

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 The Nature of Speaking**

##### **2.1.1 Definition of Speaking**

Speaking is one of the productive skills of teaching and learning English. Speaking skills have been defined in various ways in various ways suggested by researchers in language learning. In language teaching and learning there are many definitions of speaking that have been made regarding several experts. According to David Nunan (1991) Speaking is a skill that deserves attention in the first and second languages. Speaking is the most important aspect of learning a second language or a foreign language, and success is measured by the ability to speak in that language. In addition, (Mohammed, 2015, as cited in Brown, 1994 and Burns & Joyce, 1997) define speaking as an interactive process for constructing meaning that includes the production, reception, and processing of information.

Finally, based on the definitions given by the experts above, it can be concluded that speaking is the process of expressing ideas in spoken language, and that is one of the most important aspects of language learning. Furthermore, according to Rodriguez, Gutierrez & Hernández (2017) can talk with friends, colleagues, visitors and even strangers, in their language or in a language that can be understood by both speakers, of course the goals of many students and the success of learning English can be seen and measured by performance they are in speaking and how well they present their English in communication.

##### **2.1.2 The Importance of Speaking**

Speaking is the most important skill because it is one of the abilities needed to communicate. Latif (2013) states that as one of the communication systems, speaking plays an important role for the interaction of people in our

daily lives. Furthermore, in language teaching and learning speaking skills are important parts of the curriculum (Jannah & Hartono, 2018).

In social interactions, the ability to speak effectively supports our level of interaction and how well relationships can be achieved. Then, in work life or a career, communication skills are one of the main keys to career success. For example, a leader needs communication skill to convey information and direct others to act. Personally, we also need communication skills to show our abilities and skills. Our personality, self-image, world knowledge, and our ability to reason and express our thoughts are all reflected in our speaking performance in the target language (Leong & Ahmadi, 2017).

Nowadays, effective speaking has received a lot of attention from the general public. It has become one of the prominent qualities that can help you get the attention of others. Naturally, we all rely on effective speaking skills in everyday life. Therefore, speaking skills are very important, because it is one of the required skills that is mostly used in communication.

### **2.1.3 Functions of Speaking**

According to By Richard et al. (2005), mastery of speaking skills in English is something that is a priority for many second and foreign language learners. Some linguists have tried to categorize the function of speech in human interaction. According to Brown and Yule there are three functions of speaking: speaking as interaction, speaking as transaction, and speaking as performance. Each speaking activity is very different in terms of form and function and also asks different questions (Zarrabi, 2018).

#### **a. Speak as interaction**

Speak as a conversation with what we say as a conversation. This is interactive communication that is done spontaneously by two or more people. Its about how people try to convey their message to others.

Therefore, they must use speaking skills to communicate with others. The main objective in this function is social relations. Focus more on the

conversation and how they want to present themselves to each other from the message.

b. Speak as a transaction

Create conversations about focusing on the message being conveyed and making others understand what we want to convey, clearly and accurately.

In this type of spoken language, students and teachers focus on what meaning or speech they can understand.

c. Speak as a performance

In this case, speaking activities focus more on monologues than on dialogue. The function of speaking as an opening occurs in speeches, public speaking, announcing in public, reopening stories, telling stories and so on.

From the above resolutions, it can be agreed how to speak has many meanings, they talk about agreement when speaking in public. All speaking functions are related to guide people in speaking activities.

#### **2.1.4 Teaching Speaking performance in EFL Context**

In fact, in the EFL class, all students speak their first language or mother tongue and rarely use English as a communication tool outside the classroom. Something like this makes students only get a few exercises in English. Astuty, Marbun, & Rosnija, 2013 as cited in Bailey, 2005) states, the target language becomes a foreign language when people do not use it as daily language communication. Studying speaking performance in EFL classes also faces obstacles that come from student psychology such as some of the feelings they feel when they use a foreign language in front of others. As Abrar et al. (2018) said that several psychological factors prevent students from speaking in EFL classes, such as fear of making mistakes, shame, anxiety, lack of confidence and lack of motivation. In addition, (Gebi, 2017 as cited in Thornbury, 2005) also mentions that other difficulties faced by students (speakers) are detailed by several factors, one of which is the affective factors derived from feelings in

students such as anxiety, lack of confidence and lack of motivation owned by students can prevent their performance in speaking English.

## **2.2 Affective Factor in Speaking Performance**

### **2.2.1 Definition of affective factor**

Based on Minghe & Yuan (2013) they state that the term "affect" refers to emotions or feelings, aspects of our emotional beings. The affective domain is the emotional side of human behavior, and may be juxtaposed with the cognitive side. According to (Alzahrani & Leko, 2018 as cited in Arnold, 1999), the affective consists of feelings, emotions and moods that determine the smooth of process and results of language learning. Affective factors are factors that refer to the personal emotional-social behavior of teachers and students to voice the feelings of the learning environment generated by their interactions (Umiyati, 2011).

Based on the Ayu et al. 2016 affective factors can help or slow down students in the process of mastering the ability to speak in the process of learning English as a foreign language. Students with low-level negative affective tend to get more language knowledge than those who have high-level negative affective. Therefore, affective factors have a big role on the students' success in learning. There are many factors that have an impact on language learning. Krashen (1982) states that various affective variables have been confirmed to be related to success in mastering a second language in research over the past decade, but most studies examine three categories: motivation, self-confidence, and anxiety.

#### **A. Motivation**

According to (Astuty, 2013 as cited in Ryan and Deci, 2000), motivation is all energy, direction, and persistence of someone who has an interest in creating activation and intention. Based on Garcia & Diaz (2005) in educational psychology, individual motivation is specifically integrated as a function of one's mind which encodes and transfers information into trust which then becomes a source of action. However, Astuty (2013) said that motivation is related to how a

person thinks about his abilities, possibilities, potentials, limitations and past performance that can effect the expectations of his future goals.

