

CHAPTER II

LITERATURE REVIEW

A. Public Speaking

1. Definition of Public Speaking

Public speaking is basically defined as an ability possessed by someone to convey or be presented orally on a problem or topic in front of an audience. However, it is more than in public speaking. Black and Moore (1955) defines public speaking is one person talks and several people. Lucas (2009) describes public speaking does not merely mean speaking in public. It is the means to express and deliver the speaker's notion or opinion to public. When people do public speaking, they have important messages or ideas that they want to deliver to audiences.

If the speech does not contain any message or purpose, it means the speech cannot be considered as public speaking. Moreover, public speaking is different from talking to others in daily conversation. Public speaking is special and it cannot be learned by talking with your friends or families only. Speaking is one of language skills which is very important to be mastered Noviasari (2011) states that speaking skills is an oral communication that gives information involves two elements, they are; the speaker who gives the message and the listener who receives the message in the world, the communication involves the productive skill of listening. Fromkin (1988) also states that an act of communication through speaking is commonly perform in face to face interaction and occur as a part of dialogue or rather than form or verbal exchange. Because public speaking is special, the speaker must know what he or she wants to talk about first before delivering the speech. The peaker must practice again and again about his or her speech. The speaker needs to rally careful about what messages or ideas he or she wants to deliver to public.

Lamerton (2010) explains people can get through life without practicing what to say. People don't clam up when they ask for us ticket. And there's no single 'right' way of asking for the bus ticket. People just start speaking and you get your message across. Once they know what they want, public speaking is no different. In addition, public speaking is also important skill that everyone should have.

2. Skills of Speaking

Speaking is one of language skills which is very important to be mastered. Edward (2013) maintains that speaking is a verbal use of language to communicate with others. It means that speaking is a delivery of language through the mouth, to great the massage that is going to be delivered. Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate (Rayhan, 2014:516).

Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. Speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating. A recent study (Bashir, Asim, & Dogar, 2011) concluded that speaking skills is one of the elements of communication which is communication is output modality and learning is the input of language acquisition and the use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words.

As human in the world we need to communicate each other to express an idea to do everything, what is more as students or learners they have to speak with the teachers and friends as long as in

learning to express the idea (Fromkin, Rodman, Collins, & Blair, 1988:237). In speaking skills teacher should teach students how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. It means that in formal environment between teachers and students have to always interact to make communication, because in facts, most of our daily communication remains interactional.

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From definition above, it can be concluded that speaking skills is a form to say or talk something with expressing of ideas, opinions, views and description to other for getting response or way of conveying message in order to make understanding of wishes to other and to contribute to the other. To do speaking activities, it must involve the speaker and the listener or only speaker involved.

3. Elements of Speaking

They are many elements of speaking that must be mastered by students in order to be a good. There are five elements of speaking ability which is based on Bahdi (2014) he divided the elements of speaking ability into five parts. It can be been in explanations below:

a. Accuracy and Pronunciation

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. According to Richards (1992)

accuracy concerns “the ability to produce grammatically correct sentence”. In other words, accuracy in language means grammatical accuracy only. The terms accuracy seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. Anjaniputra (2013) also sets the clear scale for assessment of accuracy, they are; Grammar, students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses; vocabulary, students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught; pronunciation, students speak and most people understand.

It means that accuracy is the ability to produce correct sentences using correct grammar and vocabulary. So, a good accuracy in speaking is show when people speak with good pronunciation, a correct grammar, and appropriate vocabulary. Pronunciation is the way for students“ produce clearer language when students speak. Lin (2014:16) maintains that “pronunciation is the most important skill of spoken English”, the spelling of words in accordance with their usual pronunciation. It means that in having a good pronunciation, there are four aspects that have to be mastered by the students, they are; sound, stress, intonation, and rhythm. If one of them missed from the speaker, it will cause misunderstanding between the speaker and listener.

b. Grammar

It needs for students to arrange correct sentence in conversation. Students can use their ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Grammar is one of the major language components. Bahdi (2014) states that grammar is a form of internal, linguistic

knowledge which operates in the production and recognition of appropriately structured expression in that language. It means that grammar is the way words are put together to make correct sentences. It pertains to sentence and word. It figures the categories such as noun, subject, imperative clause, and so on. There is not language without grammar, and none can be mastered without assimilation grammar (Subasini and Kokilavani, 2013: 57). It means that a good understanding in grammar makes students able to produce grammatical and lexical sentences correctly. If the speakers make mistakes in using grammar in communication, the listeners will also make mistakes to translate the meaning of utterance.

c. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words an expressions accurately. One cannot communicative effectively or express their ideas both oral speaking and written form if they do not have sufficient vocabulary. A recent study (Larson, Dixon, & Townsend, 2013:16) concluded that vocabulary is total number of words which (with rules for combining them) make up a language.

