# CHAPTER II
# LITERATURE REVIEW

## A. Theoretical Description
### 1. The Nature of Speaking
#### a. Definition of Speaking

Speaking is a speech act through sounds produced by the senses of speech accompanied by facial expressions and body gestures. Speaking is a human medium used for communication purposes. Speaking is an action with a combination of various body parts. Spontaneously, the limbs play a role in expressing and confirming the meaning of speech. Facial expressions, hand and body movements simultaneously blend and accompany the speech that comes out of the speaker's lips. Each member of the body has a different function and expression so that it builds its own meaning. Speaking can also be interpreted as a reflection of personality and behavior. That is, the conversation spoken by the speaker is followed by something that is in the speaker. Personality and behavior can be known from speech and gestures when someone speaks.

The ability to speak can be learned as an effort to be able to speak well and not messy. It can be started by practicing the pronunciation of vowels to increase in the form of meaningful speech. All that can be done with practice until finally someone can communicate well. By communicating, people can develop knowledge and imagination. That is, speaking can be a means to express one's ideas, imagination, ideas to be conveyed to others. Then there was a process of transferring and productive knowledge.[1] There are 2 types of speaking, namely formal speaking and informal speaking.

1) Formal speaking

Formal speaking means speaking that requires controlled content, a passive audience, and being the center of attention. Formal speaking is generally used for important purposes such as teaching, speeches, and so on.

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[1] Agus Setyonegoro dkk, *Bahan Ajar Keterampilan Berbicara* (Jambi: Indonesian Gelumun Community, 2020), 7, <https://repository.unja.ac.id/19217/>

2) Speaking informally

Informal speaking means speaking to convey information that is not as important as when speaking formally. Informal speaking usually requires a partner to carry on the conversation. When there is more information, it can give the other person an opportunity to ask questions so that the conversation continues.[2]

b. **Purpose of Speaking**

According to the interference theory, a theory that examines the emergence of language, the reason humans speak is because of the extraordinary pain they experience. Because of that pain, humans become compelled to express their pain through screams. Meanwhile, according to interactionist theory, which is a theory that explains how humans acquire language, the reason humans speak is because it combines the importance of innate and environmental factors.[3]

The purposes of human speech, among others, are as follows:

1) Delivering information

Speaking with the aim of conveying information to others is more or less the same as the purpose of expressing ideas, thoughts, ideas, and opinions. The difference is in the source of the information. The source of this information can come from within himself or from other sources that can be known by others.

2) Influence others

The purpose of speaking to influence others means to persuade others to follow the thoughts and opinions of the speaker. Speaking with this purpose requires more speaking skills because it has to change the way other people think.

3) Entertaining others

The purpose of speaking to entertain others is defined as a desire to change the hearts and minds of other people who were originally not good for the better,

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[2] ISP Nation & Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2019) 120-121 , <https://doi.org/10.4324/9780429203114>

[3] Agus Setyonegoro and others, *Bahan Ajar Keterampilan Berbicara* (Jambi, Komunitas Gelumun Indonesia, 2020), 27, <https://repository.unja.ac.id/19217/ >

which was originally sad to be happier. Speakers who are in this situation need external stimuli such as pleasant speech information. Not only words that contain elements of humor or humor, but also give attention.

4) Responding to other people's conversations

Speaking with the aim of responding to other people's conversations means giving a response in the form of approval or disapproval of the meaning of other people's conversations. Examples of expressions of approval are supporting, affirming, and emphasizing. While examples of expressions of disagreement are in the form of rejection, inconsistent, contradictory, and so on.

