

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Concepts of Speaking**

##### **1. Definition of Speaking**

Speaking is a type of interaction, thus it's critical to be as clear as you can. In order to communicate your ideas effectively, what you say is just as crucial as what you express. According to this point of view, as speech is regarded as a kind of communication, the speaker must be able to effectively and succinctly convey his views in order to be understood. Luoma (2004:20) stated that Speaking is a situational and socially driven action. It indicates that speaking is the main way that people connect with one other and that the majority of these interactions happen while engaging in normal speaking activities like instructing, counseling, and giving directions. Speaking then serves as a technique for the speaker and listener to communicate meaning when they engage. The speaker who decided to actively assume the role responds with a series of verbal statements. Speaking is also conveyed through facial expression in addition to speech, which enables talkers to better match one another and create dialogues that are easier to understand.

Speaking is a producing talent that can be directly and objectively observed, but these observations are invariably influenced by how well test-takers can listen, which inevitably undermines the validity and reliability of an oral production exam (Brown, 2004:140). Speaking objectives that are equally important to fluency include clarity and confidence. Speaking will help students understand what is being said and get the information they require because it is the main form of verbal communication and

the most effective way to express ideas and opinions. Ahmadi (2017) mentions that speaking refers to more than just mouthing words when we use the word. Meaning that speaking involves more than just mouthing words; it also involves grammar, fluency, pronunciation, and other skills.

Based on the information above, speaking requires not only the participation of thoughts and emotions, as well as the generation of sound by the speech organs. Speaking is the process of controlling the urge to talk in order to use voice symbols to communicate information, ideas, opinions, and viewpoints with another person. It is hard to separate the speaking from the listening aspects of speaking because speaking involves both the speaker and the listener.

## **2. The Functions of Speaking**

Speaking is done to convey information or ideas from the speaker to the audience. Jack C. Richards (2010:19) stated that a relevant distinction was made between the purposes of speaking that are concerned with information exchange and the interactional functions of speaking, which are concerned with the development and upkeep of social relationships. Speech serves several purposes. They converse about performances.

### **a. Talk as interaction**

It refers to interaction that primarily serves a social goal, which is what we usually mean when we use the word "conversation." In order to be polite and establish a secure environment for contact, people greet each other when they first meet, engage in small talk and chit chat, exchange recent experiences, and so on. The speakers and how they wish to be perceived by one another are more significant than the message.

b. Talk as transaction

When speaking, the emphasis is primarily on getting the point over clearly and accurately so that the other person can grasp what we are trying to say. Students and teachers typically put more emphasis on meaning or going through concepts to grasp in this style of spoken language than on interacting.

c. Talk as performance

This is the same as speaking in public. Specifically, it refers to speeches that inform the audience, such as speeches, announcements, and morning talks.

Based on the definition given above, Speaking is used for a variety of things, including public speaking or performance discourse. Public speaking is intended to convey information to the audience.

### **3. Components of Speaking**

In speaking there are important components that must be considered. Brown (2004:157) explains that speaking has five distinct component. The following are the components of speaking:

a. Grammar

Grammar in Indonesia is structured differently than grammar in English. English grammar has numerous different tenses, including simple present, simple past, simple future, present perfect, past perfect, and more. Students should be aware of that in order to master English.

b. Vocabulary

One aspect of learning English, particularly in terms of speaking ability is vocabulary. Without vocabulary, people are unable to communicate with one another in daily tasks or express their views. Nonetheless, the fact that many students

lack vocabulary is one reason why they have trouble speaking English.

c. Comprehension

Understanding the message or information that is conveyed by the speaker to the listener in order to make the same point and prevent misunderstanding is known as comprehension.

d. Fluency

The speed at which speech flows is known as fluency. It implies that the sender and the recipient must communicate clearly in order for the other to understand them.

e. Pronunciation

In English, pronunciation is crucial, especially while speaking. With proper pronunciation, people will comprehend what we are saying without difficulty. Conversely, with poor pronunciation, people will misinterpret and find it challenging to understand the message.

