

CHAPTER II

LITERATURE REVIEW

A. Definition of Speaking

Speaking is ability not only just skill, we always speak in many conditions and situations in our daily activity. According to Hornby (1995 : 826) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language; expressing one-self in words; making speech. While skill is the ability to do something well. In general, speaking can be said as the process of delivering an address to utter words or articulate sounds as human being to express thoughts by words. According to Widdowson (1984 : 57) speaking is an active or productive skill. The statement above point out that speaking is a skill.

Every skill needs continuous practice. Without practicing continuously a skill will become weak. In the end, students will lose their ability in mastering the skill. Based on the explanation above, it could concluded that speaking is active skill or productive skill. Speaking is important to communicate with other people and it is used as media to show ideas, share information, thoughts, feeling to other. Speaking skill itself can be stated as the skill to use the language accurately to express meaning and to get knowladge in our daily activity.

Speak to many people, for example in seminar presentation is needed a person to have a skill to speak in the front of audience to inform them.

B. Functions of Speaking

Speaking is a skill that serves a variety of purposes in our daily lives, such as providing information or entertaining people. According to Richards (2008: 21), cited in (Andriyani, F.D. 2020), the function of speaking in human interaction can be divided into three categories: interaction, transaction, and performance. Each of these speech acts has its shape and function, necessitating different instructional methods.

a. Speak as Interaction

The term "speak as interaction" refers to what we usually mean when we say "speak." Conversation" is a term that refers to largely social interactions. People exchange pleasantries, engage in small conversation, relate recent events, and so on when they meet because they want to be nice and create a comfortable zone of interaction with others.

b. Speak as a Transaction

The term "speak as transaction" describes situations in which the emphasis is on what is said or done. The focus is on the message and how it is communicated effectively and precisely, rather than the participants and how they engage socially.

c. Speak as a Performance

Discourse as performance is the third type of talk that can be effectively separated. This is a term that relates to public speaking or speaking in front of an audience, such as school presentations, public announcements, and speeches. Talk as a performance usually takes the shape of a monologue rather than a dialogue, has a recognizable format, and is more like written language than conversational language. Similarly, it is frequently assessed based on its effectiveness or impact on the listener, which is unlikely to occur in the case of discourse as an engagement or transaction

C. Speaking Anxiety

1. Definition

During having a conversation in English, the students faced many problems in speaking. One of the problems is speaking anxiety. According to Horwitz (1986: 125) cited in (Andriyani, F.D. 2020) state that some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process.

Someone with anxiety will feel not confident with their presentation. According to Horwitz, et al. (1986: 125) cited in (Andriyani, D.F. 2020) state that “anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. It is supported by the reality that many students feel nervous when they are speaking in English.

Anxiety is connected to self-focused, negative, and anxious awareness during interaction with others. From the definitions above, it could be seen that anxiety is a sense of fear, worry, and apprehension. These kinds of anxiety can cause different psychological reactions from one to other, depending on the individual itself.

2. Elements of anxiety

Anxiety is common for everyone. However, anxiety is also like a psychological disorder when anxiety prevents a person from living daily life and carrying out productive activities. Cubukcu (2007) believes that general anxiety consists of two components, there are:

1) Cognitive anxiety (worry)

Cognitive anxiety is the aspect of mental anxiety experience or cognitive manifestations, it usually refers to negative expectations and cognitive concerns about oneself, the situation at hand, low levels of confidence in performance, and considering consequences of failure.

2) Somatic anxiety (emotionality)

Somatic anxiety is a perception of psychological effects of anxiety experience which are indications of autonomic arousal and unpleasant feeling states. Such as nervousness, upset stomach, sweating, pounding heart, and tension.

D. Level of Anxiety

Analyzing about anxiety level of speaking, Horwitz (1991: 27-39) state that level anxiety of speaking are three levels: those are low level of anxiety, medium level of anxiety, and high level of anxiety. Horwitz (1991: 27-39) said

that the level of a person can be seen from a person's ability to respond to a particular problem, the researcher sees and observes each student to know the level they have from the category of each level which has been determined of the theory. Based on the Horwitz theory, the researcher specifies the indicators of anxiety level. Here are the indicators that the researcher adapted from the Horwitz theory (1991: 27-39):

1. Low

- a. Students feel confident for the situation in their experienced.
- b. They do not feel embarrassed to interact with others though they got difficulty in their experiences.
- c. Students appeared relax.

2. Medium

- a. Students feel less confident about the situation in their experienced with doubt in their abilities and still needs help from others in certain condition
- b. They will also comfortable if they get a help and support from others.
- c. Students appeared heart pounding, slip of tongue and cold.

1. High

- a. Students feel unconfident on their capabilities that make them afraid to do something although in the imperative condition.
- b. Students appeared sweat pouring, trembling hand, blank, and confused.

