

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Description

1. Speaking

a. Definition of Speaking

Speaking is one type productive oral language skills. Speaking is also called delivery orally. In communicating the speaker serves as the sender of the message while the recipient (interlocutor) is the recipient of the message. Speaking activity is carried out to establish social relations and communication. In the process of learning language at school students develop skills vertically not horizontally. Students can express messages completely even though they are not perfect. The longer the speaking skills If you practice it, it will be more perfect in the sense that the structure is more correct, the choice of words is more precise, the sentences are more varied. In other words, the development is not horizontal, starting from phonemes, words, phrases, sentences, and discourse.⁹

Speaking is a productive skill that requires English learners to have great courage and confidence in conveying messages to their listeners. This is very important so that everyone can build good communication between them. Moreover, out of the four macro English skills, speaking seems to be the most important and most used skill for communication.¹⁰

Horwitz, Horwitz, and Cope added that difficulty speaking a the classroom is perhaps the most frequently cited problem of anxious students.

Speaking is one of four language skills in English beside listening, reading and writing. Speaking skill, on the other hand, seems more difficult than any

⁹ Erwin Putera Permana, 'Pengembangan Media Pembelajaran Boneka Kaus Kaki Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas Di Sekolah Dasar', *Profesi Pendidikan Dasar*, Vol. 2, No. 2 (2015), 133–40 <<https://doi.org/10.23917/ppd.v2i2.1648>>.

¹⁰ Titis Pahargyan, "STUDENTS' ANXIETY IN SPEAKING ENGLISH DURING DISTANCE LEARNING", *UC Journal*, e-ISSN 2774-9401, Vol. 2, No. 1 (2021), pp. 1-13.

other skills. According to Bailey, that factor can happen because first, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot revise or edit what you wish to say, as if you are writing.

Additionally, Richard said fluency is a goal for speaking skills and this can be developed through use assignments that require students to try real communication, even though the students' English skills are limited.¹¹

Horwitz & Cope defined that speaking were main sources of anxiety. Lack of preparation and free speech can make student feeling anxious. Problem observed by Horwitz et al.¹² include difficulty in recalling the lessons under anxious conditions (such as examinations), over studying as a reaction, avoiding the situation as in learned helplessness, and fear of making mistakes that make student keep silent and not participate. All of these reactions are consistent with the general literature on anxiety and described some behaviors of anxious students in language learning context.¹³

b. Element of Speaking

There are several elements of speaking that must be considered by students, there are four elements in the speech process:

a) Pronunciation

Pronunciation is an important component in speaking ability. Pronunciation itself is defined by Hornby as the way in which a language is spoken, the way a word is

¹¹ Richards, Jack C, "Teaching Listening and Speaking From Theory to Practice" New York: Cambridge University Press, (2008).

¹² Horwitz, E. K., Horwitz, M. B., & Cope, J. A, 'Foreign Language Classroom Anxiety', The Modern Language Journal, Vol. 70, No. 2 (1986), pp. 125-132.

¹³ Yulieda Hermaniar and Nursifa Azkiya, "Anxiety Issues on English Speaking Class; the Analysis of Students' Problems of English Language Education Study Program," *Prosiding Seminar Nasional Sensasada 1* (2021): 169-76.

pronounced or the way a person pronounces the words of a language. Therefore, in this pronunciation determine how sounds vary and patterns in language and this component also refers to the way people pronounce the spoken word.

b) Grammar

Communication can be great when the speaker uses grammar in the situation. Harmer defines that the grammar of a language is a description of the ways in which words can change shape and can be combined into sentences in that language. From the statement above, it can be concluded that by having good grammar, the speaker can convey words or share information correctly.

c) Vocabulary

Vocabulary is a group of words to make a sentence structure to convey ideas and messages to the recipient. What a word means is often determined by its relationship to other words.

d) Fluency

Fluency is the ability to speak fluently and accurately. Fluency too the main thing that is important in speaking orientation so that the communicator understands the idea or message he/she wants they deliver. Nunan states that the success of communication will involves:¹⁴

