

CHAPTER II

LITERATURE REVIEW

A. Previous Study

To prove that this research is authentic, the researcher uses some previous studies related to student anxiety in public speaking. In consequence, the researcher mentions those previous studies to find the gap between this study and the other research.

Damayanti & Listyani (2020) observed on The Analysis of Students' Speaking Anxiety in Academic Speaking Class. The design of the research used qualitative research. The participants were 20 students in academic class. The data were collected through questionnaires. The data were analyzed qualitatively through statistical analysis methods. The findings show that the most common factors that make students anxious to speak in college classes are fear of negative evaluation, communication problems, and exam anxiety. The study also found significant negative correlations between student anxiety and their teaching performance.

Faqihi (2023) conducted research about Saudi EFL Students' Speaking Anxiety from the Perspective of their College Instructors. The design of the research used a qualitative approach. The participants were four Saudi EFL instructors who worked at different Saudi colleges of technology. The data were collected through interviews with instructors individually via Zoom. The data were analyzed through thematic analysis. The result showed that an EFL (English as a Foreign Language) instructor at a technology school in Saudi Arabia was aware of concerns about students' ability to speak. They report some causes of anxiety in foreign-language students, such as fear of wrongdoing, lack of language skills, lack

of language skills, and fear of receiving a negative assessment from an instructor or a friend.

Hussain et al., (2021) examined Causes and Strategies to Cope English Language Speaking Anxiety in Pakistani University Students. The design of the research used qualitative research. The participants were 80 students consisting of 40 males and 40 females' students in Pakistani University. The data were collected through an open-ended questionnaire. The data were analyzed through content analysis, thematic analysis, and constant comparative methods. The findings show that the causes of anxiety among Pakistani students are lack of confidence, lack of vocabulary, fear of peer pressure, having to face a large number of people, grammar rules, lack of preparation, fear of mistakes and negative attitudes. Coping strategies employed by students to address such concerns include asking a teacher or a friend for help, preparing well, taking deep breaths, alleviating anxiety, deflecting anxiety, repeating physical movements, using humor, and keeping eye contact with someone.

Aulia (2023) investigated the Factors Influencing English Speaking Anxiety Faced by Students Class VII junior high school Asy- Syifa Sukoharjo. The design of the research design used descriptive qualitative. The participants were 25 students, especially students in class VII in Junior High School as Syifa Sukoharjo. The data were collected through observation and interview. Students were interviewed in Indonesian to avoid misunderstandings and to get the necessary in-depth information. The data were analyzed through qualitative descriptive research. The findings show that there are 10 students who lack good English, 8 students lack confidence and 5 students are afraid of making a mistake. While the student strategy for reducing anxiety is to prepare, think positive, relax, get to know friends, and endure. Most students have three strategies for reducing anxiety. There is a relaxation of 8 students, four positive

thoughts, and a preparation for cooling down the anxiety.

Mutawakkil (2021) studied *An Analysis of Students' Speaking Anxiety Faced by Seventh Grade Students of Junior High School Plus Darus Sholah And Strategies to Overcome It*. The design of the research used qualitative descriptive. The participants were 32 students in first grade of Junior High School Plus Darus Sholah. The data were collected through observation, interview and review of documents. The data were analyzed through data condensation, data display, drawing and verification conclusion. The findings show that some factors of speaking anxiety faced by the students were communication apprehension, fear of negative evaluation, fear of mistakes, and low. Communication apprehension was the first problem that was experienced by the students, it usually occurred for students especially when speaking or performing something in public.

In this section, the researcher conveys a similar study and the difference between previous studies. The similarity focuses on the analysis of anxiety in foreign languages that is found in data sources. The differences from the previous study are that in this study, the researcher focused on discussing public speaking anxiety, while previous researchers mostly only discussed speaking anxiety in general. Apart from that, in this research, the researcher used a data collection method using a questionnaire on questions that had been adopted by previous research regarding the cause of public speaking anxiety. After that, it was strengthened by conducting in-depth interviews to explore more deeply how they overcome public speaking anxiety.

B. Underlying Theory

1. Speaking

a. Definition Speaking

Speaking is one of the English aptitudes that should be faced by the students since it is the foremost essential component to construct communication. Be that as it may,

speaking has the complexity that can make it troublesome for the understudies to memorize English and reach the objective (Anzanni & Dewi, 2023).

Speaking is one frame of the sentence generation handle. Related to the method of creating sentences, sentence generation includes four primary forms, namely: (1) conceptualization, (2) formulation, (3) articulation, and (4) self-monitoring. Conceptualization related to message content planning. (Nunan, 2016) in (Syahfutra & Wibowo, 2021).

Speaking is considered as the natural and uncommonly compelling frame of human communication. It may be a prepare through which people exchange contemplations, sees, suppositions and all other information. The preeminent critical handle of any tongue learning is talking. Understudies endeavor their level best and take effort to form strides this useful fitness in various ways. Concurring to understudies, they association tall levels of uneasiness in the midst of English speaking works out and inclusion more uneasiness in speaking tests than in other aptitudes (Syahfutra & Wibowo, 2021).

b. Definition Public Speaking

Hamilton in Yusmiati (2021) states that public speaking is the ability to speak in front of people, in order to deliver messages that can be understood and trusted by the public audience. Furthermore, Gunandi in Yusmiati (2021) also states that public speaking may be a shape of verbal communication approximately something or a point that's passed on by numerous individuals. The point is to impact, alter suppositions, instruct, teach, give clarifications

and give data to certain individuals in a certain put. On the other hand, Yee in Yusmiati (2021) clarifies public speaking as very alike to introduction, where the distinction is the last mentioned is more often than not implied for commercial or scholastic situations. Public speaking expertise can be utilized for

leadership/personal advancement, trade, client benefit, expansive bunch communication, and mass communication

c. The Important of Speaking

Speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills. One who has good talent in speaking can conquer the whole world. Having good communication is the passport to get better employment opportunities. In the modern interviews, the real talent of the job aspirants is tested through their performance in group discussions, debates, presentation skills and so on (Rao, 2019).

