CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher focuses on review of related literature that used as theoritical framework and previouse studies which related to the research. The review of related literatures is described as follows:

A. ORAL COMMUNICATION

a. Definition of Oral Communication

Oral communication is a part of communication. Communication derived from the Greek word "communicare" or "communico" which means "to share". Adler and Towne describe communication as a process between at least two people that begins when one person wants to communicate with another. Communication originates as mental images within a person who desires to convey those images to another. Mental image can include ideas, thoughts, pictures, and emotions. Communication is the process of transmitting information and common understanding from one person to another. Communication can be defined as the process of transmitting information and common understanding from one person to another, Keyton. Based on those definition about communication, the researcher conclude that communication is a signal(code).

¹ Adler, R. B., & Towne, N. (2003). Looking out/looking in. Belmont, CA: Wadsworth/Thomson Learning.

² Lunenburg, Fred C.

³ Keyton, J. (2011). Communication and organizational culture: A key to understanding work experience. Thousand Oaks, CA: Sage.

Moreover, Communication has a process, that is a sender (encoder) encodes a message and then sends it to the receiver (decoder). After the decoder receive the message, the decoder sends back appropriate feedback. Moreover, Communication needs a language as a code of communication. A language is the main rule of communication, because a language is a tool or system of communication in speech and writing used by people of particular country. So, people can communicate with another used a language that known both of them.

b. Types of Oral Communication

People communicate with another people in a number of ways that depends upon the message and the context which is being sent. Choice of people style in communication affect in communition itself. So, there are variety or types of communication. The variety or types of communication are:

1. Verbal communication

Verbal communication consists of two word that is verbal and communication. verbal means spoken or written⁵ and Communication means share the information or idea to other people.⁶ Verbal communication refers to the form communication verbally, communitation is done by word of mouth and a piece of writing. Based on those definition, verbal communication is sharing information with spoken not written to other people. The main function of communication is to have people understand

⁴ Oxford learner's dictionary

⁵ Ibid

⁶ Oxford learner's dictionary

what we are trying convey. In verbal communication has a key that is from the acronym KISS (Keep it Short and Simple). Verbal communication, divided into two types **oral communication** is the focuse resercher and **written communication**. Oral communication is a communication use spoken word. In oral communition, includes some activity as like face to face conversation, speech, telephonic conversation, video and voice over internet. The advantages and disadvantages of oral communication are:

- a) It brings quick feedback (advantages)
- b) By reading facial expression is a face to face conversation

 (advantages)
- c) Unable to deeply think about what people (massage) delivering (disadvantages)

Written communication is communication use written sign or symbol. Written communication message usualy like hand writing or printed. Also, message in written communication influenced on vocabulary, grammar used and writing style. The examples of written communication as like e-mail, letters, postcard, brochures, magazines, newspaper and so on. The advantages and disadvantages of written communication are:

- a) Message can be adited and revised before we sent (advantages)
- b) Provide record for every message sent (advantages)
- c) Enables receiver to fully understand it and send appropriate feedback (advantages)

- d) It take more time in composing the message (from word to mouth) (disadvantages)
- e) Number of people struggles for writing ability(disadvantages)

2. Non-verbal communication

Non-verbal communication is a communication used gesture, body language, facial expression to express the message. Also, Nonverbal communication is expressed through nonlinguistic means. It is the actions or attributes of humans, including their appearance, use of objects, sound, time, smell, and space, that have socially shared significance and stimulate meaning in others. Non verbal communication includes visual/kinesic cues such as facial expressions, eye movements, gestures, and body language. Deeper understanding is needed of non-verbal communication is the meaning of an expression of which is not revealed. A person must be good to catch the meaning of being transferred by sender. For example a person who gives a code with a frown, this could mean that he was confused or do not agree with us. From these examples, Ambiguity is one of the characteristics of non-verbal communication.

