

CHAPTER II

LITERATURE REVIEW

A. Online Learning

Online learning is learning that takes place remotely between students and teachers who utilize technology as a medium to learn. Online learning is the use of the internet and other significant technologies to create educational resources, deliver teaching, and manage the program (Fry, 2001) cited in (Adedoyin & Soykan, 2020). Hrastinski (2008, as cited in Adedoyin & Soykan, 2020) stated that the two types of online learning, namely asynchronous and synchronous online learning. Asynchronous and synchronous online learning are often compared, but for successful and efficient online learning, teachers, companies, and institutions must have a thorough awareness of the benefits and drawbacks of each.

As stated by (Anderson 2011, as cited in Rapanta et al., 2020) online learning is a type of teaching and learning situation in which (1) the learner is separated from the tutor/instructor, (2) the learner uses some form of technology to access the learning materials, (3) the learner uses technology to interact with the tutor/instructor and other learners, and (4) some kind of support is provided to learners. Online learning and teaching require a wide range of technologies, resources, educational techniques, roles, organizational arrangements, and modes of interaction, monitoring, and support—with numerous substitution and integration options (Bates &

Poole, 2003; Bullen & Janes 2007; Bach, Haynes & Smith 2007, as cited in Rapanta et al., 2020).

According to Khan (1997), online learning is a novel technique to delivering instruction to students in remote locations. It also includes all types of learning that are sent by computer. Online learning is the use of technical devices, tools, and the internet for educational purposes (Means et al., 2009, as cited in Adedoyin & Soykan, 2020). Effective online education includes online teaching and learning, as well as the promotion of various research works, concepts, prototypes, theories, ethics, and the evaluation of benchmark concentrations on quality online course design, teaching, and learning (Hodges et al., 2020; Bozkurt & Sharma, 2020, as cited in Adedoyin & Soykan, 2020).

B. Speaking Skill

One of the most crucial abilities in learning English is speaking. It is necessary to be able to communicate thoughts and concepts through speaking. Speaking skills highlight the participatory use of language to interpret what is stated. Speaking skills are divided into five categories: 1) pronunciation, 2) structure, 3) vocabulary, 4) fluency, and 5) comprehension.

Speaking ability is the ability to communicate between the speaker and the interlocutor. As stated by Tarigan (2009, as cited in Astuti, 2019), the primary goal of speaking is to communicate. To effectively express ideas, a speaker must comprehend the meaning of everything he wishes to

integrate, be able to analyze the effect of communication on his listeners, and understand the principles underlying all conversational circumstances, both in general and personally.

Individual efforts to deliver a message verbally to a group of people, sometimes known as an audience or assembly, are known as oral or verbal communication activities. It is vital to pay attention to a variety of things that might help in the success of a speech or message in order for it to reach the audience. In speaking, it is necessary to have a) ability to use language, b) language, c) courage and composure, d) ability to communicate ideas fluently and frequently.

According to Bouzar (2019, as cited in Amiti, 2020) “Speaking as a skill is a significant challenge for both the instructor and the learner; the former must devise proper processes to assist the learner, while the latter must find a way to master the language”. Moreover, Fraser (2002, 2007) and Kolb and Kolb (2005, as cited in Asakereh & Dehghannezhad, 2015) stated that language learning in general, and speaking skills learning in particular, can be influenced by exciting, stimulating, and encouraging contexts. As a result, language instructors must evaluate students' linguistic and pragmatic ability, as well as their psychological requirements, and seek to address those needs by detecting and counteracting affective aspects that can impact students' learning (Mak, 2011, as cited in Asakereh & Dehghannezhad, 2015).

C. Self-efficacy

1. Definition of Self-Efficacy

Self confidence in students' abilities usually called self-efficacy. According to Bandura (1997, as cited in Hadriana, 2020), a person's self-efficacy is their conviction in their capacity to complete a task in order to attain a certain objective. It was about what he could do rather than what talents he has. Students who feel their performance is good will be driven to work hard in order to achieve their goals. Students with low self-efficacy, on the other hand, believe that the activities assigned to them are difficult or boring. As a result, he was not happy with the task.

Self-efficacy is a critical component of motivation and effort in the cognitive system. This assertion is consistent with Schunk (1991, as cited in Hadriana, 2020), stated that self-efficacy develops, improves, and sustains motivation. When students notice that they are improving at specific abilities, they will begin to build stronger levels of self-efficacy, which can enhance their learning motivation.

From the definition above, Self -efficacy is a person's self - confidence or conviction in doing something that causes the success or failure of the goals to be achieved.