- 1) Ability to articulate the phonological features of language understand
- 2) Mastery of pressure, rhythm, intonation pattern acceptable level of fluency
- 3) Transactional and interpersonal skills
- 4) Skill in taking short and long speaking turns
- 5) Skills in managing interactions
- 6) Skill is the meaning of negotiation
- 7) Conversation listening skills

¹⁴ David, Nunan. *Second Language Teaching & Learning*. Boston: Heinle & Heinle publishers. 1999.11

- 8) The skill of knowing and negotiating the purpose of the
- 9) Conversation

The elements of need in speak as follows:¹⁵

- a) Connected speech

An effective English speaker must not only be able to produce the individual phonemes of the English language but also to use fluent speech connections.

- a) Expensive device

Native English speakers change the pitch and stress of certain parts of speech at various volumes and speeds, and how they feel.

- b) Lexis and grammar

Spontaneous speech is characterized by a number of common lexical phrases in the implementation of certain language functions.

- c) Negotiation language

Effective speaking benefits from language negotiators being used to seek clarification and to demonstrate the structure of the language.

c. **Function of Speaking**

The function of speaking according to Richard, Brown, and Yule categorize three function of speaking. There were talk as interaction, talk as transaction, and talk as performance. Each of these activities has term of form of function and requires different teaching approach.¹⁶

- 1) Talk as interaction

Talk as interaction is what we said as conversation. It is as interactive communication which done spontaneous by two or more people. This is how the way people convey the message to other people in conversation or in public. Therefore, they

¹⁵ Jeremy, Harmer. *The Practice of English Language Teaching* (3rd ed.). London: Longman Group, 2001. p.22

¹⁶ Husnawati, "Student's Speaking Performance : Some Challenging Factors," *Journal of Universitas Islam Negeri AR-Raniry Darussalam Banda Aceh* 8, no. 9 (2017): 12.

must use speaking skill to communicate to other people. The main intention or purpose in this function is social relationship.

2) Talk as transaction

Talk as transaction is focus more on the message that conveyed and making other people understand what we want to convey, by clearly and accurately. In this type of spoken language, student and teacher usually focus on meaning or talking what their way to understanding rather than interaction.

3) Talk as performance

Talks as performance is speaking activity that is focus more on monologue rather than dialog. The function of speaking as performance happened at speeches, public talk, public announcements, retell story, telling story and others.

d. Types of Speaking

There are five types of speaking according to H. Douglass Brown, among them:¹⁷

1) Imitative.

This type of speaking is such as the ability to simply imitate a word or phrase or even a sentence. So, it means about the students is trying to do. This level the students are simply trying to repeat what was said by them.

2) Intensive

This type of speaking is about producing a limit amount of language in highly control context. Such as this would be to read aloud a passage or give a direct response to simple question. The competency at this level is shown through achieving certain grammatical or lexical mastery.

3) Responsive

¹⁷ Lulus Uji Pangestu, "Improving Students' Speaking Performance Through Classroom Debate Techniques at The Eleventh Grades of Man 1 Metro in Academic Year 2017/2018), 29.

The dialog include a simple question, test comprehension which limited level of very short conversation. Standard greeting and small talk, simple request, and comment.

4) Interactive

Interactive speaking can take the two forms or transactional language which has the purpose of exchanging specific information.

5) Extensive.

Extensive speaking is monologue. It is oral production task that include speeches, oral presentation, and storytelling.

2. Speaking Anxiety

a. Definition of Speaking Anxiety

There is a specific term for anxiety related to language performance. The terms speech anxiety and foreign language anxiety are generally interchangeable. Foreign language anxiety describes anxiety in detail related to learning and using language.

According to Brown, foreign language anxiety is "a feeling of being intimidated and unable to cope with the prospect of learning a foreign language." The point from the perspective above is that foreign language anxiety is a problem, obstacle or individual weakness in the process of learning a foreign language.

