CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Theoretical Description
1. English Speaking
a. Definition English Speaking

In practically all social situations, language is the key to communication. The use of language is to communicate and express our own ideas. There are several types of languages spoken in Indonesia, including traditional and foreign languages, and English is widely used as a foreign language. English is not only a way to communicate, but also as a school subject. It is also important as an international language to be mastered by Indonesian people, so that individuals can keep contact with people all over the world.

We must use the language in real-world communication through speaking. Speaking is the act of making a verbal utterance with the objective of being perceived by the speaker, and the receiver analyzes the words in order to identify the speaker's intention.[1] It is a productive skill that can be observed directly and empirically. The ability to speak English is really important for people's interaction with foreigners or using English as the subject in school. According to Harmer (1993), English speaking needs the ability of the listener after understanding the message. The speaker and the listener have to understand each other then they can keep communicating to understand the mean of the topics. In addition, Burns and Joyce (1997) speaking as the interactive building process that includes production, acceptance, and comprehension.[2] Its form and meaning

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[1] Dedi Efrizal, *Improving Students Speaking Through Communicative Language Teaching Method At Mts Ja Alhaq Sentot Ali Basa Islamic Boarding School Of Bengkulu*. International Journal of Humanities and Social Science, vol.2, no. 20 (2012), 127

[2] Shiamaa Abd EL Fattah Torky, *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skils of*

are influenced by the environment in which it happen the participants, and the aim of speaking is also used as a secondary stage to communicate oneself effectively, fluently, clearly, and properly in a relevant context by using acceptable pronunciation, vocabulary, and grammar as well as the pragmatic and conversation rules of the spoken language.

Speaking is a means of social solidarity, social creation, professional accomplishment, and business, according to Bygate. Then McDonough and Shaw characterized speaking as want and purpose driven, which means that we truly want to convey something in order to achieve a certain goal. The last statement from Nowicka and Wilczynska speaking is a measurable, physical, and, more precisely, auditory phenomenon that described one of human actions. We can conclude that speaking is an oral activity that delivers our oral speech and also as the production of auditory signals designed to produce differential verbal responses in a listener. Speaking is also one of the components of a language that is important and can not be separated by the existence of a language.

b. Component of Speaking Skills

There are three components of speaking skills, they are:[3]

1. The Speakers

   Speakers are those who deliver a speech or produce sound in a particular language.

2. The Listeners

   Listeners are those who hear and comprehend the speaker's point of view or emotion.

3. The Utterances

   The utterances are the words or sentences that the speakers use to express their opinions.

Secondary Stage Students, Women's College Curricula and Methods of Teaching Department, Ain Shams University, 30

[3] Kurniati, Azlina and friends, *A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru*, Student of English Study Program Language and Arts Department, accessed 24 April 2021, https://media.neliti.com/media/publications/206186-none.pdf

According to Harris, the four components of speaking skills are pronunciation, grammar, vocabulary, and fluency.[4]

1. Pronunciation

Oral communication needs a subject to reply to, to speak about, and to start it. Pronunciation refers to how the words should be spoken and the majority to speak in English with an accent on the region of from where they are or live.[5] It is about how sound creation makes sense in speech. It includes language consonants and vowels, features like stress and linguistic sound.[6] Learning the pronunciation can reduce the typical regional language when speaking English by knowing the correct sounds of "a" "i" "u" "e" "o" in every word spoken.

2. Grammar

Grammar typically consists of syntax and morphology (including inflections) as well as phonology and semantics. These are the entire system and structure of a language in general. The other definition of grammar is the study or application of rules governing how words change form and integrate with other words to convey meaning.[7] It is very important to apply when speaking English so that the pronunciation is good and correct. Fluency is not enough without correct grammar and it can be misinterpreted.

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[4] Kurniati, Azlina and friends, *A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru*, Student of English Study Program Language and Arts Department, https://media.neliti.com/media/publications/206186-none.pdf accessed April 24, 2021

[5] https://dictionary.cambridge.org/dictionary/english/pronunciation

[6] Siti Aminah, *Pronunciation*, UIN Sunan Ampel Surabaya http://digilib.uinsby.ac.id/20075/1/Pronunciation.pdf , accessed September 2, 2021

[7] https://dictionary.cambridge.org/dictionary/english/grammar accessed July, 4 2021

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3. Vocabulary

Vocabulary refers to all of the words used by a certain individual or all of the words that occur in a specific language or subject.[8] Sufficient vocabulary will make it easier to speak fluently in English. At least memorize 10 to 20 words every day.

