

CHAPTER II

REVIEW RELATED OF LITERATURE

A. Previous Research Findings

Many researchers conduct research on students' anxiety in speaking English. Here the researcher find several studies that are relevant to their research :

The first previous research findings came from Suciati in her research entitled *Speaking Anxiety in EFL Classroom : Categories and Factors*. This study investigated the categories and factors of students' anxiety in English as Foreign Language (EFL) classrooms. This is a case study. It was conducted at IAIN Kudus, especially in speaking classes of the second semester students, English Education Department (EED) in the academic year of 2018/2019. For obtaining the data, the researcher used observation of the class interaction and interview. Based on the analysis, there were two results. The first, the speaking anxiety categories found in EFL classrooms are trait, state, and specific-situation anxiety. The second result showed that there are three factors that cause the students' speaking anxiety. They are cognitive, affective, and performance factors.¹

¹Suciati. *Speaking Anxiety in Efl Classroom : Categories and Factors*, (Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris| Vol 7. No. 1, 2020)

The similarity of research between previous researchers and current research is the first on a research topic that discusses students' speaking anxiety. The second refers to the object of student research, and the third instrument. to organize the data is the interview.

The difference between previous studies examining students 'speaking anxiety in EFL classes whereas the current study is more inclined towards students' speaking anxiety in virtual learning. The next difference lies in the location of the previous and current research. Where the previous research conducted research at IAIN Kudus, while the current research conducted research at IAIN Parepare.

The second research came from Uli Modesta Siagian entitled An Analysis of Students' Anxiety in Speaking. The problem in this research is anxiety of tenth grade students SMK Indomalay School Batam to speak in classroom. Based on the issues above, the purpose of this researcher is to define the factor causing of speaking anxiety and how the students' strategies to overcome speaking anxiety. This research is qualitative descriptive. The subject in this study is tenth grade of SMK Indomalay School Batam in Academic year 2015/2016. The totally number is 22 students. The data collected by Interview and questionnaire. The results showed that the factor causing of the students' speaking anxiety to speak in the language classroom are: lack of familiarity of task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence and then low English

proficiency. And the student's strategies to overcome speaking anxiety were peer seeking, preparation, relaxation, positive thinking and resignation.²

The similarity of research between previous researchers and current research is the first on a research topic that discusses students' speaking anxiety. Second, these two studies refer to the object of student research, and the three instruments. to collect data using interviews and questionnaires.

The difference between previous research and current research lies in the current research which in more detail discusses students' speaking anxiety in virtual learning, whereas previous research focuses more on students' speaking anxiety in the classroom face-to-face. The second difference lies in the research objectives. Previous research aims to determine how students' strategies in dealing with speaking anxiety in class, while the current study aims to determine the level of student anxiety and the reasons why students feel anxious about speaking English.

The third research came from Fitriah and Hayatul Muna with the title Foreign Language Speaking Anxiety : A Case Study at English Department Students of IAIN Lhokseumawe and Al Muslim University. The objective of this research was to investigate some factors influenced the students' anxiety and also to find out kinds of anxiety experienced by them. The data were collected through FLCAS (Foreign language Classroom Anxiety Scale) from 30 English Department students of IAIN Lhokseumawe and 25 students of Al Muslim University and semi-structured interviews with six students as research's participant. The data were analyzed descriptively to answer

² Uli Modesta Siagian, *An Analysis Of Students' Anxiety In Speaking*, (Journal Anglo-Saxon Vol. Viii No. 1, 2017)

research questions.³ The findings indicated that students of IAIN Lhokseumawe had a higher level of anxiety compared with students of Al Muslim University. In addition, some factors causing students' anxiety were lack of mental readiness, knowledge of vocabulary, pronunciation, grammar and prior knowledge of the classroom activities, including the anxiety to take Anxiety Test.⁴

The similarity of research between previous researchers and current research is the first on a research topic that discusses students' speaking anxiety. Second, these two studies refer to the object of student research, and the three instruments. to collect data using a questionnaire.

The difference between previous research and current research lies in the current research which in more detail discusses students 'speaking anxiety in virtual learning, whereas previous research focuses more on students' speaking anxiety in the classroom face-to-face. Another difference lies in the location of the study. Previous research locations were at IAIN Lhokseumawe and Al Muslim University, while the current research location is at IAIN Parepare.