In another perspective, according to Gardner and MacIntyre, as quoted in Oxford, "the fear or apprehension that occurs when the learner is expected to perform when the learner is expected to appear in the target language." Based on the perspective above that foreign language anxiety is a feeling that arises from the body or oneself so that they cannot appear perfectly in the target language.

Abramson in Witt states that speaking anxiety occurs due to previous negative experiences and/or perceptions of a lack of control over external circumstances. Some depressed individuals feel that whatever they try to do in the future will be futile. Students with depression may perceive the upcoming speech performance as doomed to failure, given past

experience in a similar context and/or low internal expectations of success.

From the explanation above, the researcher concluded that speaking anxiety arises when the speaker feels intimidated, scared, depressed, nervous, feeling uneasy, and feels like a failure when carrying out several speaking activities.

3. Anxiety

a. Definition of Anxiety

Anxiety is a natural innate factor that affects every individual from birth. Anxiety can be seen by itself when a person is in a stressful situation or something is threatening people. Anxiety is a feeling in which a person feels anxious, nervous, confused or confused in a situation that can marginalize him. Mayer says that "anxiety is defined as a state of intense agitation, foreboding, tension, and apprehension, arising from a real threat or from imminent danger". Actually feeling anxious is very natural experienced by everyone. however, excessive anxiety sometimes makes sufferers unable to do anything.¹⁸

Excessive anxiety can cause physical disturbances such as "shortness of breath or hyperventilation, intense rush of adrenaline and other stress hormones, palpitations, palpitations, sweating, tremors, body and muscle tension, dry mouth, headaches, nausea, diarrhea, and /or vomit". Researchers can tell from Mayer's opinion that anxiety can make a person feel nervous when they speak a language in front of other people, marked by the physical characteristics of the body sweating, shaking, they can even feel nauseous if they feel too anxious.¹⁹

Feeling anxious at the start of public speaking is something that almost everyone experiences. Even someone with experience in public speaking cannot

¹⁸ Darmaida Sari, "SPEAKING ANXIETY AS A FACTOR IN STUDYING EFL By Darmaida Sari 1 Syiah Kuala University, Banda Aceh," *English Education Journal (Eej)* 8, no. 2 (2017): 177–86.

¹⁹ Sari.

escape this feeling. Anxiety is something that afflicts almost everyone at some point in their life.²⁰

According to Carlson and Buskist, anxiety is “a feeling of fear accompanied by certain physiological reactions, such as a fast beating heart, sweaty palms, and a tight stomach. From the perspective of Carlson and Buskist, the feeling of anxiety that appears is marked by a racing heart, sweaty palms, and a feeling of tightness in the stomach.”²¹

Passer and Smith define anxiety as tension and fear which are natural responses to a threat. Therefore people will naturally feel anxious when they feel threatened.²² Researchers concluded the point from Passer and Smith that anxiety is a natural response. This means that when students appear in front of the class, they must feel anxious in front of the class, it is a natural thing to arise from their feelings.

Psychoanalyst, Freud, defined that anxiety as a reaction to the threat of pain and other external warnings that cannot be controlled at the time.²³ This means that anxiety is a student obstacle that must be watched out for and this anxiety occurs unconsciously and cannot be controlled.

According to psychologist Daco, anxiety is considered as an inner restlessness and discomfort, vague and boring. The person feels a deep sense of insecurity

²⁰ Farhan Raja, “Anxiety Level in Students of Public Speaking: Causes and Remedies Journal of Education and Educational Development,” *Journal of Education and Educational Development* 4, no. 1 (2017): 94–110.

²¹ Rahmad Kurniadi and Evi Kasyulita, “Students’ Anxiety in Speaking English At Second Semester of English Study Program At University of Pasir Pengaraian,” *JEE (Journal of English Education)* 5, no. 2 (2019): 117–22, <https://doi.org/10.30606/jee.v5i2.568>.

²² Vera Abdillah, “STUDENTS’ ANXIETY FACTORS IN SPEAKING ENGLISH (A Case Study at the 8,” 2018, 106.

