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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Speaking

a. Definition of Speaking

Speaking has been defined in various ways by several experts. Majeed (2022: 79) describes speaking as a productive language skill that involves the ability to produce meaningful sounds and utterances that can be understood by others, allowing effective communication to occur. Similarly, Josephine (2019) states that speaking is the use of language as a means of communication with others. In this process, speakers and listeners interact with each other by responding to messages and expressing their intended meanings. Therefore, English teachers need to provide communicative activities and engaging learning media to encourage students to develop their speaking abilities and gain more opportunities to practice speaking skills. Speaking is an interactive process in which speakers construct meaning through the processes of producing, receiving, and interpreting information.

Furthermore, Mantra and Maba (2018: 17) explain that speaking refers to the ability to produce articulated sounds or words to express ideas, opinions, and feelings. Kurniasih (2023: 60) also states that speaking is a way of expressing individuals' thoughts and



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emotions through spoken language. Alrajafi (2022: 1) adds that speaking involves creating and exchanging messages through verbal and nonverbal symbols in various contexts. In addition, Folse (2022: 12) emphasizes that speaking is one of the oldest and most universal forms of human communication, allowing individuals to convey thoughts and emotions through oral interaction. Fulcher (2003: 23) defines speaking as the verbal use of language to communicate with others, while Nation (2024:114) explains that speaking involves expressing ideas, opinions, and feelings through spoken forms such as dialogue and speech.

Based on the definitions provided by these experts, it can be concluded that speaking is a productive language skill that serves as an important medium for communicating ideas, opinions, and feelings through oral language. Speaking is not only limited to producing understandable sounds or words but also involves an interactive process between speakers and listeners to create shared meaning. This process requires individuals to produce, receive, and interpret messages by using both verbal and nonverbal communication. Therefore, speaking can be considered a dynamic and meaningful activity that enables individuals to exchange information, express themselves, and establish social relationships.



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b. Types of Speaking

According to Arif (2022: 108) there are five types of speaking:

1. Imitative

Imitative speaking refers to the ability of learners to reproduce or repeat words, phrases, or sentences based on what they hear. This type of speaking mainly focuses on accurate pronunciation and the ability to imitate spoken language forms.

2. Intensive

Intensive speaking focuses on learners' linguistic competence, particularly their ability to use specific language elements correctly. This type involves the mastery of grammatical structures, pronunciation, intonation, stress, rhythm, and other phonological features.

3. Responsive

Responsive speaking refers to the ability of learners to respond orally in a spontaneous manner. This type of speaking commonly occurs in short interactions, such as answering questions, giving responses, greeting others, and participating in simple conversations.

4. Interactive

Interactive speaking involves communication between speakers and listeners who actively exchange information and



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respond to each other. This type can occur in both direct and indirect interactions, such as face-to-face conversations, discussions, and daily communication.

5. Extensive

Extensive speaking refers to longer forms of oral communication where speakers deliver information or ideas through monologues. Examples of extensive speaking activities include speeches, presentations, storytelling, and other forms of extended oral expression.

c. Purposes of Speaking

The primary purpose of speaking is to convey messages and establish communication with others. Speaking serves as an important medium for individuals to express their thoughts, ideas, feelings, and opinions in social interactions. Therefore, speaking plays a significant role in communication. According to Menggo (2019: 314), speaking has four main purposes, which are as follows:

1. To inform

The purpose of informing refers to the speaker's intention to deliver facts, ideas, information, feelings, or opinions to the listener. Through speaking, individuals can share knowledge and provide information about a particular topic or situation. In this case, the main focus of the speaker is to make the listener understand certain facts or messages.



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2. To entertain

The purpose of entertaining means that the speaker aims to create enjoyment and interest for the listener through the information or materials delivered. The content of the speech is usually selected based on its ability to attract attention and provide pleasure. For example, storytelling activities conducted by teachers in classrooms or humorous stories shared among family members can make communication more engaging and enjoyable.

