CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories that underlie the analysis of this research. As the basic of this study, the writer uses significant theories and studies related with derivational processes as the reference of the study. Here are some theories related to the study.

A. Definition of Speaking

Speaking is a media in human's communication. The ability of speaking is to express ideas, feeling, thought and need orally. Someone can share much information to other people orally through using speaking. Speaking is needed in humans live to make communication with other people. According to Finnochiaro and Soko, speaking or communicating is a means of expressing ideas orally in order to respond or to react to others and to initiate communicative act[10]. Speaking has become a part of daily life that we take for granted because average people produce tens of thousands of words a day[11].

---

[10] Setiawan Neri Andik, *The Use of Human Picture Puppet in Teaching Speaking Descriptive Text to Seventh Grader Student of SMPTN 37 Surabaya* (Surabaya: Library of State University of Surabaya,2001), 8

[11] Thornbury Scott, *How to Teach Speaking* (Pearson Education Limited, 2005), 1

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others that had not been prepared by using words or sounds of articulation in order to inform some information.

As stated by Lindsay and Knight, speaking includes into productive skill[12]:

1) It involves putting two messages together.

2) communicating the message

3) Interacting with other people.

It means that there are some elements in speaking which can not be reduced when speaking activity is happening (messages, participants, and interacting).

B. The Importance of Speaking Skill

As we know that speaking skill is very important to be learned because through mastering speaking, we will also master the language. Speaking is not only to produce sound of the words or sentences but also to express our idea, opinions, and everything that we want to say.

---

[12] Lindsay Cora, and Knight Paul, *Learning and Teaching English, (*New Jersey: Oxford University,2006), 57

Fulcher states that "Speaking is verbal use of language to communicate with other. The focus of its skill is to increase the students' ability to communicate in the target language"[13]. Speaking is also more difficult to master than other skills (reading, writing, and listening). Nunan confirmed that, many people feel that speaking is harder to be learned than reading, writing and listening. Then, he stated these two reasons:

1) Speaking happens in real time, unlike reading or writing. Real time here means that when your partner speaks with you, he/she usually waits for your response at that time.

2) You cannot type or correct what you say when you are speaking, unlike in writing, you can retype or revise your words[14].

From the explanation above, speaking activities increase the level of anxiety because during speaking the learners of foreign language have to interact with other people and speaking is spontaneously done by speaker and responder.

---

[13] Hanunah, " *Students' Strategies in Overcoming Speaking Problems ......* 23
[14]Nunan David, *Practical English Language First Edition* (New York: Mcg raw-hill, 2003), 48

C. The Difficulties of Speaking

There are some problems that make speaking difficult for students[15]:

1) Clustering

According to Brown, "Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering".

One of difficulties of speaking is clustering. When we speak, we do not use word by word. We should use phrase or clauses when speaking English. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension.

2) Redundancy

Spoken language has a good redundancy. When conversation occurred, speaking can use rephrasing, repetition, elaboration and a little insertion of "you know" and "I mean". It can help the hearer to process meaning by offering more time and extra information. The speaker also has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced forms

Reduced forms are one special problem in speaking. Reduction can be phonological (*"cudja" for "could you"*), morphological

---

[15] H. Douglas Brown, *Teaching by Principle............* 256

(contractions like *"you're"*), syntactic (elliptical forms like *"when will you go to Surabaya?" tomorrow, maybe"*) or pragmatic (if you want to leave the door open to someone who has just come into your room "it's pretty cold outside"). These reductions are very difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language.

4) Performance variables

In spoken language hesitations, pauses, backtracking, and corrections are common. Native listeners are conditioned from very young ages to weed out such performance variables, whereas they can easily interfere with comprehension in second language learners. Everyday casual speech by native speakers also commonly contains ungrammatical forms. Some of these forms are simple performance slips. For example, "We arrived in a little town that there was no hotel anywhere" is something a native speaker could easily self- correct. Other ungrammaticality arises out of dialect differences ("I don't get no respect") that second language learners are likely to hear later.

5) Colloquial language

Learners who have been exposed to standard written English language sometime find it surprising and difficult to deal with colloquial

language. Idioms, slang, reduced form, and shared cultural knowledge are all manifested at some point in conversations. Colloquialism appears in both monologues and dialogues.

6) Rate of delivery

Another important characteristic of fluency is rate of delivery. One of task in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency. Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and at times, delivered with few pauses.

7) Stress, rhythm and intonation

Stress, rhythm and intonation are the most important characteristic of English pronunciation because English is stress-timed rhythm of spoken English and its intonation patterns convey important messages. English is stressed time language. English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. Such, the sentence "The PREsidents is interested in eLIMinating the EMBARgo", with four stressed syllables out of eighteen.

8) Interaction

Interaction will play a large role in speaking. Speaking is especially subject to all rules of interaction: negotiation, clarification, attending signals, turn taking, and topic nomination, maintenance, and termination. So, when we learn speaking, we also learn how to respond another speaker to avoid misunderstanding between speaker and listener.

