

CHAPTER II

REVIEW OF RELATED LITERATURE

This section outlines the theoretical concepts and perspective relevant to speaking, including the definition, purposes, types, and essential elements of speaking. It also discusses students' speaking anxiety, contributing factors, and previous research connected to the focus of this study.

A. Theoretical framework

The theoretical framework of this research focuses on the role of speaking as one of the important skills in learning English. This framework covers the meaning, purpose, types of speaking, and essential elements for effective communication. Furthermore, this framework highlights the speaking anxiety face in producing spoken English and the elements that contribute to this anxiety. These theoretical points serve as a basis for examining the speaking issues experienced by seventh graders at MTsN 1 Nganjuk.

1. Definition of Speaking

In the EFL context, speaking is the core of English language proficiency. Learners are required to communicate effectively using the target language. Kamaliah & Rahmati (2025) define speaking as the ability to communicate ideas, conveying thoughts, opinions, and feelings through oral communication in a meaningful and interactive way.

In other words, speaking is a complex skill that goes beyond simply pronouncing words. Successful communication requires learners to communicate messages effectively, adapt their messages to the context, and

respond to ongoing interactions their messages to the context, and respond to ongoing interactions by processing language in real time organize their ideas logically, and respond effectively to their conversation partners, making speaking one of the most complex skills because it involves multiple aspects of language simultaneously, including linguistic knowledge, communication strategies, and social interaction.

In addition, Wanda et al. (2024) emphasize that Speaking skills consist of fluency and accuracy, which are fundamental elements of effective communication. Fluency is the ability to convey ideas smoothly and coherently, while accuracy involves the correct use of language structures and linguistic forms. Thus, speaking skills can be defined as students' ability to convey ideas and information efficiently through oral communication with appropriate fluency and accuracy.

Based on the explanation above, in this study, speaking skills are defined as students' ability to convey ideas, opinions, and information orally with appropriate fluency and accuracy when communicating in English.

2. The Purpose of Speaking

As a useful language skill, speaking plays an important role in enabling learners to communicate effectively in both academic and social contexts. Achilova (2024) explains that the primary purpose of speaking is to convey meaning, share information, and express ideas in a way that can be understood by others. In addition, speaking also helps students express their opinions, respond to others, and understand meaning during interactions.

This demonstrates that speaking is not only a productive skill but also an interactive process involving the transmission and reception of messages. In the classroom setting, speaking is essential for activities such as presentations, group discussions, and collaborative learning, where students are required to articulate their thoughts clearly.

Furthermore, speaking contribute to the development of students' self-confidence and independence. When students are given the opportunity to speak, they become more confident in using English and more willing to participate in communication. Speaking also allows students to develop critical thinking skills, as they must organize their ideas, present arguments, and respond to various perspectives. Another important purpose of speaking is to support real-life communication. Learners use speaking to perform various function such as giving information, expressing feelings, asking questions, and maintaining social relationships. Therefore, speaking is not only important in academic contexts but also in everyday life.

3. Types of Speaking

According to Betaubun & Rokhmah (2024) explain that speaking develop through different levels of performance, starting from controlled practice to more communicative and meaningful language use in classroom contexts.

a. Imitative

Imitative is defined as the ability to reproduce words, phrases, or sentences. This approach focuses primarily on pronunciation and

articulation, rather than meaning. It is commonly used at the beginner level to help learners become familiar with the sounds, stress and intonation patterns of the target language. Through imitation, learners build a strong foundation for producing correct speech.

b. Intensive

Intensive involves the production of short utterances that focus on specific linguistic elements such as grammar, vocabulary, and sentence patterns. At this stage, learners begin to pay attention to form and meaning, although their activities are still relatively controlled. This type of practice helps learners develop accuracy and understand how language structures are used in communication.

c. Responsive

Responsive includes short interactions such as answering questions, responding to statements, or giving brief comments. This type introduce learners to simple communication, where they must understand what is said and provide appropriate responses. Although the interaction is limited, it represents an important step toward real communication.

d. Interactive

Interactive involves longer and more complex communication between two or more participants. This includes conversations, discussions, and interviews. In this type, learners must manage turn-taking, respond appropriately, and maintain the flow of

communication. It requires both speaking and listening skills, making it more challenging and communicative.

e. Extensive

Extensive refers to extended oral production such as speeches, presentations, or storytelling. In this type, learners are expected to organize their ideas clearly, use appropriate language structures, and speak fluently for a longer period. This level reflects more advanced speaking ability, as learners communicate ideas independently and with greater confidence.