3. To persuade

The purpose of persuading refers to the speaker's effort to influence the listener's thoughts, attitudes, or actions toward a particular matter. Through speaking, the speaker attempts to convince others to accept certain ideas or take specific actions. In the learning process, for example, teachers may use persuasive communication by providing examples and explanations to encourage students to understand the material and actively participate in activities.

4. To discuss

The purpose of discussing refers to the activity of exchanging ideas, opinions, and information in order to achieve understanding, make decisions, or develop plans. Discussion allows speakers and listeners to interact actively and solve



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problems together. In the classroom context, discussion activities can increase students' involvement because they are encouraged to share opinions and find solutions to given tasks.

d. Aspects of Speaking

In speaking, there are some aspects that must be fulfilled by the learners. These aspects can be used to evaluate whether a person's speaking performance is effective or not. According to Fikri et al. (2025:29), the main aspects of speaking include fluency, comprehension, grammar, vocabulary, and pronunciation.

1. Fluency

Fluency refers to the ability of learners to express their ideas smoothly and naturally without excessive pauses or difficulties in organizing their thoughts. A fluent speaker can deliver messages clearly and continuously, allowing listeners to understand the intended meaning. Fluency is considered one of the main goals in speaking instruction because it can be improved through various communicative activities that encourage learners to use English in real communication situations, even when their language proficiency is still developing.

2. Comprehension

Comprehension refers to the ability of learners to understand the messages conveyed by other speakers. In



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speaking, comprehension plays an important role because effective communication requires both speakers and listeners to understand each other's meanings. Without adequate comprehension, misunderstandings may occur and the communication process may not run effectively.

3. Grammar

Grammar refers to the ability to arrange words and construct sentences correctly according to language rules. Having good grammatical knowledge helps learners express their ideas accurately and choose appropriate sentence structures when speaking. Therefore, mastering grammar is essential because it supports learners in producing meaningful and understandable spoken language.

4. Vocabulary

Vocabulary is one of the fundamental components of language that supports all language skills, including speaking. Having sufficient vocabulary enables learners to express their thoughts, ideas, and feelings effectively. The appropriate use of words based on the context also helps speakers convey their intended messages clearly. Therefore, vocabulary mastery is an important foundation for developing speaking ability.



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5. Pronunciation

Pronunciation is an important element of speaking because it affects how well listeners understand the speaker's message. It refers to the way sounds, words, and sentences are produced in spoken language. Good pronunciation helps prevent misunderstandings, as incorrect pronunciation may change the meaning of words or make communication difficult. Therefore, learners need to develop accurate pronunciation to improve their speaking performance.

2. Speaking Anxiety

a. Definition of Speaking Anxiety

Anxiety is a common emotional response experienced by individuals when they encounter situations that are considered threatening, challenging, or beyond their ability to handle. It may appear in various situations, such as job interviews, classroom presentations, speaking in front of an audience, or performing activities that individuals perceive as difficult. According to Lakhera (2018: 241), anxiety refers to feelings of discomfort, frustration, self-doubt, apprehension, and worry experienced by a person. In the context of language learning, speaking anxiety refers to the fear, nervousness, or tension experienced by individuals when they are required to communicate using a foreign language. Horwitz et al. (1986) explain that foreign language speaking anxiety is a specific



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form of anxiety related to language use, which is different from general anxiety. This type of anxiety can negatively influence learners' fluency, confidence, thoughts, emotions, and physical responses during communication.

Furthermore, Zhang (2022: 892) states that anxiety is associated with feelings of worry, uneasiness, discomfort, and restlessness. Hanake (2024: 244) defines speaking anxiety as a condition characterized by feelings of tension, nervousness, worry, uneasiness, and physiological reactions that arise when individuals face uncomfortable or undesirable situations. These negative emotional responses may occur when individuals perceive certain circumstances as threatening, causing them to feel insecure, pressured, or lacking confidence. Therefore, anxiety can be understood as a negative emotional reaction that emerges when a person encounters situations perceived as frightening or stressful. Additionally, anxiety may develop as a result of previous negative experiences that create psychological pressure or emotional distress.