5) Expressing thoughts, imagination, ideas, ideas, feelings, and opinions

Talking with the aim of expressing ideas and thoughts is caused by individual encouragement so that it is personal. So many ideas, ideas, thoughts that arise from the five senses and one's thoughts. The results of these thoughts and feelings are considered necessary to be conveyed to others.[4]

c. **Speaking Skills in English**

The ability to speak means the ability to express language as a tool for communication. There are 4 skills in language skills, namely speaking, listening, reading, and writing skills. All of these skills have a close relationship in building communication skills. People can speak because they listen, they speak according to what they hear. People can read because they talk and listen. A person has writing skills too because they have reading, speaking and listening skills. The ability to read and listen is a receptive ability which means the ability to capture messages from a language. Meanwhile, speaking and writing skills are productive abilities, meaning the ability to produce a language.[5]

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[4] Agus Setyonegoro and others, *Bahan Ajar Keterampilan Berbicara* (Jambi: Indonesian Gelumun Community, 2020) ,13, <https://repository.unja.ac.id/19217/>

[5] Agus Setyonegoro and others, *Bahan Ajar Keterampilan Berbicara* (Jambi: Indonesian Gelumun Community, 2020), 44, https://repository.unja.ac.id/19217/

English acts as a lingua franca, which is used as a communication tool by people from different countries, so English has a big role in the world.[6] This is inseparable from the position of English which is an international language. Among the four language skills, the most important and main skill in language skills is the ability to speak. In realizing speaking skills, English learners are required to have courage and high confidence in conveying messages to their listeners. It is intended that communication can be built properly between the speaker and the listener.

## 2. Concept of Anxiety

### a. Definition of Anxiety

Anxiety is a feeling based on tension, nervousness, fear, worry through the awakening of the autonomic nervous system.[7] Anxiety is normal and common to everyone.[8] However, excessive anxiety can cause the sufferer to be stuck and unable to do anything. Language anxiety is a complex form of self-perception, feeling, behavior, and assumptions about a foreign language in a foreign language classroom.[9]

### b. Types of Anxiety

Spilberger divides anxiety into two forms, namely:

1) Trait anxiety

Trait anxiety is the emergence of a sense of worry as if there is a threat within the individual in conditions that are not actually threatening and harmless. This type of

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[6] Parupalli Srinivas Rao, "The Role of English as a Global Language", *Research Journal of English* 4, no. 1 ( 2019): 71, diakses pada 2022 <http://www.doi.org/10.36993/rjoe>

[7] Horwitz and others, "Foreign Language Classroom Anxiety", *Willey Black Well* 70, no. 2 (2012): 93 diakses pada 2022 <http/www.jstor.org/stable/327317> dikutip dalam Listyani Listyani and others, "An Analysis of Students' Speaking Anxiety in Academic Speaking", ELTR 4, no. 2 (2020): 9, diakses pada 2022 <https://doi.org/10.37147/eltr.2020.040206>.

[8] Sari, "The Relationship Between Reading Anxiety and Reading Strategy Used By EFL Students Teachers", *Jurnal Pendidikan an Pengajaran* 4, no. 2 (2017): 18, diakses pada 2022, <https:juralradenfatah.ac.id/index.php/edukasi> dikutip dalam Listyani and others, "An Analysis of Students' Speaking Anxiety in Academic Speaking", *ELTR* 4, no. 2 (2020): 8, diakses pada 2022 < https://doi.org/10.37147/eltr.2020.040206>

[9] Listyani and others, "An Analysis of Students' Speaking Anxiety in Academic Speaking", *ELTR* 4, no. 2 (2020): 154, diakses pada 2022 < https://doi.org/10.37147/eltr.2020.040206>

anxiety is caused by the original personality of a person who has more potential for anxiety than other personality.[10]

2) State anxiety

State anxiety is an emotional condition that is temporary in the individual with the emergence of a sense of tension and worry that is felt consciously and subjectively.[11]

Meanwhile, Frade divides anxiety into 3 types, namely:

1) Neurological anxiety

Neurotic anxiety is a feeling of anxiety that arises in individuals due to unknown dangers. This feeling is not the fear of the instincts that arise, but the fear of the punishment that may occur when an instinct actually occurs.

2) Moral anxiety

This anxiety stems from the conflict between the ego and the superego. This anxiety arises due to failure to be consistent with something that is morally believed to be true. Moral anxiety also stems from the reality in the past where they have been punished for violating moral norms and got punished again.