²³ Weni Delfia Mitha, Zul Amri, and Don Narius, “An Analysis of Students’ Speaking Anxiety Faced by the Fourth Semester Students of English Education Study Program of English Department of Universitas Negeri Padang,” *Journal of English Language Teaching* 7, no. 3 (2018): 465–79.

with no agitating purpose. The person is afraid of imminent misfortune, accident or something else.²⁴

According to Barlow, as cited in Passer and Smith, the anxiety response consists of emotional components, feelings of tension; cognitive component, worry, physiological response, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations.²⁵

From the definition above, the researcher concludes that anxiety is a feeling of being threatened, afraid, tense, and worried as a natural response to certain situations and conditions or events that might occur in the future. Anxiety occurs when the speaker communicates with the audience or other people, it is indicated by their body language or body appearance.

b. Symptoms of Anxiety

Symptoms of anxiety are generally divided into two things, including: physical and psychological. There are several physical symptoms of anxiety, namely restlessness, soreness, twitching eyelids, tense facial expressions, sweating, dry mouth, continuous urination, difficulty concentrating, sweaty hands, stomach upset, palpitations, and feeling of tightness, in the throat. In addition, the symptoms are psychological: Fear, confused thoughts, and feeling unlucky. There are several physical indicators of anxiety, namely headaches, unexplained stomachache and biting nails, sweating, stuttering. Furthermore, psychological indicators of anxiety are awkwardness, restlessness, and confusion.

Symptoms that arise due to anxiety are: heart palpitations, increased pulse, shortness of breath or tightness, chills, feeling hot, chest pain, sweating, trembling, and feeling of immunity or death, tingling, nausea or stomach pain, dizziness, lightheadedness,

²⁴ Mutawakkil, "An Analysis of Students' Speaking Anxiety Faced By Seventh Grade Students of Smp Plus Darus Sholah and Strategies To Overcome It English Education Program Faculty of Education and Teacher Training State Institute of Islamic Studies of Jember July 2021."

²⁵ Nur Isnaini, 'An Analysis of Students' Speaking Anxiety Students of English Foreignn Language (EFL) at The Fifth Semester English Department of UIN RadenIntan Lampung Academic Year 2018/2019" , (Thesis, RadenIntan State Islamic University, 2018), 12.

fainting, unsteadiness, fear of dying, losing control, or going crazy. Anxiety and symptoms that appear usually make people stressed and feel disrupted in work, personal functioning, and social functioning in society.²⁶

In dealing with anxiety the body resists physical reactions, including:

- 1) Pounding when under the influence of stress, a person will feel his heart beating faster.
- 2) Trembling; shaking hands or knees when trying to do something and staggering around.
- 3) Tense: Tension is the easiest sign of anxiety to detect. when the nerves in the back of the neck feel tight and tense, this will cause excessive pain. Nerve tension in the scalp is also one of the causes of dizziness which will lead to anxiety.
- 4) Restlessness or difficulty sleeping and may find it difficult to sleep.
- 5) Sweating too much, such as on a hot day. Other physical signs of anxiety and tension can include itching hands and feet and an excessive urge to urinate.

From the description above, it can be concluded that psychological symptoms are nervous system disorders, palpitations, shortness of breath, sweating, cold palms and feet, physical fatigue, headaches, dry mouth and digestive disorders. Then the psychological symptoms are sleep disturbances (nightmares), difficulty to focus, feelings of sensitivity (easily embarrassed and tense, easily worried and afraid, uneasy and easily confused, pessimistic and insecure and feel not cheerful.²⁷

c. Types of Anxiety

Conditions that cause anxiety can be broadly divided into three categories, these three categories are as follows: State of anxiety, phobic disorder, Post-traumatic anxiety disorder.²⁸ Anxiety can be divided into three

²⁶ Mukholil, "KECEMASAN DALAM PROSES BELAJAR Mukholil *)," *Kecemasan Dalam Proses Belajar* 8 (2018): 1–8.

²⁷ Mukholil.