D. Definition of Anxiety

Anxiety is the one of most negatively influential affective variables, which prevents learners from successfully learning a foreign language. Scovel states that anxiety is feelings of anxiousness. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry [16]. Anxiety is almost same with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. All of them can disturb students' speaking. It also can be negative influences for students in learning and teaching process especially when speaking English. Mc-Keachie stated that anxiety is a major factor in the college student's classroom performance [17]. It means that anxiety makes the language learners nervous and afraid, which may

---

[16] H Douglas Brown, *Principle language learning and teaching…………*, 150

[17] Symonds Percival M, *What Education Has to Learn from Psychology Third Edition* (Columbia University: Teachers College Press, 1970), 61

contribute in poor oral performance. Sarason also presented that anxiety related to test taking decreases test performance, particularly if the anxiety is not related directly to the content of the test[18].

According Horwitz, MacIntyre & Gardner there are three components of foreign language anxiety in order to break down the construct into researchable issues:

1) Communication apprehension

   The speaking skill is so central to our thinking about language learning that when we refer to *speaking* a language we often mean *knowing* a language. According to Horwitz communication apprehension as "a type of shyness characterized by fear or anxiety about communicating with people", it is arising from learners' in ability to inadequately express mature thoughts and ideas.

2) 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; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in

---

[18] Guy R. Lefrancois, *Psychology for Teaching Fifth Edition* (California: Wadsworth, 1985), 320

second/foreign language class[19]. 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[20]. Fear of negative evaluation is arising from a learner's need to make a positive social impression on other.

3) Test anxiety or apprehension over academic evaluation[21]

According Ziedner, test anxiety is defined as asset of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam similar evaluative situation[22].

E. Causes of Speaking Anxiety

Causes of speaking anxiety are adapted from several sources. The students feel anxious because of there are many reasons, they include[23]:

---

[19] Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986) '*Foreign Language Classroom Anxiety'*, *The Modern Language Journal,* Vol. 70 (2), 127

[20] Shamas, A. (2006) *The Use of Computerized Pronunciation Practice in the Reduction of Foreign Language Classroom Anxiety*. Unpublished Ph.D. Thesis, The Florida State University, 10

[21] H. Douglas Brown, *Teaching by Principle…….…..*, 151

[22] Dale H. Schunk, dkk, *Motivation in Education Theory, Research, and Applications Third Edition* (USA: Pearson, 2008), 228

[23] Liu Meihua, " *Anxiety in Oral English Classroom: A Case Study In China*". Indonesian Journal of English Language Teaching. Volume 3/Number 1, May 2007, 128

1. Lack of vocabulary

   Vocabulary is one of important component in language acquisition. We cannot communicate without mastering an adequate number of vocabularies.

   Vocabulary can be defined, roughly, as the words we teach in foreign language[24]. However, vocabulary may be more than a single word: for example, post office, a mother in law, which are made up of two or three words but express a single idea.

   Murcia and Mc Intosh in Hanunah confirms this hunch as a general rule, but They also isolates four specific factors that make a word relatively easy or difficult to learn[25]:

   a) The intrinsic difficulty of the word to be learned

   b) The interaction between a group of words to be learned at the same time

   c) The interaction between groups of words to be learned in sequence

   d) The effect of repeated presentation of words to be learned.

2. Low English proficiency

   According to Brown, performance means realization of competence, it is actual doing of something. The learning of language in

---

[24] Penny Ur, *" A Course in Language Teaching (Practice and theory)"*, (Cambridge University Press, 1996),60

[25] Hanunah,, *"Students' Strategies in Overcoming Problems,………,* 19

school is able to guarantee the quality of input, which is received by students. It means that the input, which is received, has high quality, then the performance of students has high quality, if the students get low quality of input, then their performance will get low[26]. It means that when the students have low English proficiency, it also influence their performance.

3. Lack of preparation

Preparation is very important before speaking English especially when practiced speaking in front of class. The students can prepare vocabulary that is related with the topic, pronunciation or may be about information that is related with the topic.

4. Lack of practice

In classes where all, or a number of, the students share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in foreign language, and because they feel less 'exposed if they are speaking their mother tongue. It is because they lack of practice to speak English others. They rarely communicate with their friends or family using English language outside the class.

---

[26] H. Douglas Brown, *Principle Of Language Learning and Teaching, (*New Jersey: Prentice Hall,Inc,1987), 24

5. Fear of making mistakes and being laughed at

In a language class, fear of making mistake is so strong in some students that are practically determined to stay silent rather than risk committing grammatical error[27].

According to Brown and Segaran in Athena, students problems in learning speaking include such of some points that have relationship with age, opportunity, motivation, talent, attitudes, persistence, and also the bravery of drilling to speak up in front of audience[28].

They are fear of making mistakes in front of the class, such as in pronunciation or grammar. Actually, according to Meihua liu some students in China like to speak English, but when they were in front of others, they would be nervous and cannot say any words, because they were afraid others will laugh at them if they make some mistakes[29].