## **B. Concepts of Anxiety**

### **1. Definition of Anxiety**

Anxiety is a common sensation of worry or anxiety that a person has in situations they perceive as scary, such as during job interviews, class presentations, public speaking, and undertaking tasks they believe they are unable to complete. Something of this nature can produce emotions of extreme anxiousness. There are several ways to define anxiety, according to the study. Bourne (2010:15) claims that anxiety is a combined physiological, behavioral, and psychological reaction. Anxiety can cause physiological symptoms including a quick heartbeat, tense muscles, nausea, a dry mouth, or perspiration. It can undermine the capacity to act in a behavioral situation. Anxiety is a psychologically defined state of uncertainty and trepidation.

One of the affective elements that affects speaking ability is anxiety. Anxiety is one of the main challenges that students face when learning to speak. The most prevalent emotional problem that people experience is anxiety. Everyone experiences anxiety in anticipation of certain events in their lives, particularly when they have to participate in speaking exercises. Zhiping and Paramasivan (2013) mentions that anxiety is a well-known issue that can undermine students' performance and accomplishments and reduce their desire to engage in educational activities. Meaning that the more anxious students are the less they contribute to learning, particularly speaking. Meanwhile, Michael and Ronald (2009:11) defined anxiety is a natural reaction to the perceived threat, and anxiety is a condition of tension.

Based on the definition given above, anxiety is a reaction to a particular circumstance or conceivable future events that produces feelings of threat, dread, tension and worry.

## **2. Types of Anxiety**

There are several types of anxiety that need to be known, Thomas (2009:31) mentions that there are two types of anxiety namely State anxiety and Trait anxiety :

### **a. State Anxiety**

State anxiety is anxiety that only manifests itself in particular circumstances and typically has a clear trigger. Hence, state anxiety is a type of anxiety that people only experience briefly and in response to a particular scenario. In a nutshell, the situation and length of anxiety vary depending on the trait. A person with trait anxiety may experience long-lasting anxiety in any circumstance. Those who suffer from state anxiety, on the other hand, only experience anxiety when they believe they are in danger. State anxiety appears

suddenly and is temporary when facing a match. State anxiety which is a feeling of trepidation and discomfort in reaction to a specific situation, can be split into two categories based on their severity, length, and situations.

b. Trait Anxiety

Trait anxiety arises due to innate factors that are inherent in the person's personality. An ongoing condition that is established in a person's personality is trait anxiety. Individuals with typical anxiety tend to worry more than the majority of people do, and a person's personality will always affect him regardless of the situation. Yet, anxiety can occasionally be quite severe and persistent. This kind of anxiety is referred to as trait anxiety. Trait anxiety, which is more strong and varies from person to person regardless of the situation.

### 3. Factors of Anxiety

Anxiety is caused by several factors, Fatma and Ernawati (2012) mentioned there are two factors influence the students' anxiety that is the internal and external factors.

a. The internal factors

The previous sentence listed four internal factors that the pupils' fear of speaking English was affected by namely Motivation, Shyness, Lack of Self-confidence and Fear of making mistakes.

1) Motivation

One aspect of the internal influences that have an impact on pupils' anxiety is motivation. This indicates that the most internal factors motivation were what affected students' speaking anxiety in class. Juhana (2012) further adds no matter what kind of motivation

the students process, it will increase their interest in their studies because motivation is an inner energy. Many studies have shown that students who are highly motivated to succeed may persevere in their studies and get higher test scores than kids who are less driven to succeed, demonstrating the importance of fostering student motivation.

## 2) Shyness

One aspect of the internal characteristics that have an impact on pupils' anxiety is shyness. Based on Jan and Nancy (2013) shyness is the propensity to experience anxiety or timidity while engaging with others, particularly total strangers. Shy and socially awkward people experience anxiety in these situations because of possible outcomes they fear; specifically, they worry that they will say or do something embarrassing (like spill a drink or forget their lines), exhibit anxiety symptoms (like blushing, trembling, and sweating), or otherwise come under scrutiny and judgment from others (for example, as clumsy, incompetent, weak, and so on).

