CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Research Results

1. The first previose research is about "The Correlation between Student's Anxiety and Their Ability in Speaking Class" by YulianaMauludiyah. She took a class of 4th semester students of English Department at IAIN Tulungagung as her research subject. This research used correlation design with quantitative approach. The result of her research indicated that there is no correlation between two variables, those are student"s anxiety and their speaking test.[1]

2. The second previous research is come from TesalonikaMayangta entitled Students' Speaking Anxiety in an EFL Classroom. She has been conducted her research by taking some of second grade students of a junior high school in 5 Bandung as her respondents. This research used descriptive qualitative method as its design. The purpose of the research is to knowing the level of anxiety experienced by students in junior high school in English speaking classroom.[2]

3. The third research is conducted from Rio Herwanto with tittle "Factors That Cause Language Anxiety in The English Classroom Speaking Performance in

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[1]Mauludiyah, *The Correlation Between Students' Anxiety and Their Ability in Speaking Class* (Thesis, IAIN Tulungagung, 2014)

[2]Mayangta, T, *Students' Speaking Anxiety in an EFL Classroom,* (Research Paper,UniversitasPendidikan Indonesia,2013)

4. SMP Negeri 4 Pakem Yogyakarta" The findings of the study describe six factors that cause language anxiety. The first factor is type of task which demands classroom presentation. Students were afraid if their weaknesses are being exposed in front of the classroom participants. The second is fear of making mistakes during students" speaking performance which commonly happened are on pronunciation, grammar, and vocabulary. The third is the role of the language teachers related to teachers" ability to maintain suitable teaching and learning process for the students. The fourth is self-perception or self-esteem. It is about students" thought and estimation towards their own capability in mastering the speaking skill. The next is gap of competence which refers to students" competence in speaking compared with others. The last is limited exposure to English. It is related to students" lack of practice and experience on speaking which affects their confidence and ability in speaking.[3]

Three previous researches above focuses in English speaking anxiety in speaking classroom, and third researches are using FLCAS (Foreign Language Classroom Anxiety Scale) as their instrument, likewise the researcher. The different is, this research used descriptive quantitative approach, and the researcher only investigates the level of students" anxiety and the description of students" speaking ability from their anxiety level. The researcher also calculates the data manually, not using SPSS program.

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[3]Rionherwanto, *Factors That Cause Language Anxiety in The English Classroom Speaking Performance in SmpNegeri 4 Pakem Yogyakarta*, (Faculty of art:yogyakarta,2013)

B. Some Pertinent Ideas

1. The Nature of Speaking

a. Definition of Speaking

English as a foreign language, there are four important skills that people should be mastered of. Those are divided into productive skills (speaking and writing) and receptive skills (listening and reading). These skills are interconnected. The qualification in each skill is needed to become a good communicator, but the ability to speak skillfully will give several benefits for the speaker. One of which, the speaker can deliver his idea, opinion, or thoughts directly and this can be more effective way to communicate with other people.

Numerous experts of language learning have proposed plenty definitions of speaking. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[4] It states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[5] In addition speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.[6]

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[4] Brown, H.D, *Principles of Language Learning and Teaching.* (London England: Prentice Hall Regents,1945),P. 78

[5] Brown, H.D, *Principles of Language Learning and Teaching.* (London England: Prentice Hall Regents,1945),P.81

[6] Brown, H.D, *Principles of Language Learning and Teaching.* (London England: Prentice Hall Regents,1945),P.83

Speaking is the productive aural/oral skills; it consists of producing systematic verbal utterances to convey meaning. Other definition about describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.[7] This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report.

Nunan gives some key contrasts that differentiate spoken language and written language:

Table 2.1 The different between Spoken and written language

Spoken language	Written language
Auditory	Visual
Temporary; intermediate reception	Permanent; delayed reception
Prosody (rhythm, stress intonation)	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing, revision[8]

    [7]Nunan, David, *Practical English Language Teaching* (New York: McGrawHill. Northrup,2003),P.58

    [8]Nunan, David, *Practical English Language Teaching* (New York: McGrawHill. Northrup,2003),P.60

From the definitions above the writer can conclude that speaking is the action of conveying ideas, thoughts, and meaning directly towards the listener through systematic verbal utterances. Speaking is a form of oral communication by pronouncing sounds of words to interact with each other

b. The Component of Speaking

It states that there are three components in speaking. These components are comprised of:

1) The speaker

Speaker is a person who creates the utterances or sounds of words. When the speaker starts to speak, they immediately deliver their messages to the hearer. There will be no feeling or expression being stated if there is no speaker.