²⁸ Ramaimah Savitri, *Kecemasan Bagaimana Mengatasi Penyebabnya* (Salatiga: Pustaka Obor Populer, 2003).

types. There are: State anxiety, Trait anxiety and situation-specific anxiety.²⁹

a. State Anxiety

State anxiety is defined as unpleasant emotional arousal in the face of imminent demands or danger. In some theories, according to Omrod, State anxiety is a temporary feeling of anxiety caused by a threatening situation. That is, this type of anxiety will continue to occur based on the situation to be faced or the situation that is currently in progress.

The majority of people experience anxiety with a temporary feeling of anxiety caused by a potentially dangerous situation. This is nervousness or tension at times in response to external stimulation. This types of anxiety is temporary and appears in response to certain stressful situations or events. In other words, it is a feeling or situational anxiety that goes away when the threatening situation is removed.³⁰

b. Trait Anxiety

In some cases, the anxiety is more intense and lasts longer. This is known as trait anxiety. Trait anxiety, according to Horwitz, is a pattern of responding with anxiety even in non-threatening situations. Such anxiety is characteristic of a person. People with trait anxiety tend to worry more than most other people and perceive some things in their environment as inappropriate threats. In other words, the nature of anxiety is an activity that makes a person nervous or anxious when faced with a situation.³¹

c. Specific-situation Anxiety

Situation-specific anxiety refers to the persistent and multifaceted nature of anxiety. It is triggered by certain situations or events such as public speaking,

²⁹ C.D Spilgeber, "Manual for the State-Trait Anxiety (From Y)," *Consulting Psychologists Press, Palo Alto, CA*, 1983.

³⁰ Ardea Putri, "A Study of Students's Anxiety in Speaking," *ELLITE Journal of Education, Linguistics, Literature and Language Teaching e-ISSN:*, 2020, 35–47.

³¹ ELAINE K. HORWITZ, MICHAEL B. HORWITZ, and JOANN COPE, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–32, <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>.

exams, or class participation. Situational anxiety is defined as an individual's tendency to be anxious at certain times and situations. Situation-specific anxiety is a subtype of trait anxiety that manifests itself in specific contexts. As a result, language anxiety can be subsumed into specific situational anxiety.³²

d. Factors of Anxiety

According to Liu, there are some causes of reticence (anxiety to speak English), they are low English proficiency, lack of familiar of task, lack of confidence, fear of making mistake, incomprehensible inputs.³³

1) Low English Proficiency

Low English proficiency is also a major factor that can prevent students from speaking English with teachers or friends in English class. Thus, students may feel weak in speaking English, think their English is bad, and feel that other people are better than them. The opinion above states that students feel their English is weak and they don't know how to speak English properly and correctly. therefore, to make their speaking ability better. Students must have skills in vocabulary, pronunciation, and understanding of grammar.

2) Lack of Familiar of Task

The word familiar means well known, often seen or heard, having a good knowledge, is close or friendly with something. Interest means active participation of students in class activities. In summary, students will actively talk about a topic if they are interested, recognize it, often see or hear it, have good knowledge or are even close or friendly with a topic. That is, students must master and be interested in the topics that will be presented in class. The students will be active if they master and are interested or even close or friendly with the topic to be conveyed.

³² Ellis, Rod. *The study of Second Language Acquisition*. Oxford University Press(1994) 480.

³³ Uli Modesta Siagian, Adam, "An Analysis of Students' Anxiety in Speaking", *Journal AngloSaxon*, Vol. 8, No, 1 (2017), 4.

3) Lack of Confidence

Students who lack self-confidence will feel they cannot do the things they want to do in front of other people. It's different if they have strong faith, strong belief, or certain hope, feel confident, have complete confidence, have not experienced failure, etc. They will feel confident to perform in front of the class. Some students may have good pronunciation and are at a high level of proficiency but they still prefer to remain silent due to a lack of courage to demonstrate their proficiency in class.

4) Fear of Making Mistakes

The students worried about not being appreciated in spoken language classes. Students are silent and wait until they are asked to speak English. This is because students are afraid and embarrassed to make mistakes.

