

CHAPTER II

THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

According to Brown (2004) speaking is a productive skill that can be observed directly and empirically. Without exception, these observations are shaped by the accuracy and effectiveness of the test taker's hearing. This inevitably affects the reliability and validity of oral production tests. Brown (2007) defined speaking as an interactive process of meaning building, including the creation, reception, and processing of language from sound as the main instrument. McDonough Jo et al. (2003) said that speaking is a skill used by someone to produce speech when really communicating may involve expressing ideas and opinions, express a desire or desire to do something, negotiate or solve certain problems or set up and maintain social relations and friendships. Therefore, labels for productive language can be applied to speaking. Speaking is one of the most important factors in learning English. Students need to be able to speak English (Williams, 2001). In a similar vein, Rasyidah et al. (2015) mentioned that speaking is one of the most important elements in learning English. Based on the explanation above, speaking is a person's productive skill that can produce oral production such as communicating, giving speeches, and expressing wishes or doing something.

B. Virtual Class

1. Definition of Virtual Class

According to Ariani & Tawali (2021) online learning is a method of education wherein teachers and students do not communicate directly. Singh & Thurman (2019) stated that online learning is described as learning experienced via the internet or online computers in synchronous classrooms where students interact with instructors and

other students and do not depend on their physical location to participate in this online learning experience.

Online learning is a type of education in which students utilize the internet to learn using their computer or mobile phone (Yanti, 2021). Bhuana & Apriliyanti (2021) explained that online learning is a method of learning from a distance by utilizing any Web application as a learning and student activity medium. Online learning is a method of teaching and learning that makes use of an internet connection and learning platforms (Fitriani et al., 2020). In conclusion, online learning is a learning system that utilizes internet access as a medium of learning and meetings are held through available platforms.

2. Difficulties in Virtual Speaking Classes

According to Satrio & Ekawati (2022) some students find it difficult in online speaking classes to understand the material because when learning there is material that is difficult to understand when explained online. While studying in online speaking classes students find a lack of interaction between students and teachers. Some teachers are still unable to present a good learning atmosphere and are less effective when compared to offline learning. The second problem experienced is a technical problem, every student must prepare a good internet connection and a good gadget, but not all students get these facilities at home.

C. Anxiety

1. Definition of Anxiety

Tercan & Dikilitaş (2015) defined anxiety as one of the main problems regarding the language skills of EFL learners in the context of language education being taught. Speaking anxiety has been studied extensively, but there is still a lot to learn about it. According to Ansari (2015), anxiety is a subjective feeling of tension, fear, nervousness, and worry associated with awakening the automatic nervous system. Anxiety is an innate natural factor that affects every individual from birth. Anxiety

can arise by itself when a person is in a stressful situation or something threatens him/her (Sari, 2017). Anxiety itself, illness or disease; the result of a certain behavioral style of anticipating an unfavorable outcome. This is a normal adaptive response to a developing danger in living things (Angellia & Listyani, 2019).

Anxiety is defined as a state of discomfort and fear caused by expectations of something that threatens something (Raja, 2017). Mahdalena & Muslem (2021) concluded that anxiety is subjective human feeling of the negative effects that come from oneself being in an unpleasant and uncomfortable situation. Anxiety is one of the main problems regarding subjective feelings of tension, fear, nervousness, and worry which is defined as a state of discomfort because students feel pressured in a lesson.

2. Types of Speaking Anxiety

Speaking anxiety significantly impacts students' self-confidence since it frequently causes them to feel like failure when they are unable to talk and express what they know. This language anxiety causes learners to lack confidence in their ability to perform in front of others, and as a result, the learner is unable to comprehend the teacher's explanation (Asyasyfa et al., 2019). Horwitz et al. (1986) stated that speaking anxiety is divided into three types, namely communication apprehension, test anxiety, and fear of negative evaluation. It is explained that:

a. Communication Apprehension

Communication apprehension is a sort of shyness marked by fear or anxiety about communicating with others. Communication apprehension is definitely a huge factor in foreign language anxiety. In addition, people who struggle to speak in groups find it more difficult in foreign language classes, because they have little control over communicative settings and their performance is frequently assessed.

b. Test Anxiety

Test anxiety is a concern over academic evaluation. It is the fear of failing in test situations and unpleasant experiences that learners consciously or unconsciously have. This is the type of anxiety about fear of academic evaluation that arises from the fear of failure.

c. Fear of Negative Evaluation

Fear of negative evaluation is described as concern about other people's evaluations, avoidance of evaluative situations, and the assumption that others would adversely judge oneself. This is the third anxiety connected with learning a foreign language. Although comparable to test anxiety, the fear of negative evaluations is broader because it is not limited to test anxiety situations.