3) Realistic anxiety

Realistic anxiety is an unpleasant, non-specific feeling that includes the possibility of danger itself. Realistic anxiety arises because of a fear of external dangers.[12]

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[10] Charles D. Spielberger and Irwin G. Sarason, Stress and Emotion Anxiety, Anger, and Curiosity, (New York: Routledge Taylor & Francis Group, 2005) 35, dikutip dalam Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>

[11] Charles D. Spielberger and Irwin G. Sarason, Stress and Emotion Anxiety, Anger, and Curiosity, (New York: Routledge Taylor & Francis Group, 2005) 35, dikutip dalam Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>

[12] Frade and Seth J, *The Anxiety Workbook A7 – Week Plan to Overcome Anxiety, Stop Worrying, and End Panic*, (United States: Althea Press, 2017) 3, dikutip dalam Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>

c. **Anxiety Factors**

Anxiety is a psychological problem that can hinder a person's activities. People who experience anxiety will become nervous and have difficulty speaking. The main factors that trigger anxiety include low self-efficacy, irrational faith, over sensitivity toward threat, over self-prediction toward fear, wrong attribution body signal.[13]

Meanwhile, the causes of language anxiety consist of 3 factors, namely:

1) Communication fear

Communication fear is a fear caused by feelings of shame mixed with nervousness when meeting and communicating with other people.

2) Fear of negative evaluation

Fear of negative evaluation is the fear of getting bad judgment from others so that they tend to avoid evaluative situations when communicating.

3) Exam anxiety

Examination anxiety is a fear that starts with the fear of failure. Especially,the students are fear of getting bad score. That fear caused by over negative thiking.[14]

d. **Students' Anxiety in English Class**

Foreign language anxiety is a feeling of tension and worry associated with the entire second language context which includes speaking, listening, and learning. English anxiety is a feeling of nervousness and worry in learning English related to speaking, listening, and the learning process in class. In this regard, anxiety is a major problem that must be overcome in learning English because it hampers the student learning process.The main factors that cause anxiety when speaking are fear of being judged verbally, intonation, pronunciation, fear of fluency, fear of implementing the target language in another's

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[13] Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>

[14] Horwitz and others, "Foreign Language Classroom Anxiety", *Willey Black Well,* 70 (2), (2012): 87 <http/www.jstor.org/stable/327317> dikutip dalam Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>

language, discussing unfamiliar topics and having time limits in speaking.[15] Meanwhile, other factors such as limited knowledge of vocabulary, self-confidence, attitudes towards the target language and the background of students in the target language also affect the level of students' anxiety in speaking English in class.

There are three main things that are interrelated with performance anxiety, namely communication fear, fear of negative evaluation, and test anxiety. Communication fear is a major factor in foreign language anxiety. Communication fear is fear about actual or anticipated communication with other people or individuals, and it is a behavioral system associated with the psychological construction of shame and reserve. Communication fear is a kind of shyness that is indicated by the anxiety of communicating with many people. Fear of negative evaluation is a concern about the poor evaluation of others, the act of avoiding evaluative situations, and the notion that others will judge him/herself negatively. Meanwhile, exam anxiety is performance anxiety that stems from the fear of failure.[16] There are five things that can be implemented in reducing English anxiety in students, namely preparation, relaxation, positive thinking, peer thinking, and resignation. Resignation means students seem to have done nothing to reduce their anxiety. However, it is not an active coping strategy and does not have any pedagogical value.[17]

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[15]Tulgar, "Speaking Anxiety of Foreign Learners of Turkish in Target Context", *Online Journal of Education and Teaching* 5, no2 (2018): 43< http://iojet.org/index.php/IOJET/article/view/362/237> dikutip dalam Titis Pahargyan, "Students' Anxiety in Speaking English During Distance Learning", *UC Journal: ELT, Linguistics and Literature Journal* 2, no. 1 (2021): 11, diakses pada 2022 <https://doi.org/10.24071/uc.v2i1.3240>.