Speaking anxiety is considered a common problem experienced by students in educational settings. Ramadhana et al. (2026: 594) explain that speaking anxiety can occur among students regardless of gender and is often accompanied by physical symptoms, such as increased heart rate, changes in breathing patterns, excessive reactions, and muscle tension. Peck and Hwa



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(2017) also state that speaking is one of the language skills that can trigger high levels of anxiety among learners and is often considered one of the most anxiety provoking activities in language classrooms. This indicates that speaking anxiety is an important factor influencing students' learning processes because it involves negative emotional responses toward certain communication situations.

The anxiety experienced by individuals can have negative effects on various aspects of life, including foreign language learning. Language anxiety has been recognized as one of the major challenges faced by learners when acquiring a second language. MacIntyre in Zheng and Cheng (2018) describes language anxiety as a feeling of concern and negative emotional reaction that occurs when individuals learn or use a foreign language. Many learners experience anxiety when they are required to communicate in the language they are learning. Students with high levels of anxiety may feel intimidated, less confident, and doubtful about their language abilities. According to Sadiq (2017), anxiety is an emotional factor that can influence the academic performance of EFL learners. Similarly, Deyan (2018) explains that speaking anxiety involves an individual's fear and nervousness, which may lead to avoidance of communication when using a foreign language. Among various forms of language anxiety, speaking anxiety has received



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considerable attention from researchers because speaking is one of the skills most affected by learners' anxiety levels.

b. Types of Anxiety

Recent research in the field of linguistics EFL has showed some types of anxiety. Alelina and Kosonogov (2026:2) explain that anxiety can be categorized into three main types, namely trait anxiety, state anxiety, and situation-specific anxiety.

1. Trait anxiety

Trait anxiety refers to an individual's general tendency to experience anxiety across various situations. This type of anxiety is considered a stable characteristic of a person's personality, causing individuals to be more likely to feel nervous, worried, or panic even when facing ordinary situations. People with high levels of trait anxiety tend to experience anxiety more frequently and with greater intensity compared to others. In other words, trait anxiety represents a person's consistent predisposition to respond anxiously in different circumstances.

2. State anxiety

State anxiety refers to a temporary emotional condition that occurs when an individual encounters a particular situation perceived as threatening, stressful, or uncomfortable. This type of anxiety is usually influenced by the circumstances being



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experienced at a specific moment. When the situation causing stress or threat is resolved, the feeling of anxiety may gradually decrease or disappear. Therefore, state anxiety is characterized as an immediate emotional response accompanied by temporary cognitive and physiological reactions.

3. Situation Specific Anxiety

Situation-specific anxiety refers to anxiety that appears consistently in particular situations or activities but does not necessarily occur in other contexts. Although it shares similarities with trait anxiety because it can remain stable over time, it is limited to specific circumstances. Examples of situations that may trigger this type of anxiety include examinations, public speaking, classroom participation, or other specific performance situations. The situations that cause anxiety may vary depending on individual experiences and perceptions.

c. Elements of Anxiety

According to Horwitz in Rachman (2025: 36-37), anxiety appears in the form of this: communication apprehension, test anxiety, and fear of negative evaluation.

1. Communication Apprehension

Communication apprehension refers to anxiety related to the process of communicating with others. This type of anxiety



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occurs when students feel unable to understand the information they receive or have difficulty expressing their thoughts clearly during communication. As a result, students may experience feelings of embarrassment, nervousness, and fear when interacting with others, especially in situations that require them to use a foreign language.

2. Test Anxiety

Test anxiety is associated with feelings of fear and worry related to academic evaluation or performance assessment. Students who experience this type of anxiety are usually concerned about the possibility of failure during tests or examinations. Previous negative experiences with academic assessments may contribute to students' insecurity and increase their fear of performing poorly. This condition can affect students' confidence when facing evaluations.