5) Incomprehensible Input

Language input comes in the form of teacher talk, listening activities, readings, and language heard and read outside the classroom. It gives learners the material they need to start producing their own language.

Based on Horwitz argues that in the context of learning a foreign language, learners may feel anxious because of problems related to the three dimensions of anxiety, meaning that there are three factors of anxiety. Firstly, communication apprehension, secondly, fear of a negative evaluation, thirdly, a general feeling of anxiety.³⁴

1) Communication Apprehension (CA)

Horwitz defined communication apprehension as a type of shyness characterized by fear or anxiety in communicating with others.³⁵ The definition above can be interpreted that communication apprehension can be said to be a type of embarrassment, and is also

³⁴ Septy Indrianty, "Students' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)," *Eltin* 4, no. 1 (2016): 31.

³⁵ Septy Indrianty, "Students' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)," *Eltin* 4, no. 1 (2016): 37.

characterized by fear or anxiety in communicating with other people.

2) Fear of Negative Evaluation

The cause of speaking anxiety is the fear of negative evaluation. According to Horwitz, negative evaluation is an extension of the second component of foreign language anxiety because it is not limited to test-taking situations. Instead, it can occur in any social and evaluative situation, such as an interview for a job or speaking in a foreign language class.³⁶ Based on the explanation above, it can be concluded that negative evaluation is a factor of anxiety that only occurs in exam situations but can occur in social, evaluative situations. This is a feeling of fear of negative judgment when speaking in front of other people.

On the other hand, Liu explained that the fear of negative evaluation is anxiety related to the learner's perception of how the views of other people, instructors, classmates give negative assessments of their language skills.³⁷ This means that negative evaluation is based on Liu's perspective, namely when the learner looks at the audience, and the instructor evaluates it negatively.

3) Test Anxiety

Test anxiety as described by Horwitz refers to a type of performance anxiety that stems from a fear of failure. Test anxiety is quite pervasive in language classes because of the ongoing nature of performance evaluation.³⁸ That is, anxiety easily occurs in the classroom, because anxiety occurs naturally.

Huyen, Boonkit, Liu, and others cite other common factors that cause student anxiety including lack of vocabulary, lack of self-confidence, fear of making mistakes and being laughed at, lack of

³⁶ Septy Indrianty, "Students' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)," *Eltin* 4, no. I (2016): 31.

³⁷ Septy Indrianty, "Students' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)," *Eltin* 4, no. I (2016): 37.

³⁸ Septy Indrianty, "Students' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)," *Eltin* 4, no. I (2016): 31.

preparation and embarrassment.³⁹ The description above can be interpreted that the student's anxiety factor also comes from a lack of vocabulary, lack of self-confidence, fear of making mistakes and being laughed at, lack of preparation and embarrassment.

d. The Strategies to Overcome Anxiety

The first way based on David Shinji Kando and Yan Ying-Ling, they wrote five strategies that can be used to reduce anxiety in speaking in front of the class, which include:⁴⁰

1) Preparation

Preparation is the first strategy for reducing anxiety. In this strategy, students try to control themselves by studying harder, trying to get a good summary of lecture notes, trying to practice what will be presented in front of the class, making a list of presentations to be delivered in front of the class.

in other words, preparation is one effective strategy for reducing speech anxiety. because with preparation, students can prepare all the things needed before making a presentation.

2) Relaxation

The goal of this strategy is to reduce somatic anxiety symptoms. If students relax their bodies when presenting in front of the class, such as being calm and taking deep breaths. The more relaxed, the more anxiety will disappear. Sit comfortably and straight in the classroom chair. Before class begins or during class, take long, slow breaths, inhale, hold or five seconds and then exhale.

3) Positive Thinking

By thinking positively it will cool down problematic cognitive processes that can trigger student anxiety. Students need to think that everything will be fine. These strategies divert attention from stressful situations to positive,

³⁹ Septy Indrianty, "Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)," *Eltin* 4, no. 1 (2016): 31.