[16]McCrockey, *"Speech Anxiety",* (Oxford: International Encyclopedia of Communication, 1984) dikutip dalam Titis Pahargyan, "Students' Anxiety in Speaking English During Distance Learning", *UC Journal: ELT, Linguistics and Literature Journal* 2, no. 1 (2021): 2, diakses pada 2022, <https://doi.org/10.24071/uc.v2i1.3240>.

[17]Kondo and Yang, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan", *ELT Journal,* 58(4), *(*2004) dikutip dalam Titis Pahargyan, "Students' Anxiety in Speaking English During Distance Learning", *UC Journal: ELT, Linguistics and Literature Journal* 2 , no. 1 (2021): 5, diakses pada 2022 <https://doi.org/10.24071/uc.v2i1.3240>.

3. **English Learning During Covid-19 Pandemic**

Online learning began in March 2020 to minimize the spread of the corona virus disease 19.[18] Online learning is learning that is carried out using the internet network with accessibility, flexibility, connectivity, and the ability to bring up various learning interactions. Online learning is different with face-to-face learning. Face-to-face learning uses the traditional method, while the delivery of material in online learning uses the internet and multimedia technology. Teachers and students meet indirectly to carry out the learning process through multimedia technology and internet network.[19]

Online learning at the level of elementary school, junior high school, and senior high school was implemented after a circular letter from the goverment was issued. According to the circular letter of goverment, the implementation of online learning, especially in English subjects has new challenges in the world of education. These obstacles are related to management and technical constraints. Management factors include time constraints, creative and innovative teaching methods, lack of student motivation, and lack of discipline and responsibility. Meanwhile, technical factors include the family's economic condition.

English is an important subject for elementary school students. English as an international language is better taught to students from an early age as their foundation for further education. Moreover, the age of elementary school students ranging from 6-13 years is the age of children's language development so that they can more easily master the language being studied. In online learning, teachers are required to be more creative in providing innovative and interesting English learning. Various methods, strategies, and learning media were chosen by the teacher to achieve the goals of learning English during the pandemic. One of the methods used by teachers is to use the YouTube application. By using YouTube, teachers can share videos about learning materials in the form of

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[18] Surat Edaran Menteri Pendidikan dan Kebudayaan, "4 Tahun 2020, Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Desease 19," (24 Maret 2020)

[19] Ali Sadikin and Afreni Hamidah, "Pembelajaran Daring di Tengah Wabah Covid-19", *BIODIK* 6, no. 2 (2020)): 218, diakses pada 2022 <https://doi.org/10.22437/bio.v6i2.9759>

animations so that they are in accordance with the interests of elementary school students.[20]

English online learning strategies for junior high school students mostly use supporting applications, such as WhatsApp, Google Classroom, Google meet, Edmodo, Zoom Meeting, and others. In this way, teacher and student interactions, as well as tests can be carried out even though not directly. However, teachers and students experience problems in implementing this learning method. One of these obstacles is the disconnection between the teacher's explanation and the students' understanding. Because of this, learning objectives are difficult to achieve because the teaching and learning process is not optimal. [21]

The obstacle in learning English through online learning for high school students is in learning grammar. Grammar in English has an important role because a speech or writing will be meaningful if the wording and grammar are good and correct. In learning a language, students can first learn vocabulary, sentence patterns, expressions, and their meanings so that they can produce the correct spoken and written. Most teachers have difficulty in online learning because students have limited vocabulary skills, so when they asked online, none of the students answered. Some of the online learning media recommended by the goverment include Rumah Belajar, Suara Edukasi, Guru Berbagi, and others.[22]

After approximately 2 years of online learning being implemented, on February 2, 2022 face-to-face learning was re-enacted with the condition that it was already vaccinated and still complied with health protocols. Offline learning was only applied to areas with the status of a safe zone. In addition, parents are also

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[20] Septiana Puji Wahyuningsih and others, "Analisis Manfaat Penggunaan YouTube Sebagai Media Pembelajaran Online Bahasa Inggris dalam Meningkatkan Pemahaman Siswa", *Praniti Jurnal Pendidikan, Bahasa, & Sastra*, 2(1), (2022): 3, diakses pada 2022 <http://jurnal.unw.ac.id:1254/index.php/praniti/index>