3. Fear of Negative Evaluation

Fear of negative social evaluation is related to students' fear of negative opinions and views from those around them. When they talk, they are afraid that they will get an evaluation, criticism, or a bad impression from others. It causes them to be anxious and try to avoid these kinds of things. This type of anxiety is broader than the test anxiety situation, it can attack a



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variety of other social evaluation conditions, such as job interviews, speaking in front of the class.

d. The Effect Anxiety in Speaking

Anxiety can have both negative and positive effects on students. However, excessive anxiety generally produces negative impacts on students' cognitive processes, physical conditions, and behaviors. Horwitz et al. (1986) as cited in Ramadanis and Authar (2026: 83) categorize the effects of anxiety into two areas, namely second language studies and clinical experience. In the context of second language studies, anxiety influences students' communication strategies during language learning activities. Students who experience high levels of anxiety tend to avoid participating in classroom interactions, hesitate to provide responses during learning activities, skip classes, and delay completing assignments. Meanwhile, from the perspective of clinical experience, anxious students may experience physical symptoms such as difficulty concentrating, excessive sweating, and increased heart rate.

Furthermore, Gardner (1994) as cited in Susini et al. (2025: 64) explains that anxiety can negatively influence three stages of cognitive processing, namely input, processing, and output. Students who experience anxiety may encounter difficulties in receiving and processing important information, which can reduce their ability to



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understand and respond effectively during language learning. As a result, anxiety may interfere with students' language acquisition and learning outcomes.

Horwitz et al. (1986) as cited in Supriyani and Kartikasari (2022: 2) also explain that the factors contributing to language anxiety can be divided into three main aspects: teacher related factors, learning material factors, and student related factors. Teacher related factors include classroom speaking activities and teaching methods that may influence students' anxiety levels. Certain classroom activities can increase students' fear of negative evaluation from teachers or peers, while inappropriate teaching approaches may create pressure and difficulties for students in understanding the learning materials.

In addition, the learning materials provided during the learning process can also influence students' anxiety. Materials that are considered too difficult or excessive in quantity may increase students' anxiety, especially during speaking activities. Student-related factors are associated with learners' beliefs and perceptions about language learning. Some students may believe that learning a foreign language is difficult, making them feel incapable of overcoming challenges. Moreover, the expectation of producing perfect speaking performance, low self-confidence, negative

learning experiences, and inadequate preparation can also contribute to speaking anxiety.

Therefore, speaking anxiety has a significant influence on students' speaking performance and academic achievement. Students with higher levels of anxiety are more likely to experience difficulties in developing their speaking abilities, which may eventually affect their achievement. In other words, an increase in students' anxiety levels may lead to a decrease in their speaking performance.



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B. Review of Related Findings

Several studies have been conducted by other researchers related to this title. The first findings is *An Analysis of the Factor of Speaking Anxiety of the Tenth Grade Students at SMAN 1 Tembilahan* by Nurfadilla et al. (2024). The purpose of this study was to investigate the level of students' speaking anxiety factors when using English at SMAN 1 Tembilahan. This research employed a descriptive quantitative design, with a questionnaire consisting of 10 statements as the research instrument. The population of this study consisted of 313 students, while the sample was selected using purposive sampling involving students from class X.9 at SMAN 1 Tembilahan. The findings showed that several factors contributed to students' English speaking anxiety. The factor of learners' beliefs about language learning obtained the highest score of 212.5, which was categorized as a very high level. The second factor was instructor beliefs about language teaching, with a score of 137, categorized as a high level. Meanwhile, other factors, including personal and interpersonal anxieties, classroom procedures, and language testing, obtained scores of 107.2, 104.5, and 110, respectively, which were categorized as moderate levels. Overall, the results indicated that the level of speaking anxiety among tenth-grade students at SMAN 1 Tembilahan reached a score of 134.3, which was categorized as a high level. The study concluded that students still experienced difficulties in managing their speaking anxiety during English learning activities.