E. The Anxiety in Presentation

In conducting a performing their presentation, the speaker needs to address a group of people and try to get their attention and interest. But, usually, almost all the speakers have some anxiety to perform their research proposal seminar. According to Santriza (2018) cited in (Horwitz, Horwitz, and Cope, 1986). Communication anxiety, test anxiety, and the dread of a poor evaluation are the three.

1. Anxiety about communicating.

Communication apprehension is defined as a sensation of embarrassment that affects one's ability to speak with others. Students who

have difficulty speaking in groups are more likely to have difficulty speaking in a foreign language lesson. In a communicative scenario, students have less control. As a result, it has an impact on how well they talk.

1. Test Anxiety

Typically, test anxiety appears when pupils are concerned about failing an exam. Students who are nervous about a foreign language class test may receive difficult tests and quizzes after the test. Even the most well-prepared students make mistakes on the test.

2. Fear of being judged negatively

Students who have anxiety when taking tests are said to have a fear of unfavorable evaluation. They may experience anxiety in any social evaluative setting, such as a job interview or speaking in a foreign language class.

F. Factors of Anxiety in Presentation

Someone, when then to presenting their public speaking, is not an easy thing for every human being, there are many factors or obstacles encountered. Asnur (2010) divided factors of anxiety in the presentation into two, namely internal factors and external factors as follows :

1. Internal factors

a) Fear of failure

The speaker is afraid of making a social error (or the possibility of blundering). They were worried that they wouldn't be able to answer the audience's questions or that they would be asked unexpected inquiries. From the perspective of a writer, no one wants to make mistakes because they will be obsessed with them all the time if they do. As a result, they will fail to complete tasks that are required of them.

b) Fear of criticism

This is a common source of the fear of public speaking. Individuals may be concerned that no one will listen to what they have to say or that

their words will be rejected. When someone is about to speak in front of a group, they are afraid that their views will be dismissed.

c) Conflicting emotion

Some presenters encountered conflicting emotions in their minds, where they wanted to be successful in the presentation but were also terrified of making a mistake. This element may make it more difficult for students to achieve better results, but students who can manage their competing emotions and focus on succeeding rather than failing as a result of a mistake will undoubtedly perform better.

d) Speech anxiety

Some speakers are self-conscious about their linguistic skills, such as vocabulary, grammar, and pronunciation. The evidence suggests that the more mistakes speakers make, the more frightened they become, and the less likely they are to do effectively in public speaking, creating a vicious cycle.

People may be concerned about their speech patterns, fearing that they will stutter or forget what they are saying. As a result, speech anxiety refers to any unfavorable speaking experiences that an individual may have when delivering his speech. Speaking anxiety can affect those who strive for excellence in their speech and are preoccupied with scenarios in which something goes wrong.

e) Negative experiences

People who have had bad public speaking experiences are more likely to be nervous the following time they speak in front of an audience. The person may recall the terrible episode from the past and repeat the experience, making him fearful of speaking in public again. Students' poor performance may be hampered by their negative experience delivering the presentation. As a result, individuals should ignore memories of their terrible experiences in the past.

f) Fear of losing the thread of material

The speaker is scared that if they forget the information or their speech, they will be judged, which raises their nervousness. According to Asnur (2010), the factor of anxiety is linked to speakers' failure to practice and strategize on preparation, because failing to practice and strategize on preparation will cause them to lose their words and forget their material to be presented during and even at the start of the presentation.

g) Negative thinking

Some speakers failed to deliver because they couldn't overcome their negative thoughts before and during the presentation. It has been shown that what we think in our heads is what will happen to us.

2. External factors

a) Condition of the presentation room

This component of anxiety is influenced by factors such as the number of people in the audience. Their anxiousness was heightened by the way the audience, supervisors, and examiners gazed and followed their presentation. Some of them were also concerned about the room's new configuration.

b) Failing to Practice

Failure to practice public speaking speech and tactics can lead to public speaking anxiety because the speaker may feel unprepared and unworthy to speak in front of an audience. Being a great public speaker necessitates a lot of rehearsing and practicing public speaking strategies. This anxiety is especially prevalent among inexperienced public speakers.

c) Physical factor

Negative thinking causes the presenter to become worried, which results in poor performance. Anxiety might be exacerbated by a negative perception of the speaker's health. The speaker's mind will be drawn into negative thinking as a result of the unhealthy situation, such as worrying

that if they fall or become asleep during the presentation, their voice will not pass her lips, and other unpleasant thoughts.

G.Delivering Presentation

Presentation is activity that important when someone try to learn speak in to many people. According to Noer (2012:25) presentation is the provision of information designed to be easily understood by the audience. It aims to invite the audience to approve the ideas or make the audience give support to what is conveyed. Huda & Ma'mun (2018:49) argue, presentation is giving information about something, ideas, products, works explained to the audience. Which is formally conveyed from someone to another person or group. The presentation also has several main segments and features. The main feature of presentation performance is:

- a) A focus on both message and audience
- b) Predictable organization and sequencing
- c) Importance of both form and accuracy
- d) Language is more like written language
- e) Often monologic

In brief, presentation is a form of communication carried out by one person or more. That aims to convey or provide information, opinions, or topics. Therefore, the presentation objectives well conveyed, the speakers in the presentation must be able to direct and guide the audience so that they can understand what has been conveyed.