³ Fitriah and Hayatul Muna, *Foreign Language Speaking Anxiety : A Case Study at English Department Students of IAIN Lhokseumawe and Al Muslim University*, (Jurnal Ilmiah DIDAKTIKA VOL. 19, NO. 2, 2019)

⁴ Fitriah and Hayatul Muna, *Foreign Language Speaking Anxiety : A Case Study at English Department Students of IAIN Lhokseumawe and Al Muslim University*, (Jurnal Ilmiah DIDAKTIKA VOL. 19, NO. 2, 2019)

B. Some Pertinent Ideas

1. Speaking Skill

a. The Concept of Speaking Skill

Speaking is one of the productive skills that has an important role in communication. Students can improve their English skills through speaking. Talking is a way of communicating with others by conveying ideas, feelings, creating and building information. Speaking is a productive language skill.⁵ This means speaking is a person's skill in producing sounds that have meaning and are understood by others, so that they can create good communication and are young to be understood. Furthermore, Fulcher said that speaking is the use of language to communicate with other.⁶ This means that this activity involves more than one person whose participants are listeners and the speaker must react to whatever he hears and contribute quickly, so that communication will run well.

Based on the description above, speaking not only produces a sound with speech instruments but thoughts and emotions also take part in it. Speaking is the process of using speech organs to display vocal symbols to share ideas, knowledge, opinions and opinions with others. Furthermore, speaking cannot be separated from the listening aspect because talking involves both the speaker and the listener. So speaking needs 2 or more people to make it work.

⁵ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.95

⁶ Glenn Fulcher, *Testing Second Language Speaking*, (London: Pearson Education Limited, 2003), p.23

b. Types of Speaking

In speaking, there were six types of speaking that take place in the classroom. They were imitative, intensive, responsive, transactional, interpersonal, and extensive.

1. Imitative

Imitative speaking is a very limited portion of classroom speaking time may legitimate be spent in the human “tape recorder” speech, where learners are, for example, practicing an intonation contour, trying to pinpoint a certain vowel sound, etc. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect language. Intensive speaking can be self-initiated or it can even form part of some pairs work activity, where learners are “going over” certain form of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Transactional

Transactional language, carry out for conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiate nature to them than merely responsive speech. Such conversations could readily be part of group work activity as well.

5. Interpersonal

The conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve a casual register, colloquial language, emotionally charged language, and slang.

6. Extensive

The students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.⁷

The researcher chose the responsive and imitative speaking type as the research object, because learning to speak is often done at SMKN 3 Enrekang.

⁷ H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*.(Sanfransisco State University:Longman, 2001). p. 266.

c. The Functions of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three function of speaking, "...three part version of Brown and Yule's framework talks as interaction: talk as transaction : talk as performance. Each of these speechactivities is quite distinct in term of form and function and requires different teaching approaches."⁸

1. Talk as interaction

Our daily communication remains interactional with other people. This applies to what we have said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to others. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

2. Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want

⁸ Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), p.21

convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3. Talk as performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches.⁹

From the definition above, it can be said that the function of speaking has many sense, they are talk as performance refers to public talk. Entire of the functions of speaking are related to guide the people in speaking activity.

d. The Components of Speaking Ability

Speaking is very important skill in mastering English for students who learn English required mastering the ability to speak and communicate with each other. There are five aspects that have great influence toward speaking ability :

1. Vocabulary

Students need to learn the component of language. They need to learn what the words mean and how they are used. Meaning that, the students need to have plenty of vocabularies. Vocabulary

⁹Ibid, p.27

comprises the right and appropriate use of word. One of the extreme aspects that supports speaking in English is vocabulary. Hornby states that vocabulary is the total number of words that language.¹⁰It seems that vocabulary plays an important role in speaking. Without an extensive vocabulary we will be unable to have learned.

2. Grammar

Grammar means the ability to use sentence in general and structural use. Grammar is important aspect in speaking. If we do not know the appropriate grammar in sentence, the listener will be doubt for what we have said. Grammar is one of the language components. Brown states that grammar is a system of rules governing the conventional arrangement and relationship of words in sentences by using the correct grammar the listener will know when the action happens, where the action takes place, who is the audience, who is speaker etc, although for the beginners, they are not forced to speak with the correct grammar. Using the correct grammar makes someone know the real meaning of the sentences.

3. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. According to Hornby, fluency is able to speak

¹⁰Hornby. *Oxford Advanced Learner Dictionary of Current English*. (Oxford University Press, 1984). p.956

or write a language or performs an action smoothly or expressed in a smooth and fluently in order to makes some one easy to understand what he or she said.¹¹

4. Pronunciation

All words are made up of sound and speakers of language need to know the sound. Therefore, as an English teacher, you not only teach well at pronunciation, but you also make it possible for the students to acquire good pronunciation by imitating you. According to Marianne Celce-Murcia, pronunciation is a characteristic of the huge potential that only a small subset of sounds is systematically used in speaking any one language.¹²

To make our communication accepted by our listeners. It is better for us to pronounce the words clearly, especially with the that has most similar pronunciation such as ahead (hed), and hate (heit), and the word that has similar formation such as “read” in the regular (pronounced ri:d) and in the regular (pronounce red).

