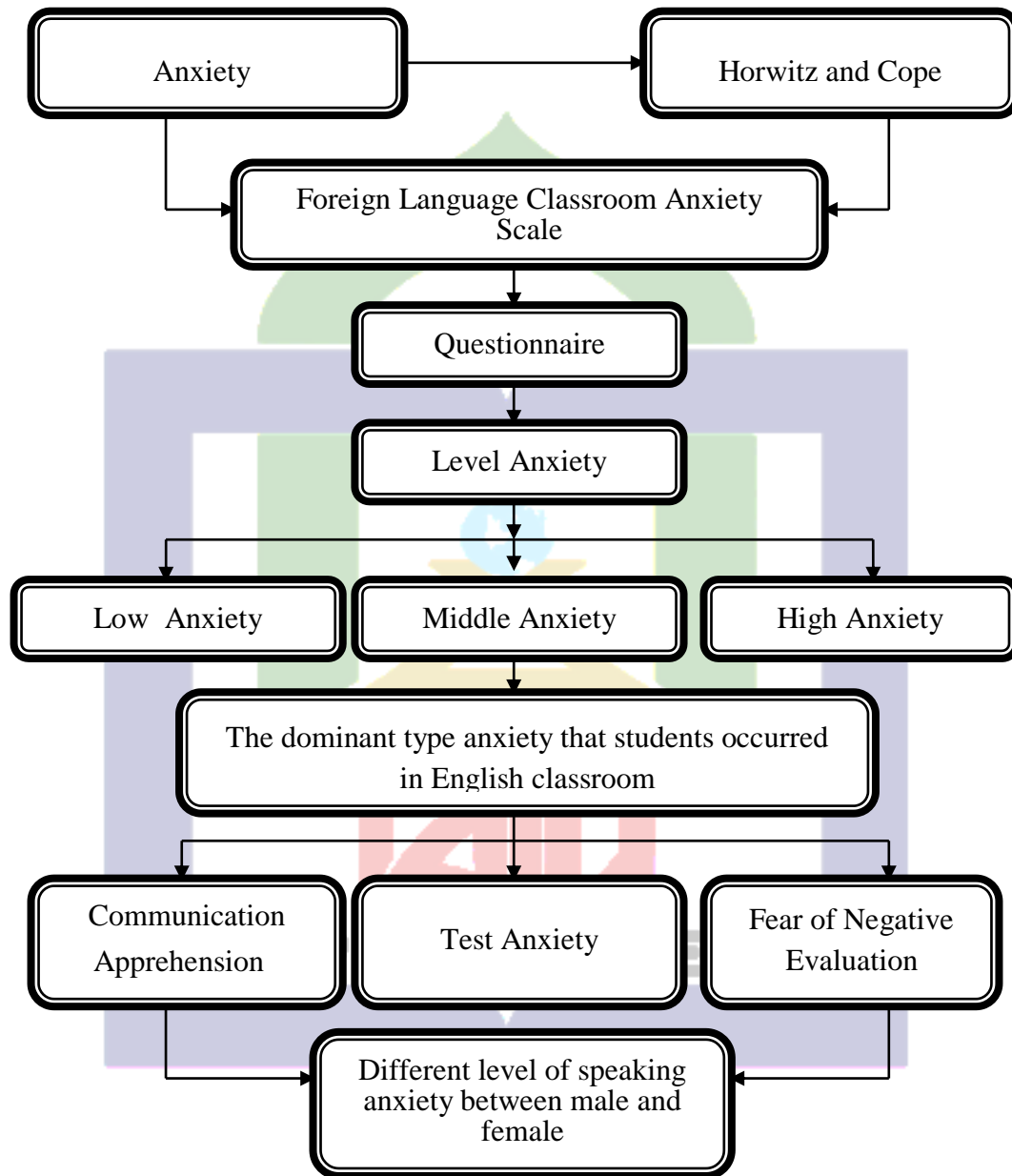
From the conceptual above, the researcher research about student anxiety in English classroom. In this research the researcher used Foreign Language Classroom Anxiety Scale from Horwitz and Cope. In this research used questionnaire adopted from Foreign Language Classroom Anxiety and found the level of the students speaking anxiety in English classroom, the dominant type of the students that they faced in English classroom and the last is the different level of anxiety between male and female.

F. Hypothesis

Hypothesis comes from Greek which has two words: *hupo* (temporary) and *thesis* (statement or theory). Because the hypothesis is a provisional statement that is still weak in truth, it is necessary to test its truth, then experts interpret the meaning of the hypothesis as an assumption of the relationship between two or more variables. On the basis of the above definitions, it can be interpreted that the hypothesis is an answer or provisional assumption that must be tested for truth.[23]

Hypothesis is a principle or proposition that is assumed for the sake of argument or that is taken for granted to proceed to the proof of the point in question.[24]

1. Null Hypothesis (Ho): There is no the differences levels of students' man and woman in speaking anxiety in English classroom between man and woman.

2. Alternative Hypothesis (Ha): There is a significant differences level of students' man and woman in speaking anxiety in English classroom.

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[23]Syofian Siregar, *Metode Penelitian Kuantitatif* (Print II, Jakarta: Kencana, 2014)

[24]"Hypothesis", The Free Dictionary, http//www.thefreedictionary.com/hypothesis, (August 25th 2020)

G. Variable of the Research and Operational Definition

1. Variable

There is only one variable in this research that is analyzing students speaking anxiety at the Second Year Students of Madrasah Tsanawiyah Negeri Parepare. Speaking anxiety as a variable in this research will see of the students' speaking anxiety when the students speak in the classroom.

2. Operational Definition of Variable

   a. Speaking Anxiety

   Speaking anxiety is one of the problems that students' face when speaks in the public place. Every students have a different levels in anxious and different types of anxious that they face when speak in the class. It is important to teacher to know about the students anxious when speak in front of the other people.

   b. Students

   Students are a student who sits at the study of studying with the setrata of elementary school, junior high school, and senior high school. The students learn to get knowledge so they can achieve the understanding of the knowledge that has been obtained in the education world.