4. The Elements of Speaking Aspect

To achieve effective communication, speaking skills require several essential elements. Ilham et al. (2024) identify five main components of speaking performance: fluency, pronunciation, vocabulary, grammar, and comprehension.

a. Fluency

Fluency is characterized by the ability to deliver ideas, continuously, and naturally without excessive pauses, hesitation, or repetition. It indicates how well a speaker can maintain the flow of communication and express ideas coherently from start to finish. A fluent speaker is able to connect ideas logically, use appropriate discourse markers, and keep the conversation flowing without causing difficulty for the listener. Fluency is often associated with confidence

and automaticity in language use, meaning that learners can produce speech without thinking too much about grammatical rules.

b. Pronunciation

Pronunciation is concerned with producing speech sounds correctly, including the use of appropriate stress patterns, intonation, and rhythm in spoken language. Good pronunciation helps ensure that the speakers' message is clearly understood by the listener. Incorrect pronunciation can lead to misunderstandings, even if grammar and vocabulary are correct. Therefore, mastering pronunciation is crucial not only for accuracy but also for clarity in communication.

c. Vocabulary

Vocabulary relates to the variety and appropriateness of the words learners use when speaking. A diverse vocabulary allows learners to express their ideas more precisely, creatively, and effectively. Conversely, a limited vocabulary can cause learners to hesitate, repeat the same words, or fail to convey their intended meaning.

d. Grammar

Grammar focuses on the use of proper sentence structure in communication. This helps learners produce meaningful and accurate sentences, thereby reducing misunderstandings. Although perfect grammatical accuracy is not always necessary in spoken communication, Strong grammatical competence enables learners to communicate their ideas more clearly and effectively.

e. Comprehension

Comprehension involves learners' ability to understand spoken information and respond appropriately in communicative interactions. It is closely related to listening skills, as a speaking effectively requires understanding what others are saying before responding. Good comprehension enables learners to engage in meaningful communication, follow conversations, and provide relevant responses.

5. Definition of Speaking Anxiety

Speaking anxiety can be defined as a psychological condition experienced by students when they are required to communicate orally in English, particularly in English as a Foreign Language (EFL) setting. According to Abrar (2024), This form of anxiety involves feelings of fear, nervousness, and worry that arise when students lack confidence in their speaking abilities or are afraid of making mistakes during communication. This emotional reactions are often triggered when students feel that their language ability is insufficient, especially in terms of vocabulary, pronunciation, and grammar. As a result, students tend to hesitate when speaking, produce incomplete sentences, or even avoid speaking altogether. Such conditions not only affects speaking fluency but also reduce students' willingness to engage in classroom discussion. Furthermore, speaking anxiety acts as a psychological barrier that limits students' ability to express their ideas effectively and confidently, which can hinders the development

of their oral communication skills. Therefore, speaking anxiety is considered a significant challenge to successful language learning.

Moreover, speaking anxiety is recognized as a multidimensional phenomenon shaped by both internal and external factors. Mustamir (2024) argues that this anxiety is closely associated with fear of negative evaluation, insufficient confidence in language ability, and cultural expectations that encourage learners to avoid mistakes and preserve a positive social image. As a result, students often experience tension and nervousness when they are expected to speak in front of others or respond spontaneously. Many learners become overly concerned about how teachers and classmates perceive them, which can increase anxiety and reduce active participation. In addition, cultural norms may strengthen students' fear of making mistakes because they prefer to avoid situations that could lead to embarrassment.

Therefore, speaking anxiety should be understood as the result of emotional, social, and contextual factors that influence students' speaking performance and classroom participation.

6. Factors of Speaking Anxiety

Speaking anxiety is influenced by a range of psychological and classroom-related factors that affect students' confidence and willingness to use English. In this study, the discussion of speaking anxiety is connected to Foreign Language Anxiety theory proposed by Horwitz (2001), which identifies three major components: Communication anxiety, fear of negative

evaluation, and text anxiety. Communication anxiety refers to feelings of nervousness or discomfort when learners are required to use the target language in interactions. Fear of negative evaluation involves concerns about receiving unfavorable judgements from teachers or peers. Meanwhile, test anxiety is associated with the stress students experience during speaking assessments, presentations, or exams. These components are closely related to learners' speaking performance because they often affect confidence and participation during oral communication.