4. Fluency

Fluency is the ability of a person or a system to transmit information rapidly and expertly. Language fluency is one of the words used to define or quantify a person's language skills. It is used in combination with accuracy and intricacy. Oral fluency is a measure of speech production and reception, whereas a fluent speaker must be able to understand and respond to individuals in conversation. The language learners' desire for fluency in speaking is distinguished by a relatively rapid rate of speaking and a restricted number of pauses.

2. Speaking Anxiety
a. Definition of Anxiety

Anxiety is often characterized as a characteristic or a mood. It is a personality feature that is generally constant. A characteristic of anxious person is probably to feel anxious in a range of situations[9]. According to Seligman, anxiety is a psychological disorder with physical, emotional, cognitive, and behavioral components. It is the unpleasant sensation of anxiety and concern. The other definition from Spielberg is that anxiety is defined as subjective emotions of tension, apprehension, uneasiness, and concern caused by autonomic nervous system activity or arousal. It is a subjective sensation

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[8] https://dictionary.cambridge.org/dictionary/english/vocabulary accessed July, 4 2021

[9] Woodrow, Lindy, *Anxiety and Speaking English*, RELC Journal 37, 2006, 309 http://rel.sagepub.com/cgi/content/abstract/37/3/308

of uneasiness and worry. Individuals will undoubtedly experience varying levels of anxiety based on their unique situation.

Along with Spielberg's definition, anxiety is concern and fear, especially about what might happen.[10] Also, when they think about a foreign language, some people express significant emotions of uneasiness, tension, and even fear.[11] We may simply put it that anxiety is an individual's report of feeling fear when they are doing something in a variety of situations. Language anxiety was claimed as potential obstacles to the willingness of EFL students to make foreign language acquisitions available, notably English as a foreign language. [12] students' that are concerned about communication apprehension do not feel comfortable communicating with other people in target speech, especially with regard to speech and listening abilities, because of their insufficient understanding of the language.[13]

b. **Types of Language Anxiety**

There are several forms of anxiety when learning a language. It divides anxiety into three types: train anxiety, state anxiety, and situation-specific anxiety.[14]

1) Trait Anxiety

According to MacIntyre et al a person is more inclined to feel worried if he also has high

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[10] Oxford Learners' Pocket Dictionary, Oxford University Press, Fourth Edition, 2008, p. 16.

[11] Ortega, Lourdes, *Understanding Second Language Acquisition*, Routledge: 2013, p. 200.

[12] Adjie Pamungkas, *The Effect of English Language Anxiety on Speaking Performance of English Department Students*, English Education Department, Language and Art Faculty, Surabaya State University, RETAIN. Volume 6 Nomor 3 Tahun 2018, 228-236, p.229 accessed April, 28th 2021

[13] Areti Keramida, *Helping Students Overcome Foreign Language Speaking Anxiety in the*

English Classroom: Theoretical Issues and Practical Recommendations, international education studies, vol.2, no. 4, p. 39, accessed February, 24th 2021

[14] Adjie Pamungkas, *The Effect of English Language Anxiety on Speaking Performance of English Department Students*,p.230

trait anxiety. There is a sense of worry and threat that comes over someone's condition that is actually not dangerous. This anxiety is caused by the personality of the individual who has the potential to be anxious compared to other individuals. This kind of anxiety occurs in a particular setting or in a distressing occurrence.[15]

2) State Anxiety

State anxiety is simply defined as a brief apprehension produced by a specific triggering event, such as an important test. It is an emotional condition and a temporary state in an individual with feelings of tension and worry that are felt consciously and are subjective.

3) Situation- Specific Anxiety

According to MacIntyre and Gardner, situation specific anxiety is a more developed form of the state anxiety concept. It is defined as a person's apprehension that grows over time when confronted with a certain scenario.

Horwitz et al. divided foreign language anxiety into three components, communication apprehension (the fear of communicating with other people), fear of negative evaluation (the worry about how others view the speaker), and test anxiety (the fear of exams, quizzes, and other assignments used to evaluate sytudents' performance). The definition which are as follows:[16]

1) Communication Apprehension

James McCroskey, the father of CA, defines communication apprehension as a level of fear or concern of an individual related with actual or intended communication with another person or individuals. Anxiety or fear experienced by an individual as a result of real or expected

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[15] Farhan Muhammad, *An Analysis of Students' Speaking Anxiety in An English Foreign Language (EFL) Classroom*, Faculty of Education and Teacher Training, 2019, p.12, accessed April, 17th 2021

[16] Horwitz, Elaine K and friends, *Foreign Language Classroom Anxiety*, The Modern Language Journal, Vol 70, no 2, 1986, p.128 http://www.jstor.org/stable/327317 accesed September 3, 2021

communication with a group of people, which can have a significant impact on their speech communication, social skills, and self-esteem. The other definition defines Communication apprehension is a type of anxiety that arises from a learner's inability to adequately communicate their thoughts, create communication with others, and ensure that they comprehend what the speaker says.[17] Learners who experience this strain when communicating in the target language mau feel uncomfortable speaking in front of others because of a lack of language skills, particularly speaking and listening abilities.