2) The listener

Listener is a person who accept the message or meaning from the speaker. The speakers will express their thought in written form if there are no direct interlocutors.

3) The utterances

Utterances are words or sentences. Speakers will produce utterances when they want to make a statement or express their opinion. The speakers and the listener will use sign, if there are no utterances produced by the speaker.[9]

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[9]Sapir, Edward, *Language: An Introduction to the Study of Speech* (New York: Harcourt, Brace and company,1921),P.48

c. The Importance of Speaking Skills

        English has become one of lingua franca in this world, because it is spoken, learnt, and understood by many countries as a second language or as a foreign language. To be able to communicate with other using English, people should sharpen their speaking skill continuously. Further, people should learn how to speak correctly and effectively

        We must communicate well with one another. This will prevent to any misunderstanding and problems. In order to become a qualified communicator, someone needs to be proficient in each of four language skills; listening, reading, writing, and speaking. But then, the ability to speak skillfully will give many benefits to the speaker. The capability to speak accurately and clearly will help the speaker to be more understood by other people.

        Speaking skill is also important for career success; it can increase someone's self-confident when they have to interact with others. When we speak to others we come to have a better understanding of our own selves, as Robert Frost once said: ''I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn.'' Undoubtedly, the clarity in speech reflects clear thinking.

d. Kinds of Speaking Activities

        To increase students" speaking motivation, teachers should engage their student into various speaking activities. Teacher has to set up kind of enjoyable speaking activities, so the student can fully participate on it. Harmer said that speaking activities can give the student enormous

confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.[10]

There are several speaking activities that lead students to speaking mastery. These activities are designed to increase students' fluency in speaking English.

1) Information Gap, information is a useful activity which one person has information that the other lacks. They must use the target language to share that information. Information gap is one type of speaking activity where two speakers have different parts of information making up a whole. Because they have different information, there is a „gap" between them.

2) Role-plays, this activity is kind of speaking activity that relatively safe environment of the classroom. In a role-play, students are given particular roles in the target language. Teacher can prepare the students to play a role as a policeman, doctor, tourist, etc. The student will be practice the target language effectively before they have to do the conversation in the real life.

3) Simulation, simulation is more complicated than role-plays. Because in a simulation requires the props to make somewhat realistic environment to support students" language practice. For example, if the students have to practice transactional speaking with the cashier in the bookstore, the teacher might provide some stuff such as: book, pen,

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[10]Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching*. (England: Longman,2001)P.76

rules, even using money for their purchases. So the situations are created by the teacher as if it is real.

4) Contact Assignment,the purpose of this activity is to get the students talk to people using the target language by sending them out of the classroom. The teacher sends the students to find information as many as they can. The students are provided with a worksheet and they can fulfill the information by asking the questions. Afterwards, the students compile the result of the survey and report what they have learned.[11]

e. Classroom Speaking Activity

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to get involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase their motivation in learning English. According to Brown, the following are types of classroom speaking performance:

1) Imitative Drills

Learners an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

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[11]Nunan, David, *Practical English Language Teaching*.(New York: McGrawHill. Northrup,2003)P.87

2) Intensive

  Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to master some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activity, where learners are going over certain forms of language.

3) Responsive

  Good deal of students" speech in the classroom is responsive: short replies to the teacher – or student-initiated questions or comments. The replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

4) Transactional (dialogue)

  Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than responsive speech does.

2. The Nature of Online Learning

a. Definition of Online Method

  Online learning is a new way of teaching and learning that utilizes electronic devices, especially the internet, in delivering learning. Online learning, completely dependent on internet network access.[12]Online learning is a form of conventional learning that is translated into digital format via the

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[12]Zahrotunni'mah, *LangkahTaktisPemerintah Daerah DalamPencegahanPenyebaran Virus Corona COVID-19 di Indonesia*.(JurnalSosialdanBudayaSyar'I,2020).

internet. Online learning is considered to be the only medium for delivering material between teachers and students during a pandemic emergency.

Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Research shows that the use of the internet and multimedia technology can change the way knowledge is conveyed and can be an alternative to learning that is carried out in traditional classrooms.