2. Theories of Self-Efficacy

Students' efficacy can be developed through four sources, according to Bandura (1995, as cited in Hadriana, 2020). There are mastery experience, social persuasion, vicarious experience, and physiological experience.

a. Mastery experiences

The mastery experience is one's success experience. This is a powerful source of self-efficacy, increasing positive judgments of one's abilities and belief in one's own competence.

b. Vicarious experiences

Observing other people provides vicarious experiences. This includes the assurance derived from seeing and comparing himself to a 'role' (classmate, friend, etc.). When a student sees this "role" of successfully completing a specific task, they may believe they will face a similar obstacle.

c. Social persuasion

The impact of social persuasion on self-efficacy is determined by the credibility of the individual delivering the message in the perspective of the person receiving it. Positive persuasion appears to boost self-efficacy, while negative persuasion appears to lower self-efficacy.

d. Psychological and emotional state

This component is concerned with a person's emotional state, such as exhaustion, pain, aches, mood swings, anxiety, tension, and so on. All of these circumstances can have an impact on how a person assesses his or her own efficacy.

A person's level of effectiveness can be seen from three different perspectives (Bandura in de Noyleles, Hornik, & Johnson: 2014). These dimensions are level, strength, and generality. Level (magnitude) describes a person's belief in completing the task they receive. Strength dimensions reflect a person's view of performing different components of a task or task at varying degrees of difficulty. The last extent (generalization) focuses on a person's ability to effectively generalize their self from one task to another.

3. Level of Self-Efficacy

Each person has a personal effect that is different from others. What distinguishes one's self-efficacy from others is the degree of self-efficacy. Some have a high level of self-efficacy, while others have a low level of self-efficacy. Bandura (1997, as cited in Fitra Gumanti & Kaniadewi, 2020) feels that people with strong self-efficacy feel that the higher the goals they set for themselves and the stronger their commitment to them. In other words, students with strong beliefs about self-efficacy can motivate and develop their ability to organize and

perform tasks thoroughly, and thereby help them maintain good academic performance.

On the other hand, students with low self-efficacy are less likely to make long-term and consistent efforts because they believe they will not succeed and they may view challenging tasks as threats that must be avoided (Bandura, 1997: 214, as cited in Hidayati, 2015). As a result, students with low self-efficacy with low aspirations are part of a self-improvement feedback loop, which can lead to disappointing academic results.

Tabel 1. Classification of Self-Efficacy by Bandura.

High Self-Efficacy	Low Self-Efficacy
1. Actively choosing the best opportunity	1. Passive
2. Cultivate the situation and neutralize obstacles	2. Avoiding difficult tasks
3. Setting goals by creating standards	3. Developing weak aspirations
4. Prepare, plan, and implement actions	4. Focus on your own weaknesses
5. Try hard and be persistent	5. Never tried
6. Creatively solve problems	6. Give up and become discouraged
7. Learn from past experiences	7. Blaming the past for lack of ability
8. Visualize success	8. Worried, became stressed, and became helpless
9. Limiting stress	9. Think of reasons/justifications for his failure

D. Anxiety

1. Definition of Anxiety

Anxiety is defined as a state of restlessness and fear or dread caused by anticipation of something threatening. Chan & Wu (2004, as cited in Hakim & Syam, 2019), defines anxiety as “subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system.” This is a kind of troubled feeling in the mind. Anxiety can be facilitating or debilitating.

Facilitating anxiety motivates learners to adopt an approachable attitude and be willing to face new learning tasks. Meanwhile, debilitating anxiety motivates students to take an avoidance attitude and therefore tends to run away from the learning task. Difficult task factors predispose learners to develop facilitating or debilitating anxiety. Anxiety is the presence of fear in thinking that causes self-confidence, nervousness.

2. Factors of Anxiety

According to Tanveer (2007, as cited in Hakim & Syam, 2019), this is the descriptions of the common cause of students' anxiety in speaking English (foreign language). There are, communication apprehension, test anxiety, and fear of negative evaluation.

a. Communicative apprehension

Communicative apprehension as the primary cause of anxiety, is a range of types of shyness characterized by panic or anxiety when interacting with people. This anxiety often bothers EFL students in English class. Students are confused when speaking English to their teachers and/or friends. These students felt that someone was watching them when they made a grammar mistake; This causes students to become nervous when asked to speak English. Students think that their English is not as good as their peers.

b. Test Anxiety

Test anxiety refers to a type of performance anxiety that stems from the fear of failure. This factor often arises when students are faced with an English test, especially an oral test. Students feel pressured and uncomfortable in this situation. Even students who prepare well for the English speaking test can make mistakes in the exam. They seem to have lost their ability in the exam. Students make unusual mistakes and don't seem to know what to do during the exam.