6. Fear of losing face

Likewise, fear of losing face also caused many students to become anxious when speaking English in class. They are shy, when they are speaking English in front of others, even if they are not inhibited, they usually complain that they cannot think of anything to say, they have no

---

[27] Zoltan Dornyei, *"Motivational Strategies in the Language Classroom"* Cambridge University Press 2001, 93
[28] Athena Tera, *"Students Non Linguistic Problems in learning English Speaking at SMP 3 Batu",* Thesis, (Malang: Library of State University of Malang (UM), 2004), 15. Unpublished Thesis
[29] Meihua Liu, *" Anxiety in Oral English Classroom: A Case Study In China*…….130

motivation to express themselves beyond the guilty feeling that they should be speaking.

7. Fear of being focus of attention

Although many students started to learn spoken English in secondary schools, they did not have much practice at that time because of the strongly didactic nature of teaching and exam-orientedness of schooling. Consequently, many students feared being the focus of attention and thus became anxious when singled out to speak English in class.

8. Fear of being unable to follow and understand others

Just like the finding that incomprehensible input provoked great anxiety in many students in language classrooms. Fear of being unable to follow and understand others caused many students in the present study to become anxious in oral English classrooms.

9. Inability to Express Ideas

Inability to express ideas is another cause for student anxiety in speaking English classrooms. They are afraid of talking to others. They usually have no idea how to express their meanings.

According to Casado & Dereshiwsky (2001), communication apprehension refers to nervousness related to communication with

people. Students' inability to express themselves or to understand each other leads to apprehension. Second language students prone to anxiety report that they are afraid to speak in the foreign language, showing feelings of nervousness, confusion, and even panic[30].

10. Memory dissociation

Dissociation is generally considered to be a disturbance or alteration in consciousness, memory, identity or perception of the environment[31]. Some students became nervous when speaking English in class because they couldn't remember what they had learned or prepared. According to Sha[32], student in China, "she was not afraid but ashamed for her poor speech. She always forgets the exact word to express her thought, in spite of an affluent vocabulary she has". It might also be the case that anxiety led to memory loss, which provoked greater anxiety in students. However, it needs further exploration.

According to the participants in china, shy and introverted students became (more) anxious when speaking English to others in class, even in the mother tongue, whereas, extroverted students felt more confident and less anxious when doing so.

---

[30] Casado, M. & Dereshiwsky, M, *Foreign Language Anxiety of University Students* [Electronic version]. College Student Journal, *35* (4), 539. Retrieved October 28, 2005, from Wilson Web database, . 2001

[31] http://www.rcm-usa.org/What-is-DID.htm

[32] Liu Meihua, " *Anxiety in Oral English Classroom: A Case Study In China*…….130

According Horwitz research, he identifies foreign language anxiety, as follow[33]:

a) anxious students fear that they will not understand all language input. It is also consistent with communication apprehension.

b) Anxious students also fear being less competent than other students or being negatively evaluated by them

c) Anxious students are afraid to make mistakes in the foreign language.

F. How to Reduce Anxiety in Speaking English

There are some strategies to reduce anxiety for many students:

1. Positive self-talk

It means that when the students will performance their ideas or their opinion, they must think that their ideas or their opinion are good. They also must think that they can contribute something useful to this discussion and other self- affirming.

2. Relaxation

It means that when the students will perform their ideas or their opinion, the students must relax by taking a deep breath before speaking. If the students have a few minutes before it is their turn to

---

[33] Horwitz, E. K., Horwitz, M. B., & Cope, A. J, *Foreign Language*……………..130

give a performance, they would breathe in slowly, hold your breath for 4 to 5 seconds, then they can be slow exhale in relaxation.

3. Visualization

It is form a mental picture of the students'-selves speaking confidently while other students or their classmates and instructor respond favorably to their opinions. Visualize this image while they are relaxed and thinking about what they are going to say[34].

4. Help learners to accept the fact that they will make mistakes as part of the learning process

A third major source of anxiety is fear of making mistakes. In a language class this fear is so strong in some student that they are practically determined to stay silent rather than risk committing a grammatical error. The teachers are expected be able to recommend only the selective correction of mistakes so that student communication is not stifled, and from a motivational point of view, mistakes are not to be clamped down on but rather to be accepted as natural concomitants of learning[35].

---

[34] Kanar Carol C, *The Confident Student* …293
[35] Dornyei Zoltan, *Motivational Strategies in the Language Classroom.* (Cambridge University Press: 2001), 90

5. Prepare the Material

   If the students do not prepare the material or are uncomfortable with it, their nervousness will increase. They should practice their performance and revise it until they can present it with ease.

6. Concentrate on the message that will be delivered

   The students' nervous feelings will dissipate if they focus their attention away from their anxieties and concentrate on the message that will be delivered and their friends.

7. Turn Nervousness into Positive Energy

   The same nervous energy that causes stage fright can be an asset to the student. They should harness it, and transform it into vitality and enthusiasm.

8. Gain Experience

   Experience builds confidence, which is the key to effective speaking. Most beginning students find their anxieties decrease after each speech they give[36].

---

[36] Laskowski Lenny, *Overcoming Speaking Anxiety in Meetings & Presentation* (http://www.ljlseminars.com/anxiety.htm, 1996)