[21] Susiana Kaban and Ahmad Amin Dalimunte, "Strategi Mengajar Bahasa Inggris pada Kelas Daring Selama Masa Pandemi Covid-19 di SMP Swasta F. Tandean Tebing Tinggi", *Siampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing*, 5(1), (2022): 184, diakses pada 2022 <https://doi.org/10.31540/silamparibisa.v5i1>

[22] Vebiyanti Nasir and Sariwati Muhammad, "Kendala Guru Bahasa Inggris dalam Pembelajaran Daring pada Masa Pandemi Covid-19 (Studi Kasus pada SMA Se Kecamatan Oba Utara T.A 2020/2021", Jurnal Ilmiah Wahana Pendidikan, 7(8), (2021): 7, diakses pada 2022 <10:5281/zenodo.5746160>

allowed to choose online or offline learning for their children. Vaccinations continue to be carried out for students and students as a form of anticipating the spread of the corona virus disease 19. [23]

## B. Review of Previous Studies

The researcher discussed about Students Speaking Anxiety in English Classroom at the MTs Al Hidayah Langon Jepara in this research. There are several previous studies that previously discussed Students Speaking Anxiety.

1. The first study entitled "Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi" conducted by Roli Asparanita. This research investigates students' anxiety in speaking English at Senior High School 1 Muaro Jambi in the academic year of 2020/2021. This study examines anxiety types and student speaking anxiety factors. The study used a qualitative design with a case study. The data collection used 3 technique, they are observations, interviews and documentation. In addition, the data were analyzed using descriptive analysis, then interpreted to answer the research questions. This study revealed several findings related to the research question. First, the types of anxiety, they are state anxiety, trait anxiety, and specific situation anxiety. Second, the factors that caused students anxiety in English learning, they are communication apprehension, test anxiety, fear of negative evaluation.[24]

2. The second study entitled "An Analysis of Student's Speaking Anxiety: Possible Cause And Coping Strategies" conducted by Nadiatul Ikhsaniyah. This study investigates student's speaking anxiety, specifically regarding possible causes and coping strategies of students at the English Education Department in State Islamic University of Jakarta. This study examines students' speaking anxiety levels, possible factors that cause students' speaking anxiety, and coping strategies that can be used to reduce students' speaking anxiety. This study used mixed methods and the research instruments used in this study was questionnaires and interviews. This study reveal some findings,

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[23] Surat Edaran Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi "2 Tahun 2022, Panduan Penyelenggaraan Pembelajaran di Masa Pandemi Coronavirus Desease 2019," (2 Februari 2022)

[24] Roli Asparanita, "Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi" (skripsi, UIN Jambi, 2020), 31-38

from the interview result found the cause of students speaking anxiety and the strategies to reduce student's speaking anxiety. In addition, from the questionnaire result found levels of students anxiety, they are low anxiety, moderate anxiety, and high anxiety.[25]

3. The third study entitled "An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department Padang State University" conducted by Weni Delfia Metha, Zul Amri, and Don Narius. This study investigates students' speaking anxiety of study program of the English department at Padang State University. This study examines the types and levels of speaking anxiety of fourth semester students in English Education Study Program of English Department of Padang State University. The researchers used quantitative descriptive method. The techniques of data collection used interviews and questionnaires. Based on data analysis, the level of data students' speaking anxiety was in medium level. Meanwhile, the dominant type of speaking anxiety was in the fear of speaking test.[26]

4. The fourth study entitled "Students' Speaking Anxiety in EFL Clasroom" conducted by Asyyifa, Ayu Maulidia Handayani, and Siska Rizkiana. This study examine speaking anxiety first-grade vocatioal high school students. The researchers used qualitative descriptive method . the data collection techniques used interviews and questionnaires. The result of interviews determine the factors that cause students' speaking anxiety in English class. Meanwhile, the result of questionnaires showed that there were eight students at the casual level, twelve students at the midly anxious level, and ten students at the anxious level. It means, most of students are at the midly anxious level.[27]