B. ANXIETY

a. Definition of Anxiety

Everyone feels anxiety from time to time. Few people get through a week without some anxious tension or a feeling that something is not going to

⁷ Oxford learner's dictionary

⁸ www.notesdesk.com accessed on Monday,3 mei 2016 20.12

go well. In addition, the word "anxiety" has the same meaning with fear, nervous, shy, unconfident, and so on. People may feel anxiety when we are facing an important event, such as an exam or speak in front of many people, or when someone perceive some threat or danger, such as waking to strange sounds in the night. When looking up the word anxiety it is described as:

"An abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it".

Speech therapist Margaretha Lanerfeldt describes speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows.¹⁰

Therefore, Anxiety is one of a multitude of individual differents studied in language acquisition. Individual differents, such as motivation, aptitude, IQ, self-esteem, and the focus of this study, anxiety, influence language students' language learning behaviors and affect learning outcomes. Anxiety is an individual different that is typically associated with negative learning outcomes. The type of anxiety that language acquisition researchers are concerned with is oral communication or speaking anxiety.

b. Learning English anxiety

⁹ http://www.britannica.com/bps/dictionary?query=anxiety accessed on Monday, 3 mei 2016 20.25 ¹⁰Lanerfeldt, M. *Talängslan*. A part of: Rudberg, L. (1992), (Red.), Barns tal- och språksvårigheter. *Lund: Studentlitteratur*.

Oxford defines language learning anxiety as, "fear or apprehension occurring when a learner is expected to perform in the second or foreign language". Students might not feel uncomfortable with their own mind. They can not stay focus and easily distracted by something around them. It makes them harder to find an idea to speak about.

Moreover, An anxiety is a state of mind or a natural uncontrollable fear that occurs due to some uncertainty. In other words, this is a kind of worry or nervousness associated with the psychological system or human mental health condition. Commonly, anxiety is divided into three categories such as state anxiety, trait anxiety and situation-specific anxiety. Scovel illustrated that state anxiety is a severe kind of anxiety. It seems to be a permanent mental disorder whereas both the state and situation-specific anxiety generally are associated with any particular occasion or happening.

c. Oral Communication/Speaking Anxiety

Horwitz& Young identified three performance anxieties. The first is: communication apprehension, which is a type of shyness that is felt when communicating with people and that manifests itself through anxiety, test anxiety and fear of negative evaluation. The next is fear of negative evaluation that stems from an individual's concern of being evaluated

11 Oxford, R.L. (1999). *Anxiety and the language learner: New insights*. In J. Arnold (Ed.), Affect in language learning p.59 Cambridge: Cambridge University Press.

¹² Horwitz, E.K., 1986. Preliminary evidence for the reliability and validity of a foreign language English anxiety scale. *TESOL Quarterly*, 20(3): 559-562.

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¹³ Scovel, T., 1978. The effect of affect on foreign language learning: A review of the anxiety research. language learning 28(1): 129-142.

¹⁴ Ehrman, M.E., B.L. Leaver and R.L. Oxford, 2003. A brief overview of individual differents in second language learning. System, 31(3): 313-330.

negatively, leading to the individual avoiding others' evaluations and evaluative situations. Finally *test anxiety* is defined as a type of performance anxiety that arises from fear of failure felt in academic evaluation environments. Performing spoken English in front of an audience can be a very difficult task for some students as they may experience anxiety, which hinders them from giving a successful oral performance. When such anxiety is experienced by students majoring in English Language Education, the stakes are higher since they are future teachers. In this profession, they are required to have confidence to demonstrate their skills before an audience: their students. Therefore, anxiety can pose a serious problem for this group of students.

Lightbown and Spada also discuss speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Nevertheless, in these situations researchers prefer to use the term tension. Lightbown and Spada claim however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student's learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.¹⁵

¹⁵ Lightbown, P. & Spada, N. (2003) *How languages are learned*. Oxford: Oxford University Press.