5. Comprehension

Comprehension means understanding. It indicates that in comprehension the speaker and the listener have to understand what

¹¹Hornby. 1984.Ibid.p. 427

¹²Marianne Celce and Murcia Lois McIntosh. *Teaching English as a Second or Foreign Language*, (Los Angeles : University of California, 1987) p.84

the intended meaning of the speaker when he or she says something.

7. Language Anxiety

a. The Concept of Language Anxiety

Anxiety is a psychological problem that is indicated by an attitude of worrying about something that an individual perceives as unfavorable. In general, anxiety arises from the human body in response to certain situations. There are several definitions of anxiety which are found by the author. According to Kartini Kartono, anxiety is a subjective experience of mental tension and anxiety as a general reaction and inability to face problems or a sense of security.¹³

Language anxiety is defined in various terms. MacIntyre and Gardner define language anxiety as “feeling of tension and apprehension specifically associated with second language context, including speaking, listening, and learning”.¹⁴ Anxiety is also called communication apprehension. In research, Lilis Ristanti said that according to Daly, communication apprehension is “the fear or anxiety an individual feels about orally communicating”.¹⁵

¹³ Kartono, K, *Patologi Sosial, Gangguan-Gangguan Kejiwaan*, (Jakarta : Fajar Interpratama Mandiri Offset, 2012) p.14-17

¹⁴MacIntyre and Gardner, *The subtle effects of language anxiety on cognitive processing in the second language*.(Language Learning. 44/22, 1994). p.284

¹⁵ Lilis Ristanti, *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*. (2020)

Kondo and Ling said that “foreign language anxiety may negatively affect learners’ performance”.¹⁶ Most of the students who are anxious sometimes feel nervous about speaking in front of their friends because they are very attentive and afraid of the mistakes they make. Therefore, effective cooperative activities between teachers and students are emphasized to reduce student anxiety. When students are faced with something very important they will experience anxiety, due to worry, nervousness, fear and feelings of shame. Talking in front of other students is a potential cause of intense anxiety which can make classroom activities more formal and stressful for students.

In Lilis Ristanti's research, it states that based on the book written by Massiah et al., States that there are three systems of functioning or can be called as several signs of anxiety that showed by anxiety symptoms. They are:

1. Cognitive (the way you think)

Attention changes promptly and naturally to the potential threat which will happens within the people. The impact on a person’s thinking can change from common worry to extreme terror. For illustrations, think that people are looking at us, worry that we may lose control and make a fool of ourselves in front of others.

¹⁶David Shinji Kondo and Yang Ying-Ling, *Strategies for Coping with Language Anxiety : The Case of Students of English in Japan (ELT Journal, 2004)*

2. Physical (the way your body feels and works)

Effects include heart palpitations or increased heart rate, shallow breathing, trembling or shaking, sweating, dizziness or lightheadedness, feeling “weak in the knees,” freezing, muscle tension, shortness of breath and nausea.

8. Behavioural (the way you act)

People engage in certain behaviours and refrain from others as a way to protect themselves from anxiety (e.g., make excuses to avoid going out or doing things, hurry out a places or situations where are feel anxious).¹⁷

From the clarifications over, it can be concluded that language anxiety could be a feeling of pressure or dread particularly when individuals confront the moment dialect or when confront unused dialect they never known some time recently. As the Massiah clarified over, there are a few signs of uneasiness, such as cognitive, physical, and behavioral. From these three signs, it is imperative to recognize that the cognitive, physical and behavioural response frameworks of uneasiness frequently alter within the same time. For occasion, on the off chance that you spend a part of time stressing almost the groups of onlookers who see at us (cognitive), you're likely to feel unsteady (physical), and

¹⁷Lilis Ristanti. *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*, (2020)

may you'll go out from course to dodge your on edge. Consequently, it depends on the people how to lead the uneasiness itself. Impacts include heart palpitations or expanded heart rate, shallow breathing, trembling or shaking, sweating and discombobulation, feeling “weak within the knees,” solidifying, muscle pressure, shortness of breath and sickness.

b. Level of Anxiety

Hildegard E. Peplau, the founder of psychiatric nursing described 4 levels of anxiety: mild, moderate, severe and panic.¹⁸ Each level of anxiety can be experienced differently.

1. Mild anxiety

Mild anxiety is common in life style. In this level, people are likely open-minded, although stressed. They might experience this level of anxiety as they are waiting a job performance review or if they lost in a new city that never visited before. Symptoms might include irritability, sweaty palms, fidgeting, and heightened sense. Mild anxiety is typically motivational, it helps people focus on looking for a solution to the challenge people face. For occasion, if people lost in a new place, they might look for a safe place to ask help for directions to other people.