2) Fear of negative evaluation

The Fear of Negative Evaluation (FNE) is regarded as a defining feature of social anxiety.[18] The Dutch translated abbreviated version of the fear of negative evaluation assessment scale was used to measure fear of negative evaluation. The fear of negative evaluation (FNE) scale (Watson and friends, 1969) is the most widely used instrument to assess people's anxiety about being assessed negatively.[19] It is connected with approval of social actions. Fear of negative evaluation of high level individuals who refuse to obtain consent or permission is a motivating factor.[20]

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[17] Fitriah Fitriah, Hayatul Muna, Foreign Language Speaking Anxiety: A Case Study at English Department Students of IAIN Lhokseumawe And Al Muslim University, JURNAL ILMIAH DIDAKTIA https://jurnal.ar-raniry.ac.id/index.php/didaktika/article/download/5030/3297 accessed (September 3, 2021)

[18] Mark R Leary, *A Brief Version of Fear of Negative Evaluation Scale*, Personality and social psychology bulletin, vol.9, no.3, Denison Univeristy, p.371

[19] Mark R Leary, *A Brief Version of the Fear of Negative Evaluation Scale*, 371

[20] Muray Atasoy and friends, *Study on Fear of Negative Evaluation, and social appearance anxiety of university students engaged in futsal*, Journal of Physical Education and Sport Management, vol 7, no 7, 51, DOI: 10.5897/JPESM2016.0268 ISSN 1996-0794 accessed April 23, 2021.

According to Leary (1983), FNE is regarded as a fundamental fear in social anxiety disorder, with people with high levels of social anxiety expressing significant concern about being negatively accessed by others.[21] Foreign language learners who are afraid of bad evaluation will regard this type of stress as a risk to their peer image. Students will notice errors rather than as a natural component of the foreign language acquisition as an obstacle to their mastery of their target language.

3) Test anxiety

Test anxiety is relevant to a type of performance anxiety stemming from a fear of failure.[22] Test anxiety is characterized by a combination of physical and emotional symptoms that impair your capacity to perform well on an exam. Many students have varying levels of exam anxiety for a variety of reasons. Here are some symptoms of test anxiety:

a) Physical Symptoms: Headache, nausea, heavy perspiration, shortness of breath, fast heartbeat, lightheadedness and feeling faint.

b) Emotional Symptoms: Stress, dread, helplessness, disappointment, negative thoughts (rumination over past poor performances, repercussions of failure, feeling inadequate, powerless), mind going blank and rushing thoughts.

c) Behavioral/cognitive symptoms: trouble concentrating, pessimistic thinking, comparing oneself to others, and procrastination.

Learners that display this level of concern would intuitively see any type of foreign language

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[21] Mark R Leary, *A Brief Version of the Fear of Negative Evaluation Scale*, 371

[22] Horwitz, Elaine K and friends, *Foreign Language Classroom Anxiety*, The Modern Language Journal, Vol 70, no 2, 1986, p.127 http://www.jstor.org/stable/327317 accesed September 3, 2021

learning process as part of testing themselves in terms of their foreign language competency, particularly in language acquisition. Following that, learners who have exam anxiety will not see the process of language learning as a good opportunity to develop their communication abilities.

c. Level of Anxiety

Three levels of anxiety are spoken. They are severe anxiety, moderate anxiety, and mild anxiety. If the scores are greater that 131, it indicates that it has high level of anxiety. Anxiety is moderate if the readings are between 98-131. The most recent low anxiety level is indicated below 98. From a psychological aspect, anxiety is differentiated into three levels: mild anxiety, moderate anxiety, and severe anxiety.[23]

1) Mild anxiety

Mild anxiety is a feeling that something is different and people with mild anxiety require special attention. It is associated with the tension of everyday life events. People with mild anxiety have the following characteristics: inability to sit still, impatience, a preference for solitude, wrinkled face, rembling lips, raised pulse and blood pressure, and so forth.

2) Moderate anxiety

Moderate anxiety is a distressing emotion generated by something different that causes persons with moderate anxiety become uneasy or irritated. People with moderate anxiety have feelings of being uncomfortable, sensitive, unconsciousness, sound alterations, sweating, headache, back pain and so forth.