People's behavior during the pandemic has changed, including WFH, everything virtual, transport mode choice, to controll access. The use of technology, which had previously been mainly used as a secondary work support or even for recreation, has turned into a primary work facility. This also has an impact on the education system in Indonesia. In the education sector, for example, teachers and students are used to doing distance learning interactions[13].

Online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet. Many online learning applications can be applied in the world of education these days. Online learning is a form of distance learning / training by utilizing telecommunication and information technology, for example the internet, CD-ROOM (directly and indirectly).[14]

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[13]ErichaWindhiyana, Pratiwi, *The Impact of Covid-19 on Online Learning Activities of a Christian University in Indonesia.*(JurnalPerspektifIlmuPendidikan,2020),P.65.

[14]Sayekti,Lina.et all. *Formulasi Model Perkuliahan Daring SebagaiUpayaMenekanDisparitasKualitasPerguruanTinggi.*(Walisongo Journal of Information Technology,2019),P.45

Online learning connects learners (learners) with their learning resources (data bases, experts / instructors, libraries) that are physically separated or even far apart but can communicate with each other, interact or collaborate (directly / synchronously and indirectly / asynchronously).[15]

b. Types of Online Learning

The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals, various media can also be used to support the implementation of online learning as follows:[16]

1) Google Classroom services

An efesien figure for online learning composed with teaching process, distributed form, and it is easily to be accessed of students in @classroom.com

2) Edmodo

Educational technology offers an application for education system; with elaborate between culture values and K-12, this application contains of collage, communication tools, supported with parents' control.

3) Media Social (WhatsApp, Facebook, Instagram)

4) Etc.

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[15]Dewi, WahyuAjiFatma, *Dampak Covid-19 terhadapImplementasiPembelajaran Daring di SekolahDasarEdukatif*(JurnalIlmuPendidikan,2020).,P.34

[16]Firman, F., &Rahayu, S*, Pembelajaran Online di Tengah Pandemi Covid19. Indonesian*(Journal of Educational Science (IJES), 2020) ,P.81-89

3. The Nature of Anxiety

a. Definition of Anxiety

Anxiety can be said as one of factor that impedes people in learning a language. Anxiety is a negative feeling when someone feels anxious, apprehensive, or uneasy in a specific time and feels hesitate with their ability. In English as Foreign Language (EFL), language anxiety is also possible found on the four skills (listening, speaking, reading, and writing), vocabulary, and grammar. Each student may be having more than one of anxiousness, and this will influence student‟s language learning process. Anxious learners write, speak, and participate less than relaxed learners in language classes.[17]

Numerous researchers have provided some definition about anxiety. Hilgard describe anxiety as a vague fear that is only indirectly associated with an object.[18]Anxiety is a psychological construct, commonly described by psychologist as a state of apprehension On the other hand, Leary describes anxiety as a state of apprehension or dread with regard to an impending, possibly negative outcome that a person believes cannot be prevented.[19]

Speil berger proposed that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the

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[17]MacIntyre, P. D., & Gardner, R. C. *Anxiety and Second Language Learning: Toward a Theoretical Clarification. Language Learning*, (eJournal:malang,1989),P.38

[18]Scovel, T, *The Effect Foreign Language Learning: A Review of the Anxiety*(Prentice Hall, Englewood Cliffs, NJ, 1991),P. 15

[19]Khodadady, E, *Exploring the Role of Anxiety and Motivation in Foreign Language Achievement: A Structural Equation Modeling Approach*, (airlanggabook:jambi, 2013)P.23

autonomic nervous system. It has been found that anxiety would intrude many types of learning, including second language learning.

b. Categories of Anxiety

Three main categories of anxiety can be distinguished as trait anxiety, situation-specific anxiety, and state anxiety. More explanation about these types will be defined below by some experts.