The importance of motivation in learning a foreign language is closely related to the success of every human action, especially in achieving long-term goals. Initially, motivation serves as the main force to start foreign language learning and then becomes an ongoing force for continued series and a long learning process to get the target language. In learning activities, motivation can determine what, when, and how students learn (Shelton-Strong & Mynard, 2018 as cited in Pintrich & Meece, 2008). By having learning motivation, students tend to engage in activities that they believe will help them learn. Here, Dornyei (2005) states that without adequate motivation, even individuals with the most extraordinary abilities cannot achieve long-term goals, and there is no suitable curriculum and sufficient teaching to ensure student achievement.

#### **B. Self-confidence**

According to Pratama (2017) self-confidence is basically an attitude that allows us to have positive and realistic perceptions about ourselves and our abilities. Based on (Zermeño, 2015 as cited in Clément, 1980) he stated that self-confidence generally refers to the belief that a person has the ability to produce results, achieve goals or perform tasks competently.

The issue of trust in second language learning has been widely studied as an affective variable with a psychological approach in the context of extensive research on attitudes and motivations for second language use. (Zermeño, 2015 as cited in Clément, 1980) claims that self-confidence is conceptualized through social context models as the main construction in determining motivation for learning a second language in a multicultural environment and develops basically as a result of frequent and pleasant contact with the second language community.

#### **C. Anxiety**

Anxiety is one of the effective factors, According to Ni (2012), anxiety is a certain emotional factor. This stands out among the most focused and inevitable emotions. Students with anxiety cannot concentrate on the lesson correctly. They

feel nervous to participate and ask questions to the teacher. As a result, their learning remains incomplete. According to Krashen (1981), students who feel calm in class and instructor preferences can seek more acceptance by volunteering and may not tolerate instructors more as sources of information.

### **2.2.2 The Affective Factors of Students in Junior High School**

Based on Zhu & Zhou (2012) they stated that students in junior high school. First, they experienced major changes in psychology and physiology. Secondly, there is a difference between teaching English in primary school and teaching English in junior high school. In elementary schools teaching English is more emphasized on the interest in learning English. The teacher will arrange various types of activities to attract students' attention and increase their learning desires. While in junior high school, students must learn English in practice. More focus is given on exercise and performance in speaking. Thus, junior high school students may find it difficult to adapt to new learning contents and learning styles. Therefore, whether students can have a positive affect or not will have a decisive impact on future studies. To find out the affective factors junior high school students have in their speaking performance, we conducted a study.

Based on the explanation from some researchers above, it can be concluded that affective factor is factor related to attitudes and values. Affective includes the nature of behavior such as feelings, interests, attitudes, emotions, and values that person has. In mastering a second language especially for speaking, these factors play an important role.

In the affective factor, there are three aspects that affect speaking performance. The first aspect is motivation. From the explanations of the researchers above it can be seen that motivation refers more to the wishes, interests and encouragement of learners. Learners with high motivation can generally help students in speaking performance better. The second aspect is self-confidence. Self-confidence generally refers to a person's belief that he/she has the ability to do something, achieve goals or produce something. therefore, the more confident a student is, the greater the communicative competence they will

achieve. And the last aspect is anxiety, anxiety is feeling anxious or tense when faced with a certain situation such as speaking a second language in front of others. So, it can be said that the level of anxiety has a role for students in the success of speaking performance

### **2.3 Previous Research**

There have been several similar studies conducted before. First, research conducted by Nie (2018). This study aims to determine the affective factors on student learning in speaking English. The subjects of this study were 65 non-English majors at the Wuchang Institute of Technology who took part in the interview, including 35 boys and 30 girls. The questionnaire was designed to be simple so that it was easily understood by all subjects and the questionnaire was carried out within 15 minutes. It has been found that motivation, anxiety and personality prove key factors that determine the achievement of oral English proficiency to a large extent. The survey results reveal and prove the correlation between affective factors and spoken English learning. Then, on that basis several implications or solutions to alleviate or even eliminate students from the negative feelings resulting from affective factors have been put forward. In addition, students stated that appearing in a foreign language class was somehow tense. In language classes, even if students get the right answer, they may still make almost unlimited mistakes in what they say, for example, by imperfect individual voice pronunciation, wrong word stress or sentence stress, and so on. For this reason, the possibility of errors in some cases is very large in language learning.

In addition, Ariyanti & Mahakam (2016) conducted research on Psychological Factors that Affect the Speaking Performance of EFL Students. This study uses a qualitative design, from observations and interviews conducted with students from Semester 4 majoring in English at Gama Maha Karya University Samarinda in Indonesia, it was found that there are several psychological factors that are obstacles to students in speaking, they are anxious, afraid to make mistakes, shy, lack of motivation, and lack of confidence. These

psychological factors not only arise from one student who shows his ability to speak in front of the class, but also from other students who act as an audience in individual speaking activities.

The last was carried out by Pangabebean (2018). This study aims to determine the problems experienced by students in SMK Bukit Cahaya experienced in learning to speak and the factors that affect their speaking performance. The research participants were 11th and 10th grade students of English teachers at Bukit Cahaya Sidikalang Vocational High School. There are ten 11 classes at SMK Bukit Cahaya, from 11B1 to 11B10. To get data for this study, two hundred and three students from fifth grade 11th grade were selected to answer the questionnaire. The results showed that students faced many problems such as: their participation was low and uneven, they did not have the motivation to express themselves, they were afraid of criticism and they did not have the confidence to appear in front of others.