It consists of content words; noun, verb, adjectives, and adverb, and function words such as preposition, conjunction, article, and pronoun. Some vocabulary exercises need to be carefully prepared in advance or adult (Nation, 2009:2). It must be planned to systematically cover a certain area of vocabulary useful vocabulary needs to be met again and again to ensure it

is learned. Without grammar, there is a little information that can be conveyed. Without vocabulary, nothing can be conveyed. So, vocabulary means the appropriate diction which is used in communication.

d. Comprehension

Comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. Students who have strong comprehension are able to draw conclusions about what they speak, what is important, what is a fact, what caused an event to happen, and which characters are funny. Thus comprehension involves combining reading with thinking and reasoning. For oral communication certainly requires a subject speech as well as to initiate it. Addition, Bahdi (2014) says that comprehensibility is the process of understanding of the utterances sent by the speaker done by listener. Comprehensibility has two common senses (Torky, 2006:49).

In its narrow sense, it denotes the building of meaning from sounds. Comprehensibility in broader sense denotes the interpretation the meaning and utilizes the speech act conveyed. In other words, if there are two people want to make communication to each other, they have to be speaking because they have different information. The activity of speaking or communication should be understood by the speaker and listener. For example, a question, listener extracts the importation then tries to search the answer for it. It means that comprehension is one of the components that involve in speaking skill. In this part, the speaker must have a good way to make the listener understand with their speech. As we know that the function of speaking is transformation and idea from the speaker to the listener.

e. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency being the main characteristic of the speaker performance. Fromkin (1988) defines that fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. Christiansen (2012) states that fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation (Nation and Newton, 2009: 151).

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses “ums” and “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. More specifically, Nation (2009) points out the criteria for assessing fluency. They are as follows: a) lack of hesitation: students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying, b) length: students can put ideas together to form a message or an argument. They can make not only the simplest of sentence patterns but also complex ones to complete the task, c) independence: students are able to

express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going (Khadidja, 2010:2).

From definition above, Dealing with the attention of so many people coupled with the stress of articulating correctly and understandably makes most people nervous. But like every other activity, public speaking to requires skill and practice. All you need to know is the art of managing your thoughts while also connecting with your audience.

B. The Nature of Anxiety

1. Definition of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry. There are several definitions of anxiety which are found by the researcher. According to Horwitz (2011:23).anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, basically when someone has got anxiety sign they do not something normally as usual, they will get over action, easier forget the material, loss of courage and etc.

According to Cheng (2009:12) anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations. From the several theory above In can be concluded that the researcher tell about the definition of anxiety, so the anxiety is the expression that someone can do anything with normal condition, they easier loss their mind, over action, be panic, and still many more.

2. The Aspect of Anxiety

This aspect of anxiety refers to Behavior, in the form of restlessness, tremors, fast speech, lack of coordination, avoidance, running from problems, alertness, physical tension, etc. McCroskey in Vieth (2015) sees Generalized-context CA as relatively durable orientation of personality types towards communication within the certain context. This means that communication anxiety arises because The individual must speak according to the given context. According to Mc Crosskey has several aspects of public speaking anxiety, including:

a. Communication Apprehension in Group Discussion

Communication Apprehension in Group Discussion is a feeling tense, nervous, uncomfortable or anxious when speaking in a group discussion. The discussion group is a group consisting of 6 to 8 people in a room and sitting in a circle discussing or discuss a specified topic.

b. Communication Apprehension in Interpersonal conversation

Communication Apprehension in Interpersonal conversation is feeling tense, nervous or anxious while having a conversation. Interpersonal conversation is communication between people directly face-to-face, which allows each participant to capture people's reactions others directly, either verbally or nonverbally.

c. Communication Apprehension in Public speaking

Communication apprehension in public speaking is a feeling confused, jumbled, nervous, unable to control himself when public speaking. Public speaking is oral communication in the form of speeches, lectures, presentations, and types of public speaking many others.

The researcher was use this theory to kinds of anxiety were experienced by the student's anxiety in English Public Speaking at The Second Student of IKIP PGRI Pontianak.

3. The Causes of Anxiety

The cause of anxiety usually occurs because you have a history of trauma or have experienced a stressful event, such as bullying or bullying. According to Horwitz et al. (2011:127), three causes of anxiety related to performance anxieties are (1) communication apprehension (CA), (2) test anxiety, (3) fear of negative evaluation. This description will be used to investigate the causes of student's anxiety in speaking English (foreign language) in this study.

a. Communication Apprehension

Students' personality traits such as shyness, quietness, and reticence are considered frequently precipitate CA. The feeling of shyness is different from one individual to another individual, and from situation to situation. According to McCroskey and Bond (1980 as cited in Tan Veer, 2007), there are seven factors that could result in students' quiet: (1) Low intellectual skills, (2) low speech skill, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, and (7) ethnic/cultural divergence in communication norms.

b. Test Anxiety

Another source of anxiety is related to a test. Test is also relevant to the discussion of foreign language anxiety. Test anxiety, as explained by Horwitz et al. (2011), refers to a type of performance anxiety stemming from a fear of failure. In learning a foreign language, a learner may experience test anxiety that prevent his or her performance.

c. Fear of Negative Evaluation Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test taking situations, but, it may occur in any social, evaluative situation, such as interviewing

for a job or speaking in second/foreign language class (Horwitz et al. 2011:12). It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well.