1) Trait Anxiety

According to Occhipintithat trait anxiety refers to a stable inclination to become nervous in a variety of situations. People who have high level of trait anxiety are commonly nervous people; they lack of emotional stability. Furthermore, Steinberger defined that student who has anxious trait is possibly felt anxious in any condition. On the other hand, people with low anxiety are disposed to be calm and relax and more emotionally stable.[20]

2) Situation-specific Anxiety

Anxiety in language learning is categorized into situation-specific anxiety It refers to the persistent and multi-faceted nature of some anxieties .It is occurs in specific type of situation or event such as public speaking, test-taking, or class participation. Each situation is different, therefore, a person may be nervous in one situation but not in others.[21]

3) State Anxiety

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[20]Occhipinti, A. *Foreign Language Anxiety in in-Class Speaking Activities, Two Learning Contexts in Comparison,*(Thesis. The University of Oslo,2009),P.76

[21]MacIntyre, P. D,*Language Anxiety: A Review of the Literature for Language Teachers*, (Boston: McGraw-Hill,1999),P.48

It defines state anxiety as "moment-to-moment experience of anxiety. This anxiety is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity". It has an effect on learner"s emotion, cognition, and behavior. In terms of cognition, when people experience state anxiety, they are more sensitive to what other people are thinking of them.[22]

c. The Criteria of Foreign Language Anxiety (FLA)

In foreign language anxiety, there are three primary components identified. They are communication apprehension (CA), test anxiety, and fear of negative evaluation. More definitions will be explained below:

1) Communication Apprehension (CA)

Communication apprehension according to Hurwitz et al. CA is a type of shyness characterized by fear or anxiety about communicating with people. It is arises when someone has to talk with others in everyday communication situations. Apprehensive people will have difficulty in speaking in public or listening to a spoken message. Besides of that, they have inability to understand others and make their self-understood.

2) Test Anxiety

The second component in language anxiety refers to test anxiety. When someone is confronted with test situation, they feel afraid of failure in a test.[23]Students might have unpleasant experience in previous test, and

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[22]Spielberger, C.D,*Manual for the State-Trait Anxiety (From Y)*,(Consulting Psychologists Press, Palo Alto, CA 1983),P.25

[23]Brown, H.D, *Principles of Language Learning and Teaching*(London, England: Prentice Hall Regents,1994),P.75

this will lead to negative opinion about taking a test. Learners who are experience this type of performance anxiety; they will get difficulties in facing test or quizzes.

3) Fear of Negative Evaluation

The next constituent in language anxiety is fear of negative evaluation. This type of apprehension is broader than test anxiety situation. Students feel worried about others" evaluations; there also avoidance of evaluation situations and expectations of being evaluated negatively. It may happen in any social condition such as interviewing for a job. In foreign language class, the evaluation appears from teacher and peers.[24]

d. Anxiety refers to Speaking FLA

The literature suggests that the speaking skill is extremely anxiety provoking in many language students and it is generally seen to arouse more anxiety than the other skills. Indeed, reported that in some individuals "fear of giving a speech in public exceeded such phobias as fear of snakes, elevators, and heights". Anxiety reactions suffered by many students when speaking or when being asked to speak by the teacher in foreign language classroom include "distortion of sounds, inability to reproduce the intonation and rhythm of the language, freezing up" when called on to perform, and

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[24]Horwitz, E.K., Cope, J. *Foreign Language Classroom Anxiety*. The Modern Language Journal, 1986) P.125

forgetting words or phrases just learned or simply refusing to speak and remaining silent".[25]

Horwitz et.al points out that students said that they had most problems in the listening and speaking skills, with "difficulty in speaking in class being probably the most frequently cited concern of anxious foreign language students". Learners said they did not feel too apprehensive during drills or about speaking if they had time to plan their spoken interventions, but would „freeze" if they had to speak spontaneously.

Classroom activities and the learning/teaching environment seem to have a direct impact on students" anxiety and on their performance in speaking. It found that Natural Approach activities (which paradoxically are designed to minimize stress), such as role-plays and charades, caused a great deal of anxiety in their students.[26]

Horwitz et al notes that students who are afraid about making mistakes in front of others "seem to feel constantly tested and they perceive every correction as a failure".[27] The same researchers explained how anxious language students often forget what they know in a test or in a speaking activity. Indeed, speaking tests seem to be particularly anxiety-provoking,

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[25]Woodrow, L, *Anxiety and Speaking English as a Second Language*.(RELC Journal. 2006) Vol. 37

[26]Woodrow, L, *Anxiety and Speaking English as a Second Language*.(RELC Journal. 2006) Vol. 37

[27]Horwitz, E.K., Horwitz, M.B., & Cope, J. *Foreign Language Classroom Anxiety*. The Modern Language Journal, 1986),P.125

they might be arouse the three components of language anxiety; communication apprehension, test anxiety, and fear of negative evaluation.