## 3) Lack of self-confidence

According to Setiadi (2021) the oral form of communication is speaking. Many pupils lack of self confidence, making it difficult for them to interact with others. Sometimes they find it embarrassing to use English. Early experiences are the origin of self-confidence, or self-esteem as psychologists refer to it. It begins with the parents encouraging the youngster to feel valuable and a part of completing the resulting enumerated childhood assignment. As self-confidence

is a key component of learning, it follows that lacking it is one of the crucial factors that should be taken into consideration.

4) Fear of making mistakes

One of the internal elements that have an impact on students' anxiety is their fear of making mistakes. Robby (2010) state one of the biggest reasons why students are reluctant to speak in English in class is fear of making a mistake. they worry if they are making a mistake issue. Aftat (2008:12) adds that the concern with criticism and unfavorable appraisal is related.

b. The external factors

Four External factors that affected the pupils' fear of speaking English were previously listed, namely Limited vocabulary, Lack of preparation, Grammatical error, Friend/classmate.

1) Limited vocabulary

One of the variables affecting pupils' anxiety that is centered on external circumstances is their limited vocabulary. According to Tanveer (2007) having a small vocabulary makes learning English difficult. Therefore, the characteristic that causes concern is the limited vocabulary.

2) Lack of preparation

One of the reasons affecting the pupils' anxiousness that is centered on external causes is a lack of preparation. Numerous earlier research reported that anxiety in pupils is largely a result of preparedness. Liu (2007) also cite "preparation" as one of the best ways to deal with worry. So, it is clear that a major



factor in students' anxiousness during speaking classes is a lack of preparation.

3) Grammatical error

One of the elements of the factors that influence students' anxiety centered on external sources is grammatical error. This suggests that grammatical mistakes will increase students' anxiety when speaking English.

4) Friends/classmate

One of the elements affecting students' anxiety that is centered on external issues is friends/classmates. According to Tsilapkides (2009) Fear of receiving poor feedback from others frequently surfaced in language acquisition. Even if it was obvious, classmates continue to contribute to students' anxiousness during the learning process.

### **C. Speaking Anxiety**

Speaking English in front of an audience can be a very difficult assignment for some students because they may experience anxiety, which inhibits them from giving a successful oral presentation. When students majoring in English language education feel such anxiety, the stakes are higher because they are future students. Since they will be showcasing their skills in front of their students, they must be confident in this field of work. Speaking anxiety, refers to the anxious feelings people experience before or while speaking in front of an audience. According to Asyfyfa et al.,(2019), speaking anxiety is a factor that significantly affects students' self-confidence since it frequently causes them to feel failure when they are unable to talk and demonstrate what they know. Because of their lack of confidence while speaking in front of others, students who experience speak anxiety find it difficult to comprehend the teacher's explanations.

Meanwhile, Sari (2017) further adds each person experiences anxiety as a natural, fundamental trait from the moment of birth. When a person is under pressure or faces a threat, anxiety may spontaneously manifest. A person experiences anxiety when she is confronted with a situation that could marginalize her. She may feel anxious, nervous, confused or flustered.

## **D. Concepts of Debate**

### **1. Definition of Debate**

Debate is a practice that opposes two or more team individuals or groups against one another in an argument based debate to discuss, solve, and differentiate problems. through English debate, students are required to demonstrate their command of the English language, as well as their proficiency in global education, analysis, and judgment, which are formed by reasoning and the support of real data, and the ability to persuade the audience about an issue. Based on Baso (2016) in a debate, two opposing sides express their ideas or opinions and then attempt to defend them. You can improve your communication abilities by debating. It involves putting together and structuring strong arguments, influencing and entertaining an audience, and persuading a judge through your voice and body language that your arguments are stronger than those of your opponents. Personal assaults, unreasonable criticism, or only emotive arguments are not appropriate in a debate.

Debates are thought to give pupils opportunity to talk in English and practice expressing themselves. Participants in a debate present arguments in favor of and against a certain topic. We can improve our communication skills by debating. It involves putting together and arranging compelling arguments, influencing and entertaining an audience, and persuading the adjudicator with

your voice and body language that our case is stronger than our stance (Nurfitriah et al., 2019). According to Musfirah (2017) Personal assaults, unreasonable criticism, or only emotive arguments are not appropriate in a debate. In addition, Pradana (2017) further adds debate is one method for enhancing communication abilities. Although it deals with a type of discussion, in a sense it is an argument between proponents and opponents of ideas.