Based on the explanations above, it can be concluded that there are three kinds of the causes of anxiety. The researcher will use this theory to find out the factors caused The student's anxiety in English Public Speaking at The Second Student of IKIP PGRI Pontianak.

4. Impact of Foreign Language Anxiety

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students' learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process. Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious student will have difficulty in their language learning since anxiety affects cognition processing. According to Horwitz et al. (2011: 19) anxiety can interfere with several aspects of cognition in learning process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previously been learned. In other words, foreign language anxiety belongs to debilitating anxiety because it can hinder language learning (Richards and Renandya. (2002: 12).

Similar with Ormrod, MacIntyre as cited in Young, also believed that anxiety can affect students' cognitive processing. He proposed a variation of the Tobias model of the effects of anxiety on learning from instruction which consist of three stages: input, processing, and output. Further, anxiety can affect students' cognitive

performance at any or all of the three stages. It means if anxiety disrupts the cognitive work at one stage, then information is not passed along to the next stage. At the input stage, foreign language anxiety acts like a filter that preventing some information from getting into the cognitive processing. This is similar to Krashen's well-known concept of the "affective filter". Wahyuni (2013: 28) state that anxiety can raise affective filter and form of a „mental block that prevents a comprehensible input from being used for language acquisition. For example, anxious student may not be able to gather information of the language rules and vocabulary because anxiety interfere their ability to process information.

Based on the description above, it could be said that the existence of foreign language anxiety can affect the fluency of learner's speech and learning in general.

C. Previous Related Study

To conduct this research, researcher will obtain sources information from several journal, the first journal is according to Pratiwi&Analido (2018) in their research titled "EFL Students' Anxiety in Research Proposal Seminar "it is found that all participants indicate foreign language anxiety. Moreover, the signs or symptoms of foreign language anxiety found and analyzed in this research are general avoidance, physical actions, and cultural depended signs in which almost all of participants were seen having those signs. Those factors are communication apprehension, test anxiety, fear of negative evaluation, contributors` characteristics, and psychological factors. In short, the participants of this research encounter foreign language anxiety during research proposal. It can be seen from the signs or symptoms that appear during overall process of research proposal presentation. Fortunately, by that feeling of foreign language anxiety, those participants still tried and were capable to respond, explain, and argue their opinion; although they

felt worry. At this point, foreign language anxiety has its factors that have been mentioned above. Those factors are the triggers of all signs or symptoms that come up during the research proposal seminar.

The second journal is according to Tambunan, (2018) the investigated students' anxiety in public speaking, there were five causes of public speaking anxiety found in this research. The first is because the mastering of the materials. Mastering the materials before doing public speaking is very important for students. The better they mastered their own topic the better result they got for final score. The failure to master the materials could increase students' public speaking anxiety. The second because self-confidence. If students could not master their materials well, they would not be confident to deliver the speech in front of audiences. Furthermore, it would make their public speaking anxiety worse. The third cause is nervousness. Students in public speaking class acknowledged that they often felt nervous whenever public speaking class occurred. They needed to speak in front of the class and became the center of attention. Some would begin to sweat, mumble and said unclear speech with false pronunciation. The fourth is panic. When students were too nervous, they would become panic. They would lose control and focus of their speech and it could make the final score bad. The fifth is because fear of making many mistakes. Students could make mistakes easier in front of many people and it could distract their concentration with their speech. It could make students forget the main idea, gave unclear speech and went blank.

The third journal was written by argument is according to Raja, F (2017) in his research titled "Anxiety level in students of public speaking: causes and remedies" explain that Lack of confidence was the most common reason of fear of public speaking because many students have a meek nature and they tend to feel uncomfortable while speaking in front of others. Another reason discovered in the research is that students who had a good command over debates and speeches performed better in presentations. Even if a student fears public speaking, he can perform well

by practicing and rehearsing quite rigorously. Public speaking if treated as a skill can be tremendously improved upon. The instructors play a vital role in giving support and confidence to the students and can help them overcome public speaking anxiety.

The fourth journal is according to Aldiano, (2016) in his research titled “Hubungan antara body image dan kecemasan berbicara di depan umum (Public speaking anxiety)” based on the results of descriptive analysis, most of the participants had a fairly high level of body image, most also had a high level of self-confidence, and most also had a fairly low level of anxiety. Confidence has been shown to have a negative relationship with public speaking anxiety, so students are advised to maintain their self-confidence in order to be able to reduce public speaking anxiety, this is in accordance with the researcher's descriptive analysis where most of the participants have fairly high self-confidence, and have low anxiety. However, some still have low self-confidence and high anxiety. One way to increase self-confidence is to increase self-respect and think positively about one's appearance, this is intended to reduce public speaking.