Speaking skills are too valuable for learners when they got to settle down well in their callings. Within the advanced world, it has gotten to be very common to demonstrate the candidates' abilities at the time of their work interviews and numerous of the choices are based on the execution of the meet. The work competitors need to take an interest and prove themselves in wrangles about and gather discussions where the execution or verbal communication aptitudes of the candidates are essentially measured. Other

than, the experts got to provide verbal introductions as they ought to advance the items or their companies or allow preparing to the other colleagues. Besides, ssa successful speaker can rouse the group of onlookers a parcel and pick up the total consideration of the gathering of people and keep up the same rhythm until the conclusion of his or her discourse Rao (2019).

According to Bueno, Madrid, and McLaren (2006), Speaking is one of the most difficult skills language learners have to face.

Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded. There are many reasons to overcome this. First of all, the ELLs should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world.Rao (2019).

2. Anxiety

a. Definition of Anxiety

Anxiety is a general term for some disorders that cause nervousness, fear, anxiety, and worry. Anxiety Disorder occurs when a disproportionate reaction to what may be ordinary expected under the circumstances (Wiranda, 2019).

Anxiety can be defined as a state of irrational fear or anxiety in humans that reflects fear of danger. Anxiety is different from fear. Because anxiety has no object. The object of fear is clear, but the object of fear is unclear (Syahfutra & Wibowo, 2021).

Anxiety is a feeling related to a person's

psychological system so that they feel uncomfortable because they are nervous or worried about something might happen in the future (Noviyanti, 2022)

Anxiety of speaking is an unpleasant event or situation for someone. This discomfort can be said to be fear, which is influenced by logical errors, because it causes them to fall into error (Syahfutra & Wibowo, 2021)

Horwitz in Wiranda (2019) states that language anxiety is linked to a restlessness associated with the complex of self-perceptions, feelings, and behaviors associated with classroom language learning emerged from the unique language learning process. This means that anxiety is a term referring to a negative collection of feelings like fear, and anxiety that can cause one to become fearful and unstable.

b. Types of Speaking Anxiety

Spielberger in the journal Damayanti (2020) classification of foreign language anxiety, there are three types of anxiety.

1) Trait anxiety

Trait anxiety can be defined as the possibility of an individual being on edge in any circumstance. The nature of anxiety refers to relatively stable individual differences in a rare state of anxiety. This type of anxiety appears when they depression, fear or in certain circumstances but this type of anxiety is temporary.

2) State anxiety

The state's anxiety is a temporary fear caused by certain circumstances. In other words, if one is afraid of a certain difficulty, then one is more likely to

experience anxiety. Anxiety occurs at times as a result of nervousness, nervousness, and worry.

3) Situation specific anxiety

Situation specific anxiety is a further perspective of the concept of state anxiety. In particular, this anxiety is debated as a concern of people who consistently increase over time when dealing with certain situations. This kind of anxiety only occurs in a particular situation such as giving a speech, taking a test, or using other languages.

c. Factors of Language Anxiety

Horwitz and Cope in Şenel (2016) classified foreign language anxiety into three components.

1) Communication Apprehension

This factor arises due to students' inability to express thoughts or ideas maturely and adequately. Students also experience difficulties or having trouble understanding what others think.

2) Fear of Negative Social Evaluation

This factor arises because of students' need to make a positive social impression on others so that they feel afraid of negative marks from other people when learning a language.

3) Test Anxiety

Concerns about academic evaluation. Students experience possible test anxiety from the education system. Students tend to cope with exam anxiety whenever they have to face frequent tests, building such negative thoughts on tests and having unreasonable opinions about autism tests.

Laxmi in Syahfutra & Wibowo (2021) explains the cause of anxiety in public speaking, there are:

1. Feeling confused what should be done
2. Feeling confuse how to begin the conversation
3. Cannot predict what the listener expects
4. Do not ready to do speaking
5. Feeling confused about what will be delivered in public
6. Afraid to hear audience comments
7. Fear of being laughed at
8. Fear of making mistakes
9. Lack of knowledge
10. Lack of vocabularies
11. Lecturer's reaction
12. Low preparation

c. Signs of Anxiety

Johnston, in Noviyanti (2022) explains several physical signs that students experience anxiety such as sweating, headaches and shortness of breath. Apart from that, there are emotional signs such as fear of death, and cognitive signs such as difficulty concentrating. This means they feel anxious. Students who show signs of anxiety should be helped by teachers to reduce their stress and provide solutions to overcome it.

There are several signs of anxiety which are indicated by symptoms of fear of the mind. The symptoms are feeling afraid, perhaps telling ourselves that we are physically ill, having a heart lashing out or going crazy, thinking that people are watching us.

C. Theoretical Framework