Speech or oral communication anxiety are feelings of nervousness, dread, and concern that people experience before, during, or after public speaking. Academic researchers use the term communication apprehension to describe this condition and define it as the fear or anxiety associated with real or anticipated communication with others said Dwyer. Moreover, Speech anxiety and communication apprehension are terms used interchangeably to describe similar (if not the same) phenomena. According to Brydon and Scott, speech anxiety refers to the feelings of discomfort that people experience before or during speaking in public. Whereas DeVito describes communication apprehension as a feeling of fear or anxiety about a situation in which one must communicate, especially when the communication act takes place in a public forum.

d. The characteristics of anxiety in Oral Communication

According Schachter & Singer, the characteristics of anxiety in Oral communication are affective characteristics, behavioral traits, physiological traits, and cognitive. Each of the features shown when experiencing anxiety of oral communication can not stand alone, but each interconnected. Individuals who experience anxiety in oral communication or public speaking

¹⁶ Dwyer (1998). Conquer Your Fear of Speechfright. Orlando, FL: Harcourt Brace.

¹⁷ Brydon & Scott (1997). *Between One and Many: The art and science of public speaking*. Mountain View, CA: Mayfield.

¹⁸ DeVito (1999). *Messages: Building interpersonal communication skills*. (4th Ed.). New York, NY: Longman.

will experience the affective traits, physiological, and cognitive, all these characteristics reciprocal to one another. 19

Frances suggests anxiety traits are divided into two, the physiological and psychological characteristics. The physiological and psychological characteristics are as follows:²⁰

a. Physiological traits

Physiological trait anxiety is characterized by dizziness or headache, abdominal pain, acne appears on the face, face flushed with embarrassment, soaring voice patterns while talking, hands and feet numbness, severe dizziness or loss of consciousness, and difficulty breathing.

b. Psychological traits

Psychological trait anxiety is characterized by negative thinking about a task or run out of time in doing the task, doubt the ability of self, fear of embarrassment when he was in front of the class (in front of friends or teachers), fear of failure, fear of pain, suspicion that he has been judged by people, Feeling sad and low self-esteem by excessive concerns.

Bucklew divides anxiety reaction as anxiety traits into two kinds, namely:²¹

a. Psychological traits

Such anxiety reactions characterized by symptoms such as feelings of uncertainty, confusion, and tension.

Frances, Frequently Asked Quetions about "academic anxiety, (New York: Rosen, 2008), hal 29 ²¹ Triantoro, Safaria, Managemen Emosi Sebuah Panduan Cerdas Bagaimana Mengelola Emosi Positif Dalam Hidup Anda, (Jakarta: PT Bumi Aksara: 2012), hal 49

¹⁹ McCroskey. The Communication Apprehension Prespective. [On-line]. http://www jamescmccroskey.com/bookchapters/285_1984 c1. Pdf.

b. Physiological traits

Such anxiety reactions characterized by symptoms such as heart rate and blood circulation is irregular and excessive perspiration.

The characteristics of public speaking anxiety has been expressed by Goudrey and Spielberger, namely:²²

a. Physiological traits

The limbs were shaking, sweat on palms, forehead and neck, facial flushing, heart beats faster, blood pressure increases.

b. Psychological traits

The difficulty in preparing the mind or express such words in public speeches.

c. General behavioral traits

A walk around the room, unable to sit for a long time, smoked constantly, and can not be relaxed.

Based on those description of the characteristics of anxiety and fear of oral communication (Public speaking), it can be concluded that the symptoms of anxiety of oral communication (public speaking) consist of characteristic physiological, psychological, and behavioral traits in general. These characteristics will be used as the basis for measuring tools.

e. The ways to cope anxiety

Mandeville suggest that it is the responsibility of teachers to understand the problem of anxiety, mainly its causes, and the possible

²² Ibid,p. 57

strategies used by teachers to alleviate it.²³ Neer, tests several instructional methods which he believes that may reduce or provoke anxiety.²⁴ He argues that the first speech must be as non-stressful as possible.