1. Types of Presentation

According to Stewart & Rubeinstein (2010:10), there are three type of presentation : Informative speech, persuasive speech, and special occasion speech.

a. Informative

The informative presentation gives an audience with new information, new insights, or new ways of thinking about a topic. It is a general purpose to increase the audience's awareness by imparting

knowledge. For example, topics might include trends in video gaming, fashion and culture.

b. Persuasive

Persuasive presentation intends to influence the attitudes, beliefs, values, or acts of others. For example, a speaker might attempt to convince listeners that state universities should not charge tuition or argue that employment is multiplied to overcome poverty and economic problems.

c. Special occasion presentation

This type of presentation can be either informative or persuasive and is often a mix of both. However, depending on the occasion, its underlying purpose is to entertain, celebrate, commemorate, inspire, or set a social agenda. This presentation also has a specific goal, namely to state specifically what the presenter will aim at in the presentation. In summary, presentations has three types. First, informative aims to provide new information. Second, persuasive presentation is used to influence someone. Third, is a combination of informative and persuasive, this presentation aims to state specifically.

2. Elements of Presentation

According to Noer (2018:29) there are three elements related to each other, to help the success of a presentation as follows:

a. Presenter

Presenter is someone who must be able to cope with a variety of audiences not looking from terms of culture, physical, and age. in addition, presenter must try to respect the point of view that is different from the audience.

b. Media

Media is supporting tools that used by speaker to deliver presentations. This tool used to make presentation more practical and also saves time. For example, media that is often used when presentations are infocus.

c. Audience

Audience is people who are present during the delivery of the presentation.

H.Previous Study

There are four previous studies that have similarity of this research researcher has reviewed some previous study. One of them is study wich is conducted by Pratiwi & Analido (2018), all participants in their research titled " EFL Students' Anxiety in Research Proposal Seminar " show signs of foreign language anxiety. Furthermore, the signs or symptoms of foreign language anxiety identified and studied in this research include general avoidance, physical behaviors, and culturally dependent signals, which were seen in almost all of the individuals. Communication anxiety, test anxiety, fear of bad evaluation, contributing qualities, and psychological elements are among them. In summary, the participants in this research experience foreign language anxiety while preparing a research proposal. It might be recognized in the signs or symptoms that arise during the overall process of presenting a research proposal. Fortunately, despite their fear of speaking a foreign language, those participants tried and were able to answer, explain, and express their point of view. At the current time, several reasons contribute to foreign language anxiety.

The second is research from Fajri entitled "Students' Anxiety in Classroom Presentation at English Education Department of UIN Sultan Thaha Saifuddin Jambi". This study aims to find out the factors that contribute to students' anxiety and how students deal it in their presentation. The research subject were 6th semester English Department at The State Islamic University Sultan Thaha Saifuddin Jambi. The method used in this study is a qualitative descriptive one. The data were gathered through observation and interview. The result show that anxiety exist in the 6th semester of English Department. It could be seen from the results of the factor that contribute to students' anxiety in class presentation are lack of confidence, lack vocabulary, lack grammar,

poor pronunciation, fear being laughed, fear of making mistake, fear of negative evaluation and lack preparation. The study also found ways students deal with their anxiety in presentation are preparation before presentation, relaxation, positive thinking, peer seeking and focus.

Another result is according to Asnur's research, "The Students' Anxiety in Delivering English Presentations," there are several factors that influence student anxiety, including internal factors such as fear of failure, fear of criticism, conflicting emotion, speech anxiety, negative experience, fear of losing the thread of material, fear of being stopped, and negative thinking; and external factors such as presentation room condition, failure to practice, gender, and physic. Participants can use the following strategies to cope with their anxiety when giving an English presentation: (a) think positively about the audience, the speech, and themselves as speakers; (b) prepare well, rehearse, maintain self-confidence, and relax.

Another result is according to Cendani's research "Students' Anxiety Level in Speaking on General English Class (A Case Study at English Teacher Education Department UIN SUNAN AMPEL SURABAYA)" This research uses qualitative. The population of this study were 91 first semester students at UIN Sunan Ampel Surabaya in the 2016/2017 academic year who joined the General English Class. The study participants included both men and women and their ages ranged from 19 to 24 years. The researcher selected randomly from all first semester students and selected 9 participants for interviews with 3 students from each different level to determine the impact and to re-confirm the answered questionnaire guidelines. This finding showed that most of the students' speaking anxiety level in General English class is at moderate level. The most common factors that affect students' speaking anxiety level are categorized into negative evaluation fear, which means that students are afraid of negative evaluation from the teacher when speaking in front of the class