Furthermore, Khoudri (2024) expands on this view by emphasizing that speaking anxiety in EFL learners is influenced not only by psychological factors but also by classroom interaction, teacher correction, classroom pressure, and peer responses. Khoudri (2024) stated that EFL learners often experience speaking anxiety due to fear of making mistakes, low self-confidence, limited language proficiency, and fear of negative evaluation from teachers and peers. All of these factors can reduce students' engagement in speaking activities and negatively impact their speaking performance. In addition, an unsupportive classroom situations, excessive correction and negative peer reactions may increase students' nervousness and hesitation when speaking English. Therefore, speaking anxiety is not only caused by internal psychological factors but also by external classroom-related factors.

In this study, the factors contributing to speaking anxiety are categorized into internal and external factors to provide a clearer understanding of students' experiences when speaking English.

a. Internal Factors

1) Lack of Vocabulary

Vocabulary is a fundamental element of speaking because it enables learners to communicate their thoughts, opinions and feelings effectively. Students who possess limited vocabulary often struggle to select appropriate words when expressing themselves in English. As a consequence, they tend to frequent pauses, hesitations, or even complete silences, unsure of how to continue their sentences. This condition can make students feel frustrated and anxious during speaking activities. In addition, students with limited vocabulary may worry that their listeners will not understand their messages clearly. Therefore, lack of vocabulary becomes one of the major internal factors contributing to speaking anxiety among EFL learners because it reduces students' confidence and willingness to participate in oral communication.

2) Low Self-Confidence

Self-confidence plays an important role in determining students' willingness to speak English in front of others. Learners with low self-confidence often question their speaking abilities and feel uncomfortable participating in speaking activities. Even if they

understand the material being taught, nervousness can still arise due to concerns about pronunciation, grammar, or perceived inadequate vocabulary. This situation often makes students reluctant to take the opportunity to speak and prefer to remain silent during class interactions. Moreover, learners with low self-confidence also tend to compare their abilities with those of their peers, which can further increase feelings of anxiety and self-doubt. Consequently, low self-confidence becomes a significant internal factor that negatively influences students' speaking performance.

3) Fear of Making Mistakes

One of the primary factors contributing to speaking anxiety in EFL contexts is students' fear of committing errors while speaking. Numerous students worry about producing incorrect grammar, pronouncing words inaccurately, or selecting unsuitable vocabulary during English communication. They worry that their mistakes will be noticed by their teacher or classmates and will result in negative reactions or criticism. This fear often makes students overly cautious when speaking, leading to hesitation, nervousness, and reduced fluency. In some situation, students would rather not speak at all rather expose themselves to the possibility of making errors in front of their classmates. Thus, anxiety about making errors can influence students' emotional well-being and reduce their willingness to

engage in speaking practice, thereby restricting the development of their communication competence.

4) Self-Perceived Speaking Ability

Students' views of their own speaking competence play an important role in determining how much anxiety they feel during English-speaking activities. Students who feel they are not proficient enough in English tend to have low self-confidence and experience greater anxiety when speaking. Although their actual speaking ability may be good, negative self-perceptions can lead to mental stress that hinders active participation in classroom interactions. Students who underestimate their speaking skills frequently regard their classmates as more capable speakers, leading them to fear poor evaluations. This negative self-perception can reduce motivation and trigger avoidance behaviors during speaking activities. Thus, perceptions of one's own speaking ability are an important psychological factor influencing students' speaking anxiety.

b. External Factors

1) Classroom Pressure

Pressure within the classroom environment is considered an external factor that may intensify students' speaking anxiety. In English classes, students are often asked to perform speaking tasks such as answering questions, presenting dialogues, or speaking in front of the class. This situation can generate feelings of pressure

since students are aware that their performance is being monitored and assessed by both teachers and peers. Students who are underprepared or lack confidence tend to feel nervous during these speaking activities. Furthermore, sudden questions from the teacher can make students panic and afraid of giving the wrong answer. As a result, classroom pressure may decrease students' confidence and motivation to participate in English communication.

2) Teaching Method

Teaching method used by teachers can strongly influence students' emotional responses during speaking activities. An approach that overemphasizes grammatical accuracy and immediate correction can exacerbate students' fear of making mistakes. When teachers frequently interrupt students to make corrections, they can feel embarrassed and less motivated to speak again. Conversely, supportive and communicative methods can make students tend to experience greater ease and self-assurance when communicating in English. Therefore, how teachers manage classroom interactions, provide feedback, and encourage participation can significantly impact whether students' speaking anxiety is reduced or improved.