The primary role in reducing speaking anxiety is definitely associated with the teachers who organize, conduct the tasks and evaluate students' performance. Yet, their manners have also been reported to be the main cause of oral anxiety along with those of their peers, said Riasiti and Subaşi. Therefore, the first step to reduce speaking anxiety is to raise teachers' awareness about their harmful manners towards learners. These might incorporate ways of error correction, comparing students to each other, forcing students to talk, humiliating students. Solutions to this might be the implementation of techniques from humanistic approaches such as Silent Way, Total Physical Response, Suggestopedia and Community Language Teaching explained by Richards & Rogers. Rogers.

In addition, errors must be considered a natural art of learning mechanism. Teacher needs to avoid on the spot correction in speaking activities, since it can undermine students' confidence, and because it discourages learners who are anxious about "sounding silly" to experiment

Mandevile, The Effects of Teaching Assistants' Public Speaking Anxiety and The Evaluation Results of Classroom Interventions, (Miami Beach: ERIC Document Reproduction Service No.ED366033,1993) P 16

²⁴ Neer, *Instructional Methods for Managing Speech Anxiety in the Classroom*, (Louisville: ERIC Document Reproduction Service No.ED222942, 1982) P 4

²⁵ Riasati, M. J. (2011). Language Learning Anxiety from EFL Learner's Perspective. *Middle East Journal of Scientific Research*. 7(6), 907-914. (on-line) and Subaşı, G. (2010). What are the Main Sources of Turkish EFL Students' Anxiety in Oral Practice? *Turkish Online Journal of Qualitative Inquiry*, 1(2), 29-49.

²⁶ Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching (2nd Edition)*. Cambridge: Cambridge University Press.

with new language said Lightbown and Spada.²⁷ There is also a necessity to tactfully foster the belief to anxious students that they should aim at continuing a speaking activity, despite making errors. These approaches entail teachers to establish good rapport with students, accept them as individuals, tolerate their mistakes, and create a supportive and relaxed classroom environment. If required, the teacher should take up a doctor-like role and diagnose where the problem exactly lies and accordingly dispose of the displeasing effects of anxiety. These measures could specifically minimize fear of committing mistakes, negative evaluation by teachers and peers, social comparison and competition, which can result in high student participation in speaking activities.

Furthermore, teacher also has the same responsibility to cope students' anxiety, because as we know that teaching and learning process is not held successfully without any contributions both from teachers and students. Both of them work together and help each other to create conducive atmosphere during teaching and learning process in the class.

Kitano suggests that teachers should find ways to support students with fear of negative evaluation, which may involve providing these students with positive reinforcement, such as positive comments.²⁸ In relation to learners' perception of low ability, teachers should make interventions in the classroom environment and practices, and create a smart "sense of

²⁷ Lightbown, P., & N. Spada. (1999). *How Languages are Learned. (2nd ed.)*. Oxford: Oxford University Press.

Kitano, K. (2001). Anxiety in the college Japanese language classroom. The Modern Language Journal, 85, 549-566.

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community in the classroom", so that students do not perceive it a competitive, while pair and group work can be in incorporated.

Teachers should give special attention to such students by attending to their needs and concerns even outside the classroom by taking individual-specific measures. One appropriate way of doing this is to make encouraging remarks on students' attempts, praise their efforts, provide feedback written or oral, and have a private talk with them outside the class. In process, willingness to engage in speaking activities ought to be taken into account because unless students have ample opportunities to practice oral fluency and accuracy, they will not develop these skills.

Tsiplakides & Keramida suggest similar countermeasures as implicit correction of errors, inclusion of humor, addressing students with first names, non-verbal praise such as patting on shoulders or giving a warm smile and sufficient wait time for answers. Such small steps might operate as icebreakers in the fight against speaking anxiety.²⁹

C. ADOLESCENT in GENDER PERSPECTIVE

Gender does influence how young people develop, but before puberty, girls and boys are much more a like than they are different. In early childhood, girls and boys share many of the same characteristics and engage in many of the same types of activities. Throughout the first few years of elementary school, boys and girls both enjoy participating in team sports, playing organized games and working cooperatively in small groups.