Based on the definition above, Debate can improve your communication skills and debate is one method for enhancing communication abilities. It involves putting together and structuring strong arguments, influencing and entertaining an audience, and persuading a judge through your voice and body language that your arguments are stronger than those of your opponents.

## **2. Types of Debate**

Before conducting a debate, there are several types of debate that need to be known, According to Asrida (2016) there are fourth types of debates, seen from the total number of participants.

### **a. Parliamentary Debate**

Three speakers from the government and opposition each make relatively long arguments in favor of and against a bill, amendment, or motion during a parliamentary debate. Following this, there is a question period during which the prime minister is asked questions. The opposition leader then has the opportunity to respond. The house then votes to pass or reject the measure.

b. Formal Debate

Three speakers speak in favor and three speak against in formal debates. Each member of the squad gives a speech that lasts between 7 and 10 minutes. A panel of judges scores each speaker, and the ultimate tally of the scores for each team determines which team has won.

c. Oregon Debate

Oregon debate is similar to formal debate with the addition that each speaker must spend an additional three minutes cross-examining the prior speaker. Each team leader has the option to respond (typically the third captain on each side). The winner of each cross-examination receives a bonus mark, and each speaker's speech is graded as normal. The adjudicators finally reveal the winning team.

d. Single Debate

In a single debate, there are just two competitors (the first speaking in favor and the second speaking against). Everyone is entitled to respond. Adjudicators assign points, and the winner is revealed at the conclusion.

### **3. Stages of Debate**

Participants in a debate present arguments in favor of and against a certain topic. We can improve our communication skills by debating. In conducting a debate, there are several stages that must be considered. Musfirah (2017) states that in the debate there are stages. The following are the stages of the debate:

- a. Develop a statement or topic raised.
- b. Form three groups, consisting of pro groups, contra groups and neutral groups.
- c. Each group consists of a chairman and a deputy as spokespersons during the debate.

- d. Sit facing each other with the spokesperson for the opposing group.
- e. One group can consist of more than two people.
- f. Each group expresses their assumptions or arguments before the debate begins.
- g. During the debate, other participants can record the content of arguments, questions or potential rebuttals.
- h. At the end of the debate, it is not obligatory to determine the winner. It is enough for the minutes to convey the results along with the conclusions of the debate.

#### **E. Previous Relevant Study**

Many people have investigated the issue of speaking anxiety from different perspective.

1. A research Siagian and Adam (2017) with the research entitled “An Analysis of Students' Anxiety in Speaking” found that low English proficiency, along with a lack of work familiarity, a fear of making mistakes, a lack of drive, incomprehensible inputs, and a lack of confidence.
2. A research Mitha, Amri, and Narius (2018) with the research entitled “An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program” found that the pupils' dread of the consequences of failing the speaking test was one of the causes of their anxiousness.
3. A research Saputra (2018) with the research entitled “An Analysis of Students' Speaking Anxiety Toward Their Speaking Skill” found that compared to students low levels of anxiety, those with high levels tend to be more insecure and silent throughout class. They are terrified of making mistakes, hearing criticism from their teachers or peers, and receiving a poor grade.

4. A research Putri and Marlina (2019) with the research entitled “An Analysis of Students’ Speaking Anxiety faced by the EFL freshman students” found that one of the things that made the students uneasy was their fear of what would happen if they failed the speaking test. That happened as a result of their communication anxiety, which necessitates additional preparation for every facet of their performance so that they feel assured and at ease throughout the performance and are not concerned with the instructor's or classmates' critical comments.
5. A research Izumi, Setiyadi & Supriyadi (2017) with the research entitled “The Study between Students’ Anxiety and Speaking Ability” found that When pupils are anxious, it is difficult to understand what they are saying. Moreover, anxiety has a negative effect that can harm pupils' communication skills.