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The second findings is *Foreign Language Speaking Anxiety: A Study of English Language Learning* by Selvia Ramadhani & Fauzul Etfita (2022).

This study aimed to analyze students' English speaking anxiety. The research employed a quantitative approach, involving 40 students from class B of the third semester in the English Language Education Study Program. The participants were selected through purposive sampling. Data were collected using a questionnaire distributed through Google Forms. The research instrument consisted of 18 statements measured using a Likert scale. The results of the questionnaire revealed that students experienced anxiety when speaking English, particularly when they were required to speak during the teaching and learning process. After analyzing the collected data, the researchers identified several factors contributing to students' speaking anxiety. These factors included fear of self-prediction, irrational beliefs, sensitivity to threats, sensitivity to anxiety, misinterpretation of physical symptoms, and low self-efficacy. Furthermore, the study found that students' speaking anxiety was influenced by several conditions, such as lack of confidence in using English, fear of making mistakes, anxiety when being asked to speak by teachers, and feelings of embarrassment when performing in front of the class.

The Third findings is *The Perception of Freshman English Education Students on Their Speaking Anxiety During the Learning Class* by Mochammad Zaidan Dahsyat, Diah Retno Widowati & Fitri Awaliyatush Sholihah (2025). This study examined the speaking anxiety experienced by



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second-semester students in the English Education Department at the University of Islam Malang. The research utilized the Public Speaking Class Anxiety Scale (PSCAS) to identify the main factors contributing to students' speaking anxiety, which include communication apprehension, physiological symptoms, and fear of negative evaluation. The study applied a quantitative approach, where data were collected through Google Forms and analyzed using descriptive statistical methods. The findings showed that the majority of students experienced a moderate level of speaking anxiety, with 76% of students categorized as having moderate anxiety, 20% experiencing high anxiety, and 4% experiencing low anxiety when speaking English in the classroom. The study highlights the importance of creating supportive learning environments and implementing appropriate teaching strategies to help reduce students' anxiety and improve their communicative competence.

Based on the review of studies above have investigated English speaking anxiety, some gaps can still be identified. Previous research conducted by Nurfadilla et al. (2024) mainly focused on identifying the factors influencing students' speaking anxiety. Similarly, the study by Ramadhani and Etfita (2022) emphasized the psychological causes of speaking anxiety, while Dahsyat et al. (2025) focused on students' perceptions on speaking anxiety. However, most of these studies tend to examine speaking anxiety separately, either in terms of factors, causes, or perceptions, without providing a more comprehensive description of how