According to Yamashiro and Mclaughlin (2001, as cited in Hakim & Syam, 2019), “test anxiety is a form of anxiety as well as a motivating factor to study harder and achieve better results”. On the other hand, Horwitz and Cope (1986, as cited in Hakim & Syam, 2019), revealed that students who were sure that they knew the

answer before taking the exam often forgot because they were angry, and as a result they lost their memory because of the wrong answer in the exam.

c. Fear of negative evaluation

Fear of negative evaluation is characterized as anxiety about the assessment of others, avoidance of evaluative circumstances, and the belief that others would adversely evaluate one. This aspect causes students to be hesitant to demonstrate their abilities directly in English because they fear that their classmates will criticize their performance. Students also experience anxiety when their teacher gives them corrections that cause their self-esteem to plummet in front of their peers.

In particular, when providing feedback to students, the teacher is not justified in providing just negative criticism, which may isolate one or more students. Even when students' responses are incorrect, the teacher's commentary on their responses must include an element of positive reinforcement to drive them. Teachers should compliment students on their correct answers so that students are reinforced for what they have learnt.

E. Previous Study

To support this study, researcher have reviewed several previous studies that correlate with students' self-efficacy and anxiety in speaking English through online learning. For example a study by Passiatore et al., (2019), entitled "Self-efficacy and Anxiety in Learning English as a Foreign Language: Singing in Class Helps Speaking Performance", aimed to verify the effectiveness of the singing songs strategy in reducing the negative impacts of low self-efficacy and high anxiety on students' speaking performance in foreign language learning. Participants in this study were six high school classes (two for classic, two for scientific, two for linguistic curriculum) of the same college are involved in the research including 132 students (66% females). The data collection used in this study used a questionnaire, while for analyzing the data, the researcher used a quantitative research type. The questionnaire used to explore students' Foreign Language self-efficacy, students' Foreign Language anxiety, and English speaking performance. The results of this study are to suggest that using songs or other similar activities that amuse and attract students help the Foreign Language acquisition and English speaking performance.

The second study is entitled "Insignificant Relationship Between Speaking Self-Efficacy and Language Learning Anxiety of English Department Students at The University of Riau, Indonesia" (Hadriana, 2020). This study aimed to explore the linkage between students' speaking self-efficacy and their level of language learning anxiety. The sample of this study consisted of 40 second-year students who were taking Speaking class.

The data collection used in this study used a questionnaire. The way the researcher analyzed the data in the study was to use (1) Descriptive analysis on self-efficacy and language learning anxiety; (2) Descriptive statistical analyses such as Cronbach alphas, means, and standard deviations were used to analyze the students' answers to the questionnaires. (3) Pearson correlation was applied to inquire into the correlation of the students' self-efficacy on their speaking skill and their language learning anxiety. This study illuminates the level of students' self-efficacy and language anxiety in learning Speaking. In the EFL context, it shows that students have a relatively high self-efficacy level. Regarding the learning anxiety, this research reveals that the students possess moderate anxiety level.

Furthermore, (Andriana, 2021) attempted to find out whether there is or not a correlation between the tenth-grade students' self-efficacy and their speaking anxiety at Vocational High School 2 Muhammadiyah Pekanbaru. This study used quantitative research conducted at tenth-grade of Vocational High School 2 Muhammadiyah Pekanbaru. Participants in this study were the tenth-grade of Vocational High School 2 Muhammadiyah Pekanbaru, consisting of 308 students. The researcher took 31 students in the tenth grade as the samples. Researchers in the study used questionnaires in the data collection process. The results found in this study were that there is a significant correlation between the tenth-grade students' Self-Efficacy and their Speaking Anxiety at Vocational High School Muhammadiyah 2 Pekanbaru "Average" level (0.478). It can be said that

Students' self-efficacy at Vocational High School 2 Muhammadiyah Pekanbaru has a contribution on Speaking Anxiety.

F. Basic Assumption

This research is based on the following assumption that students have problems with their confidence in their abilities or what is commonly called self-efficacy. High self-efficacy is caused by supportive environmental factors and the strong effort of the students themselves. This is inversely proportional to students who have low self-efficacy. Many factors cause students to have low self-efficacy, including past experiences and the efforts of the students themselves.