C. Operational Definition of Variable

1. Speaking Anxiety

This research only analyzed about three criteria of being anxiety namely: Communication Apprehension, Test Anxiety, and Fear Evaluation, these criteria appeared at the second chapter.

2. Transactional speaking

Researcher will observe to determine what Influence; the goal of this speaking in this study is students' transactional speaking anxiety that indicates researcher will only focuses on the transactional speaking anxiety.
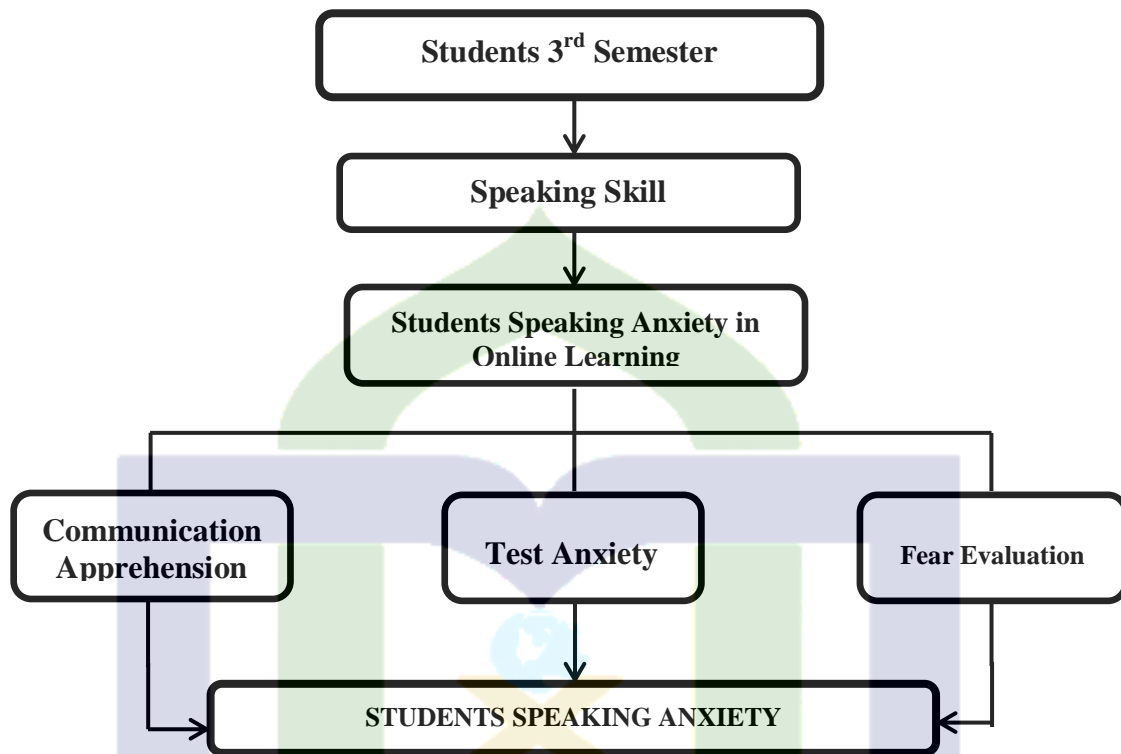
D. Conceptual Framework

Framework is a picture of the pattern of relationships between concepts or variables in a horror manner which is a complete picture of the focus of research. The framework of thought is usually put forward in the form of a schematic chart.[28]

To facilitate this research the writer makes the following framework of thought:

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[28]SekolahTinggi Agama Islam, *PedomanPenulisanKaryaIlmiah*(Parepare: Departemen Agama, 2013),P. 26.

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│     Students 3ʳᵈ Semester        │
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│        Speaking Skill            │
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│  Students Speaking Anxiety in    │
│       Online Learning            │
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Communication Apprehension	Test Anxiety	Fear Evaluation

STUDENTS SPEAKING ANXIETY

This research will analyze the students' anxiety in speaking skill refers to transactional speaking. In this research, the students' anxieties aspect is covered by the theory of Horwitz such as communication Apprehension, test anxiety and fear evaluation. However, the researcher will not only based on this theory but aims to find the further information and knowledge towards the students' anxiety. Furthermore, the questionnaire will be conducted in this research to find out and answer the research question of this research.