3) Social Environment (Peers and Teacher)

Social environment in the classroom, including the reactions from peers and teachers, impacts students' speaking anxiety related to oral English communication. Students often experience anxiety

when they are concerned that classmates might mock, ridicule, or negative judge their performance when speaking in English. Negative feedback from peers can lower students' self-confidence and discourage them from taking part in oral communication tasks. Similarly, teachers' attitude and feedback likewise affect students' sense of emotional security in the classroom. A supportive teacher can foster a supportive classroom atmosphere that motivates learners to participate in speaking activities more confidently, while harsh criticism can increase their fear and anxiety. Therefore, having a positive and supportive social environment is crucial for students to feel comfortable and motivated to communicate in English.

B. Previous Study

The writer used several previous studies to achieve the research dealing with the topic. Various researchers have previously studies concerning speaking anxiety in the context English language learning. Amruhu (2024), using a descriptive approach, examined students' speaking anxiety experienced by third-semester students of the English Department at the State Islamic University of Mataram. The data were collected through questionnaires to determine the different levels and types of anxiety experienced by students. The findings revealed that learners demonstrated different degrees of anxiety, ranging from very low to high levels, including communication-related anxiety, anxiety during examinations, and concerns about being negatively judged by others. In addition, several approaches were identified to overcome

speaking anxiety, such as good adequate preparation, building confidence, improving speaking skills, positive thinking, and seeking help from others. However, the study focused on university students and did not specifically examine speaking anxiety experienced by students at the junior high school students.

Similarly, Ridwan & Karmila (2025) investigated students' anxiety during the process in learning English through a quantitative approach through questionnaires distributed to learners. The findings show that students experienced various forms of anxiety, including state anxiety and trait anxiety, which influenced their participation in classroom activities. The findings further indicate that factors such as fear of committing errors, task demands, and teacher roles contributed to students' anxiety. These findings highlight that both psychological and situational factors play important roles in shaping students' learning experiences. However, the study mainly focused on general anxiety in English learning and does not specifically examine speaking anxiety in detail.

In addition, Mahfuz (2024) conducted a study at Darussalam Boarding School, Kepahiang, to identify students' anxiety experienced by seventh-grade students while learning English using observation and interviews. The results show that students experienced anxiety due to several factors, such as classroom speaking activities, concerns about being mocked by others, difficulties in understanding learning materials, teacher-related factors, personal beliefs, and insufficient preparation. These factors are categorized into

internal and external sources of anxiety that influence students' learning experiences. The study emphasizes that anxiety can hinder students' participation and confidence in learning English. However, it mainly discusses general anxiety and does not specifically analyze speaking anxiety in terms of its levels.

Likewise, Rohmah & Wijaya (2025) found that speaking anxiety experienced by EFL students is shaped by a combination of internal and external factors. The study shows that low confidence, fear of making mistakes, and classroom environment contribute to students' reluctance to speak English. These factors make students reluctant to share their thoughts and reduce their speaking performance in classroom activities. The research emphasizes the importance of creating a supportive learning environment to minimize anxiety and encourage students to speak more actively. However, the research does not specifically analyze the levels of speaking anxiety among students in a particular school context.

Supporting these findings, Akbar (2024) examined the factors contributing to students' speaking anxiety in learning English using a qualitative descriptive approach involving second-grade students of MTs Malang. The findings reveal that students' anxiety is affected by a variety of factors, including low self-confidence, inadequate preparation, nervousness, feeling of embarrassment, and concerns about making mistakes, which may discourage students from actively engaging in speaking tasks. In addition, concerns about receiving negative judgments from teachers and classmates also reduce students'

willingness to take part in speaking activities. These findings indicate that both psychological and environmental influences have an important impact on the development of students' speaking anxiety. However, the study mainly focuses on identifying the contributing factors and does not specifically analyze the levels of speaking anxiety.

Furthermore, a study by Hanif & Hilda (2024) conducted a study focusing on students' anxiety experienced by students while learning English, especially during classroom communication. The results show that students often experience anxiety due to fear of making mistakes, lack of confidence, and classroom pressure, which affect their participation in learning activities. The findings highlight that anxiety may decrease students' motivation to participate in speaking activities. However, the research mainly discusses general anxiety in English learning and does not specifically examine speaking anxiety in terms of its levels and contributing factors.