3. Strategies for Reducing Speaking Anxiety

According to Sari (2016) students reduce speaking anxiety through a variety of unique strategies and ways. Students do this so that the anxiety they feel does not prevent them from achieving success in learning English speaking skills. All of the strategies below, avoiding eye contact and physical expressive reactions were the activities students most often did to reduce their anxiety when speaking. Here are some ways students can reduce speaking anxiety:

a. Keeping Silent and Making Negotiation

Students pretend to be silent when the teacher asks them to speak. When students see their teacher getting angry, students will speak up in class. Before students start speaking English in class, students express their shortcomings to the teacher by pretending they do not understand anything or pretending to be sick. This is done to anticipate the mistakes they make in their speech so that the teacher can understand their shortcomings.

b. Carrying Small Note, Memorizing and Repeating

Some students revealed that they took small notes while speaking English to reduce anxiety when speaking in speaking class. Students do this by writing answers or creating instructions on paper. They also review and memorize the material presented before presenting it in class.

c. Positive Thinking and Ignoring Friends

One of the things students do to reduce their speaking anxiety is to think positively about what will happen to them when they speak next. They also ignore the ridicule of their friends with a smile. That is, students dare to take risks and keep talking, even when their friends laugh at them. They think that all students are the same and also think that when they talk, none of their friends will listen and it is normal to give wrong answers.

d. Avoiding Eye Contact

Students will not meet eye contact with their classmates and teachers directly when they are speaking in speaking class. This is done to reduce their language anxiety. Some students covered their faces with their hands while talking. Students pretend that no one is in class when speaking in speaking class.

e. Smiling and Making Jokes

Students stated that they felt more anxious to speak English when the class situation was quiet and peaceful. To reduce the fear of negative evaluation, many students try to smile and joke while speaking to break the class silence. Students do this in order to be able to speak with less anxiety.

f. Sharing and Asking for Friend's Help

Some students who feel very anxious when speaking English decide to tell their classmates or other friends in advance about the opinion that will be given in class. In addition, students rely on their neighbors to help them when they speak in front of the class. Usually

these students feel extreme anxiety when speaking in front of the class, and this makes them forget things they already know. To reduce anxiety, these students usually look to their seatmates to see what conversation points they might have missed while speaking English. This may include looking for non-verbal signals from their seatmates, such as looking at their facial expressions.

g. Physical Expressive Reactions

Some students try to do seemingly insignificant physical things to reduce their anxiety while speaking English. Unusual behaviors such as biting nails, biting lips, shaking body, writing in books, cleaning uniforms, laughing, tapping feet, playing with hands, banging chairs, and pacing in class are called expressive physical reactions. Students do this response to reduce anxiety when speaking in speaking class.

h. Drinking and Praying Before Talking

Some students stated that they experienced physical disturbances such as shaking, palpitations and excessive nervousness when speaking in speaking class. To reduce anxiety, students can then pray quietly and drink water before speaking English. They believe that drinking water makes them calmer and calmer. This can reduce student anxiety.

i. Code Mixing

Students mix English and Indonesian when speaking in class to reduce their fear of speaking. Sometimes mixing languages when speaking is done with the aim of avoiding silence when you do not know vocabulary.

j. Volume Setting

Students adjust the speaking volume to reduce anxiety caused by speaking English in class. They choose to speak slowly to save themselves if they make a mistake. If students speak quietly,

their friends and teachers cannot clearly hear the mistakes students make while speaking.

D. Previous Study

To support this research, the researcher has selected several previous studies related to this research such as:

Pertiwi & Hidayanti (2022) investigated to analyze advanced students' speaking anxiety and their solutions during online learning. The findings indicate that sometimes students feel anxious and are calmer in some other situations in class speaking on the other hand. Based on these results, students carried out effective strategies to overcome their speaking anxiety. The similarity of this research is that the participants are university students. The difference from this research is to use descriptive quantitative and qualitative as a research method. While the strengths of this study explain students' speaking anxiety and their solutions to reduce speaking anxiety.

Pahargyan (2021) investigated students' anxiety in speaking English during distance learning and the way students overcome anxiety during distance learning. The results of this study found that distance learning during the Covid-19 pandemic made students anxious about speaking English. Therefore, it is important for teachers as facilitators to be able to play their role to reduce students' speaking anxiety in foreign language classes. The difference between this study and the researcher's study is that the researcher uses descriptive quantitative as a method, while this study uses descriptive qualitative. The participants of this study were high school students while the researchers were university students. This study also only explains that students experience speaking anxiety in online classes.

Noviyanti (2022) investigated to analyze students' speaking anxiety and its causes and consequences. The results showed that most of the students had a high level of speaking anxiety. The interviews also showed that lack of vocabulary caused students stress, self-confidence problems, mistakes, fear, and embarrassment. The similarity of this study with the researcher's study is the university students as participants. This study is also a

descriptive research. The advantages of this study explain the causes and effects of speaking anxiety in online speaking classes.