²⁹ Tsiplakides, I. & Keramida, A. (2009). *Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations. International Educational Studies.* 2(4), 39-44.

The basic developmental differents between boys and girls are as follows:

- 1. Boys and girls mature physically at different ages. In early and middle childhood, boys typically are taller and heavier than girls of the same age. By age 10 or 11, girls have moved ahead as a result of the growth spurt associated with puberty. For boys, puberty typically begins two years later, and by age 15, they have caught up to or surpassed girls in height and weight. New studies indicate that some girls begin puberty as early as 6 or 7 years of age, creating an even wider gap between girls' and boys' maturation rates.³⁰
- 2. Girls' and boys' rates of learning differ. Recent studies indicate that there are differents in the brain development of boys and girls, beginning as young as 5 to 7 years of age. Girls develop faster and often perform better in school than boys. Some research even suggests that girls have a better sense of hearing than boys, which could, in part, explain girls' higher academic performance.³¹
- 3. There are differences in how males and females process information. Research shows that males are more likely to use one side of the brain for a given task, while females use both sides of the brain. Because girls access both the thinking and feeling

³¹ National Association for Single Sex Public Education, *What are Some Differents in How Girls and Boys Learn*?, NASSPE Web site, <u>www.singlesexschools.org</u> (December 16, 2003).

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³⁰ Paul B. Kaplowitz, et al., "Earlier Onset of Puberty in Girls: Relation to Increased Body Mass Index and Race," Pediatrics, Vol. 108 No. 2, August 2001, pp. 347-353.

functions of the brain at the same time, they process information best when it is presented in a larger context. In general, boys prefer information presented in an objective and fact-oriented manner.³²

F. PREVIOUS STUDIES

Studies related to oral communication anxiety of adolescent students in senior high school had been conducted by other researchers. Here, the views of some researchers which were related to this research, as follows:

First, It was a research which was done in may 2007 conducted by Meihua Liu, entitle "Anxiety In Oral English Classrooms: A Case Study In China". 33 at Department of Foreign Languages Tsinghua University, Beijing. In this research discuss about level anxiety in oral English classroom and the factor cause anxiety also the strategies to cope anxiety. In this research, researcher conduct the research on university in beijing. The participants Twenty-four (21 male and 3 female) coming from different departments such as Computer and Civil Engineering, these students met once a week for the lesson, which lasted 90 minutes per week.

The result of this research show that the result of a case study on anxiety in oral English classrooms in a Chinese university. By way of survey and reflective journals, the study revealed that (1) anxiety was experienced by a considerable number of students when speaking English in class, (2) the students reported to be the most anxious when singled out to

³² Ibid

³³ Liu, Meihua.2007." *Anxiety In Oral English Classrooms: A Case Study In China*". Indonesian Journal of Englih research Language Teaching Volume 3/Number 1

speak English in class or giving presentations at the front while the least during pair work, (3) a multitude of variables such as lack of vocabulary, low English proficiency and memory disassociation contributed to student anxiety in class, and (4) most students felt helpless about being anxious when speaking English in class. Finally, some suggestions were discussed in order to help students reduce anxiety and become more confident to speak English in oral language classrooms, thus ultimately enhance their learning of oral English.

Second, It was a research which was done in 2013 conducted by javed muhammad *et al*, entitle "Comparative Study of the Pakistani and Indonesian Student's Anxiety Towards the English Language Learning Soegijapranata Catholic University, Semarang, Indonesia and The Islamia University of Bahawalpur, Pakistan". The aim of this research is to evaluate the postgraduate student's level of anxiety towards the English language learning. The intended population for this study was the postgraduate students of the Soegijapranata Catholic University, Semarang, Indonesia and The Islamia University of Bahawalpur, Pakistan. A sample of three hundred and forty students (170 from each University) was selected randomly. Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz *et al*.