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[23] Farhan Muhammad, *An Analysis of Students' Speaking Anxiety in An English Foreign Language (EFL) Classroom*, Faculty of Education and Teacher Training, 2019, 13, accessed April, 17th 2021

3) Severe anxiety

This is the high level of anxiety. It is the feeling caused by the belief that something is different that makes individuals feel threatened by their environment.this is frequently the result of a fearful or distressful reaction. People with extreme anxiety exhibit features such as always wanting to be free, being highly anxious, agitated, confused, having poor eye contact, withdrawing, denial, a desire for more space, shivering, and so forth.

3. Online Learning

The fast growth of technology has altered the structure of people's lives and people who must keep up with technical advances, particularly in the field of education. In Indonesia, the phrase "online" is commonly used (on the network). The definition of online is an internet connected electronic device. Online learning is described as learning that is performed online using learning apps without direct face-to-face interaction but using digital platforms available.   It is a type of educational innovation that incorporates aspects of information technology into the learning process.

Online learning is a distance education system that employs a variety of teaching approaches in which teaching activities are carried out independently of learning activities. The benefits that can be obtained from online learning are that it provides access to learning for everyone, so as to decrease physical obstacles as a component of classroom learning.

At this moment, all schools have adopted an online system in the learning process in compliance with the circular letter of the Republic of Indonesia's Minister of Education and Culture about the implementation of education policies during the outbreak of coronavirus illness (covid 19), Teachers must guarantee that teaching and learning activities continue to operate efficiently even when students are at home in the online learning system. There needs to be collaboration between teachers and students in order to create effective online learning. Online

learning allows students to be more flexible in learning, so they can study anywhere and anytime. However, teachers may face difficulties in providing content because not all students are comfortable with this online approach. As a result, a greater active effort is required to develop creative and engaging learning models or media for students. The characteristics of students are often used to assess the success of a class.

B. Theoretical Framework

The purpose of this study is to determine the level of anxiety experienced by students when speaking English. English is quite difficult to understand. Even though English has been taught since elementary school level, the negative stigma about English is quite inherent. Learning English is carried out directly to improve students' understanding, especially during the practice of speaking English.

At the end of 2019, the world was hit by an epidemic that greatly disrupted people's lives, namely the covid 19 virus outbreak. This virus has spread throughout the world, including Indonesia. This has resulted in various existing sectors undergoing many changes and various restrictions that have resulted in narrower space for movement. In the world of education, especially in Indonesia, all schools are not allowed to conduct face to face learning directly in accordance with a circular issued by the minister of education, Nadim Makarim and replaced by an online learning system. Some schools have started to implement an online learning system by utilizing available digital platforms.

Currently entering the industrial era 4.0, this era utilizes the sophistication of existing technology, especially in the field of education today, which has utilized internet technology as a means of delivering materials. This also has an impact on learning English, making it easier for someone to learn with the help of technology. The effective use of internet technology will benefit users, particularly throughout the learning process, because the content will be more easily available without the need to open a book.

All learning is carried out without exception, including learning English. When studying English, four abilities must

be mastered: reading, writing, listening, and speaking. Speaking is required in this case, especially when traveling overseas or conversing with native speakers. Speaking learning is generally taught directly by teachers in the classroom. As a result, it is simpler to correct students' pronunciation mistakes and improve their fluency in English pronunciation. However, this can not be done at this time because of the coronavirus, which is spreading so fast that we must be aware of this. Another way to still be able to carry out speaking learning is to use video applications such as Zoom, Google meets, and others.

Usually in learning speaking offline, most students who are not familiar with English tend to be nervous and nervous when asked to practice speaking in class so that the students' speaking anxiety can be seen clearly. It is different when learning online. The teacher can't identify the level of speaking anxiety that students have. As a result, in this study, researchers will investigate students' levels of speaking anxiety during online learning, as well as the factors that contribute to students' speaking English anxiety during online learning.

C. Review of Previous Study

The previous study is useful to find out previous studies that are relevant to the research study entitled "An Analysis of Students' English Speaking Anxiety During Online Learning." This is to make sure the originality of the idea in this study.

Number	Title	Author	Year	Similarity	Gap
1	An Analysis of Student's Speaking and its Effect on Speaking Performance	Cucu Sutarsyah	2017	Discuss a negative psychology of the dominant factor of anxiety.	The participant were student of junior high school These research participant are form senior high

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	Factor Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers	Afrianto Daud, Fakhri Ras, Novitri, Clara Putri Audia.	2019	Discuss the anxiety and find out the level of speaking anxiety	The participants were pre-service English teachers. These research participants are from senior high school.
	An Analysis of Students' English Speaking Anxiety in English Class at the second semester students of Islamic education department students of IAIN Salatiga in the academic year 2019/2020	Lilis Ristanti	2020	This thesis examines the speaking anxiety level and also the factors that affect the speaking anxiety.	Researchers examine speaking anxiety during online learning and pandemic situations.

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