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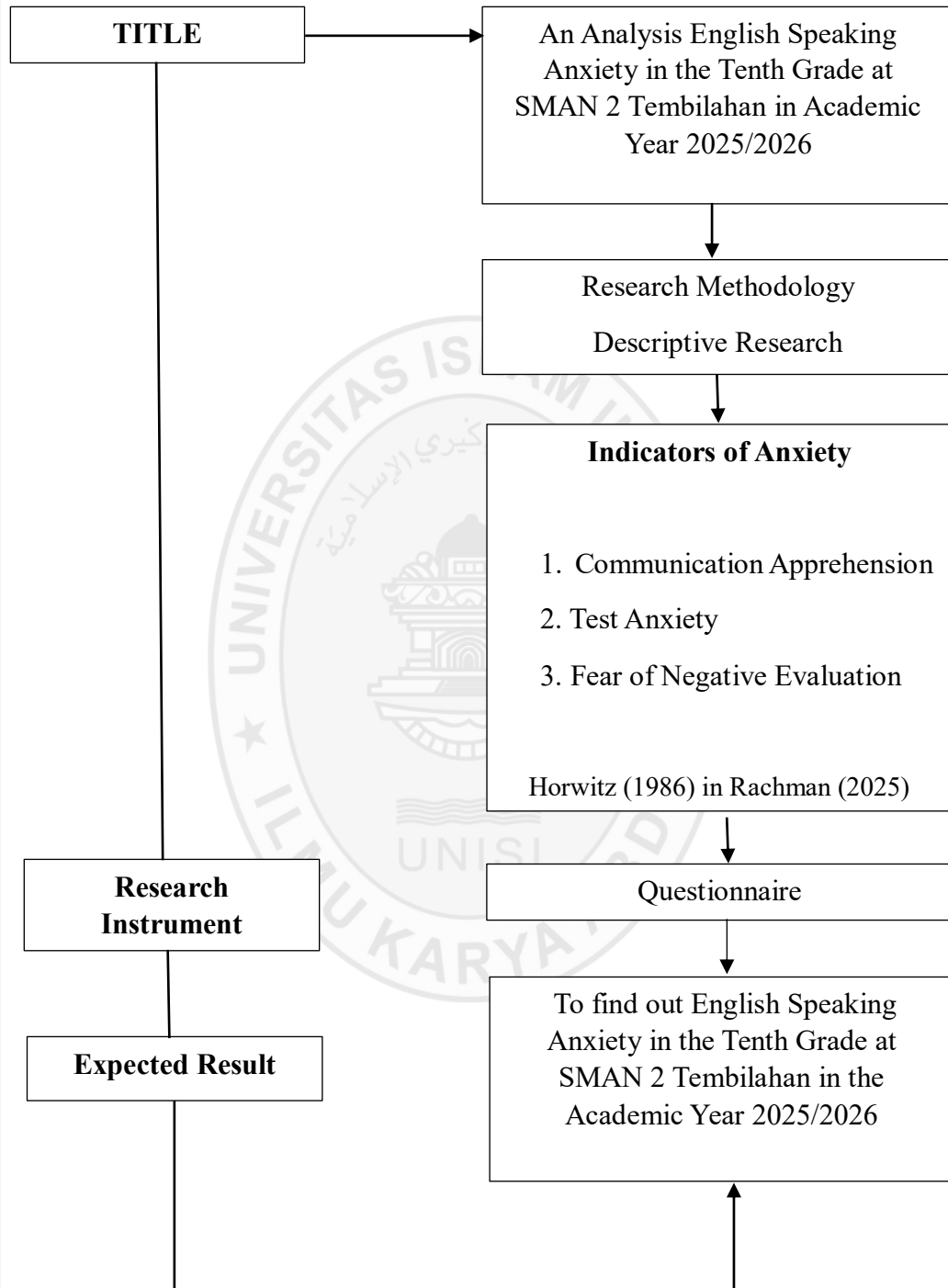
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anxiety is experienced by students as a whole. In addition, limited studies focus on the specific context of senior high school students in different educational settings, which may have unique characteristics. Therefore, this study attempts to provide a more comprehensive analysis of English speaking anxiety by describing students' anxiety as experienced in a specific context, namely the tenth grade students at SMAN 2 Tembilahan. This research is expected to give a clearer picture of students' speaking anxiety in a real educational setting. For that the researcher will raise the title *An Analysis of English Speaking Anxiety in the Tenth Grade at SMAN 2 Tembilahan in the Academic Year 2025/2026*

C. Conceptual Framework

The conceptual framework of this research can be seen below:



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In the conceptual framework explains the main parts and the flow of the study entitled “An Analysis of English Speaking Anxiety in the Tenth Grade at SMAN 2 Tembilahan in the Academic Year 2025/2026.” This study uses descriptive research to describe students English speaking anxiety. The speaking anxiety is measured using the indicators proposed by Horwitz (1986) in Rachman (2025), which include Communication Apprehension, Test Anxiety and Fear or Negative Evaluation. A questionnaire is used as the research instrument to collect the data based on these indicators. Through this framework, the research aims to obtain a clear description of the tenth grade students of English speaking anxiety at SMAN 2 Tembilahan in the academic year 2025/2026.