The researcher found the result that, both the Pakistani and Indonesian students have anxiety towards the English language learning. Mean scores

³⁴ Muhammad ,Javed *et al.*2013. "Comparative Study of the Pakistani and Indonesian Student's Anxiety Towards the English Language Learning". Middle-East Journal of Scientific Research 18 (11): 1563-1572.

of male and Indonesian students were significantly lower than the mean scores of female and the Pakistani students respectively suggesting that the male and the Indonesian students were more different in learning English.

Third, it was research wich was done in 2014 conducted by Mirah Sakinah, entitle "An analysis of teacher strategy in managing students' anxiety of speaking English at SMP Wachid Hasyim 7 Surabaya". 35 This thesis focus on the analysis of the strategy used by English teacher at SMP Wachid Hasyim 7 Surabaya. This research concluded into descriptivequalitative reserch. Furthermore, in collecting the data the researcher uses interview, observation and documentation. Then, the researcher analyze the teacher answer of the way in managing students speaking anxiety by referencing to Grounded theory by David Thomas. The researcher show the result of this study are pointed to the answer of statement of the problems, they are: the English teacher at SMP Wachid Hasyim 7 Surabaya uses two combination of the two strategy; Physical and Phsycological strategy.

Fourth, it was research by Nuswatul Maziyyah which was done 2013 entitle "student perception on speaking anxiety causes of second semester students English education department of state institute for Islamic studies faculty of tarbiyah". 36 This research aim is to know the causes of speaking anxiety and the way to reduce speaking anxiety in the speaking class. The

³⁵ Sakinah, Mirah. 2014. An analysis of teacher strategy in managing students' anxiety of speaking english at SMP Wachid Hasyim 7 Surabaya. Thesis of English Education Department UIN Sunan Ampel Surabaya.

Maziyyah, Nuswatul. 2013. student perception on speaking anxiety causes of second semester students english education department of state institute for Islamic studies faculty of tarbiyah. Thesis of english Department State Institute for Islamic studies Sunan Ampel Surabaya.

subject of this research is second semester of English education department in state institute for Islamic studies sunan ampel surabaya 2013. This study use descriptive qualitative method. To collect the data, the researcher uses some instruments, those are: preparation, tabulation, the responses each question are put into precentages, discuss the data in relation to the question of the research, and describe the recentage. The researcher uses descriptive to show the result.

The researcher show the result of this research that second semester students sometimes feel anxious when speaking English class. Many causes of speaking anxiety such as lack of vocabulary, lack of practice, low English proficiency, lack of preparation, forgetting what are prepared, lack of confidence and fear of making mistakes. The final of this research is researcher discussed in order to help students reduce anxiety and more confidence when perform or speak in font of the class speaking classroom.

Those researches are about speaking anxiety and speaking classroom anxiety. For example is analysis of students causes of anxiety in speaking. Also one of those researcher focuses on writing anxiety. Here, the researcher will focus on different anxiety beetween male and female of adolescent students in Senior high school. This title different with another title in previouse study. The different is the researcher in this research focus on male and female of adolescent students in Senior High School because most of researcher that research about anxiety and their subject research is students in University.

Fifth, it was research by Jingjing Cui from Foreign Language Department, Dezhou University, Dezhou, China. this study surveyed and analyzed 105 students from a high school in Dezhou City, Shandong Province, China. The results indicated that students indeed had comparatively high anxiety in English learning. Males have higher anxiety of English classes than females. And it was also found that high anxiety plays a somewhat debilitative role in high school students' language learning, some suggestions for reducing students' anxiety in classrooms were proposed for teachers.³⁷

³⁷ Cui, Jingjing.2011. Research on High School Students' English Learning Anxiety. *Journal of Language Teaching and Research*, Vol. 2, No. 4, pp. 875-880