¹⁸Peplau H, Interpersonal Relation in Nursing, (New York Spring publishing company, 1991)

2. Moderate Anxiety

Moderate anxiety is almost similar to mild anxiety but can turn to be more severe and over whelming, it makes people feel more nervous and worried. Moderate anxiety can mean people place their attention completely on the thing or situation which make them feel anxious and ignore everything else around them. People may start to experience stronger physical and emotional anxiety symptoms such as sweaty palms, muscle tension, back pain, a shaky voice, and changes in your sleep pattern. Emotionally people may feel more sensitive and excited than normal, and they may also feel less confident.

3. Severe Anxiety

Severe anxiety is when people stop being able to think rationally and experience panic. People may feel afraid, agitated, confused, and people may also feel difficult to think clearly. People breathing may quicken and start to perspire while their muscles will feel extremely tense. Because of this anxiety, the ability to focus and solve problems become impaired, then can lead to further anxiety. People may not even be able to recognize or take care of their own needs.

4. Panic-level anxiety

Panic-level anxiety is as the highest level and as the most disruptive and challenging anxiety, because it overwhelms

people ability to function normally. People may experience inability to move or speak. People capability to think rationally will probably be impaired, and their perceptions might be distorted. People may not identify danger or understand their needs in the moment. Extreme life stressors can cause these types of reactions, such as being victim of a crime, living through a disaster and soon.¹⁹

3. Media Virtual

a. Definition of Media Virtual Online Based Learning

Virtual learning refers to the learning process that occurs in virtual classrooms in cyber space via the Internet network.²⁰ The application of virtual learning is intended to overcome the problem of separation of space and time between students and teachers through computer media. Virtual online-based learning media is one of the tools designed to streamline learning methods using the internet. And distance and time are no longer a problem in the learning process.

Virtual online learning media is a development of computer-based learning and virtual schools, namely learning through computer media in the form of learning programs that present subject matter according to the curriculum that applies to schools. Virtual online learning media was developed to support face-to-face learning. This media can be applied as a

¹⁹Peplau H, *Interpersonal Relation in Nursing*, (New York Spring publishing company, 1991)

²⁰Pannen, P, *Pengertian Sistem Pendidikan Terbuka dan Jarak Jauh*, (Jakarta: Universitas Terbuka, 1999) p.11

means of supporting the learning process in distance education or combined with direct learning (face to face in class).

The main characteristics of virtual online learning media are media in the form of virtual classes and are flexible by utilizing online interactive multimedia and the response system is carried out automatically. So that with this virtual online-based learning media, students are able to learn without having to meet face to face, but by utilizing existing technology they are given the freedom to study the material they want to learn. Thus, learning is carried out more flexibly.

The use of virtual online-based learning media in the distance learning process in the current technological era provides learning convenience for students and affects the efficiency and implementation of distance learning and has an effect on transforming forms of distance learning into new forms of learning culture for managers, teaching staff as well as students.²¹

b. Characteristics and Types of Virtual Online-Based Learning Media

The characteristics of online virtual learning media are as follows:

1. As a means of connecting the separation between educators and students.

Barriers to learning that can be a trigger or reason for implementing virtual online media-based learning are the separation

²¹ Media Berbasis Virtual Learning, <http://luckyfourd.blogspot.com/2018/04/media-berbasis-virtual-learning.html>.

between students and educators. The existence of separation of space and time becomes an obstacle so that the virtual world can be used as a learning tool. The efficiency provided also provides a lot of convenience in overcoming such problems.

2. Open learning system (open access and freedom to choose a variety of learning sources and learning process flow)

Virtual online media providing learning services are increasingly mushrooming on search engine sites. Everything competes with each other to provide convenience for connoisseurs of these sites. Some are superior in terms of information, some are superior in terms of ease of access, some are superior in terms of other learning features, and many more. This allows opportunities to implement an open learning system.

3. Network based

Talking about Online will definitely be related to the network. Media accessed using the internet network is referred to as online media, so virtual online media must be network-based because it relates to the virtual world.²²

²²Media Berbasis Virtual Learning, <http://luckyfourd.blogspot.com/2018/04/media-berbasis-virtual-learning.html>.

C. Conceptual Framework

Speaking is one of the subjects that students in Indonesia need to learn and practice. However, some students still find it difficult to practice speaking. One of the problems that might affect the students' speaking material is the difficulty of the speaking material itself because most of them use English. One of the factors that can affect students' speaking ability is a psychological condition in this case is anxiety. Therefore, the aim of the researcher in conducting this research was to find out how the students' anxiety in speaking English through virtual media and what factors caused students to feel anxious in speaking English. The conceptual framework underlying this research will be given in the following diagram :