From the related previous research above, the researcher find out the similarities and the differences between the previous

[25] Nadiatul Ikhsaniyah, "An Analysis of Students' Speaking Anxiety: Possible Causes and Coping Strategies" (skripsi, UIN Jakarta, 2022), 20-32

[26] Weni Delfia Mitha andothers, "An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department Padang State University" *Journal of English Language Teaching* 7, no. 3 (2019): 470-473, diakses pada 2022 <http://ejournal.unp.ac.id/index.php/jelt>

[27]Assyifa and others, "Students' Speaking Anxiety in EFL Clasroom", *Project Professional Journal of English Education* 2, no. 4 (2019): 582-585, diakses pada 2022 <http://dx.doi.org/10.22460/project.v2i4.p581-587>

research and the conducted by researcher. To facilitate the explanation, that will be presented in following table:

**Table 1: Review of Previous Study**

| No | Name | Title | Similarities | Differences |
|---|---|---|---|---|
| 1. | Roli Asparanita | Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 MuaroJambi. | a. Both about students speaking English anxiety<br>b. Both examine the factors of students speaking English anxiety<br>c. Both use qualitative method | a. The previous research examine types of anxiety, while this research examine impact of online learning towards students speaking skill, factors of anxiety, and the way of students to control the speaking anxiety.<br>b. The subject and location of research are different<br>c. The previous research background is the students difficulty when they study speaking, meanwhile this research background is implementation of online learning |
| 2. | Nadiatul Ikhsaniyah | An Analysis of Student's | a. Both about students | a. The background of |

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|---|---|---|---|---|
| | | Speaking Anxiety: Possible Cause and Coping Strategies | speaking English anxiety<br>b. Both analyze students speaking English anxiety | previous research is low confidence and motivation of students, meanwhile this research background is implementation of online learning<br>b. The previous research use mix methods, meanwhile this research use qualitative method<br>c. The subject and research location are not same |
| 3. | Weni Delfia Mitha, and others | An Analysis of Students' Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department Padang State University | a. Both about students speaking English anxiety.<br>b. Both analyze students speaking English anxiety. | a. The previous background is low motivation of students to participate in speaking class, meanwhile this research background is implementation of online learning<br>b. The subject and research location is different.<br>c. The previous research use quantitative method, |

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| | | | | meanwhile this research use qualitative method |
|---|---|---|---|---|
| 4. | Asysyifa, and others | Students Speaking Anxiety in EFL Classroom | a. Both analyze students speaking English anxiety. b. Both use qualitative method | a. The previous background is there are students have symptoms of anxiety, meanwhile this reserach background is the implemetation of online learning b. The subject and research location are different |

## C. Theoretical Framework

The implementation of online learning some time ago caused new problem for both teachers and students. Not a few students who experience psychological problems because of this. One of the psychological problems of students that arise after the implemetation of online learning is speaking anxiety. In English claaroom, speaking skill is very important to achieve learning objectives. Students who

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have speaking anxiety in English classroom, automatically have low speaking skill, so the learning objectives cannot be achieved.

In this research, the researcher wanted to investigate the impact of online learning on students speaking ability, the factors that cause students have speaking anxiety in English classroom, and the way students control the anxiety. There are several stages that will be carried out by researcher to conduct the research. First, the researcher conduct interview with students of ninth grade to find out the factors and how the students control the speaking anxiety. Furthermore, the researcher conducted interview with English teacher to find out the impact of online learning on students speaking ability. In addition, the researcher take pictures of students while they were speaking English to support and strengthen the evidence of how the students anxiety in speaking English.

Based on the description above,the framework of thinking in this study can be described as follows:

| English online learning at MTs Al-Hidayah Langon Jepara Langon Jepara |
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| Students' anxiety in Speaking English. |
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| Analyze the impact of online learning on students'speaking ability |
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| Analyze the factors that cause students' anxiety in speaking English |
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| Identify the students' ways to control their speaking anxiety in English class |
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