⁴⁰ David Shinji Kondo and Yang Ying-Ling, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan," *ELT Journal* 58, no. 3 (2004): 262, <https://doi.org/10.1093/elt/58.3.258>.

pleasurable cues, and relieve students' speaking anxiety.

4) Peer Seeking

This strategy is used in peer search, this strategy is distinguished by the willingness of students to look for other students who seem to have difficulty understanding the class or controlling their anxiety. For anxious students, the awareness that others have the same problem can serve as a source of emotional regulation through social comparison.

5) Resignation

Resignation is the ultimate strategy. Researchers argue that it is one extreme strategy. This may be because "accepting reality" is one of many ways to reduce stress and tension. They don't want to try and try again after failing for fear of stress again. Resignation seems to be one of the strategies that students might choose. This strategy only offers a quick temporary solution. Later, these students have to face bigger problems. They may not be able to speak a second language well and may also fail an exam.

The second way to overcome the speaking anxiety from Adler and Rodman, they suggest four simple ways to overcome the anxious about present in public speech:⁴¹

1) Be rational

Being rational means listening to your thought process, inner voice, and trying to figure out if the basis for stage fright is rational. Then refute any rational belief.

2) Be receiver-oriented

Be receiver-oriented means that concentrate on your audiences rather than on yourself. Worry about whether understand they are interested, about whether or not you are maintaining human contact with them.

⁴¹ Sardian Maharani Ansur, "The Students' Anxiety in Delivering English Presentation," (Alaudin State Islamic University), 50.

3) Be positive

Be positive means that you build and maintain a positive attitude towards your audience, your speech, and yourself as a speaker..

4) Be prepared

Self preparation is very necessary to do. If you are fully prepared, you will feel confident to convey the message you want to convey. Be sure to leave enough time to practice your presentation. And practice what you want to present. So that students are familiar with the material and run well while presenting it.

B. Previous Study

The research conducted research on the Students' Anxiety in Speaking English of the Eighth Grade at MTs Asy'ariyyah Pati in Academic Year 2022/2023. Previous researchers who have discussed student anxiety as are follows:

**Table 2.1
Previous Study**

No.	Researcher and Title	Years	Similarity	Differences
1.	A Journal written by Yulieda Hermaniar, & Nursifa Azkiya entitled "Anxiety Issues on English Speaking Class; The Analysis of Students' Problems of English Language	2021	a) Researchers focused on Anxiety Issues on English speaking class. b) Researchers used descriptive qualitative. Researchers used interview and observation for data	a) This previous research discuss the factor causing anxiety on eight semester of English Department of STKIP PGRI Banjarmasin with 28 students.

	Education Study Program”,		collection.	
2.	A Journal written by Septi Indrianty entitled “Students Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung)	2016	<p>a) Researchers focused on Students’ Anxiety in Speaking English.</p> <p>b) Researchers used descriptive qualitative.</p> <p>c) Researchers used interview , interaction, and observation for data collection.</p>	<p>a) This previous research investigates Students’Anxiety in One Hotel and Tourism College in Bandung</p> <p>b) This research only shows two types of anxiety, namely Trait anxiety and State anxiety.</p>
3.	A Journal written by Weni Delfia Mitha, Zul Amri, and Don Narius entitled “An analysis of students’ speaking anxiety faced by the fourth semester students of english education study program of english department	2018	<p>a) Researchers focussed on Student’s Speaking Anxiety.</p>	<p>a) The previous research was conducted in fourth semester students of english education study program of english department of Universitas Negeri Padang.</p> <p>b) Researchers used descriptive quantitative methods in the form of quistionnaire and interviews. The quistionnaire in this research was adapted from</p>

	of Universitas Negeri Padang”			Foreign Language Anxiety Scale (FLCAS) designed by horwitz.
4.	A Thesis written by Vera Abdillah entitled “Students’ anxiety factors in speaking English (A case study at the 8th grade of SMP N 16 Semarang)”	2018	<ul style="list-style-type: none"> a) Researchers focused on Students’ Speaking Anxiety. b) Researchers used descriptive qualitative. c) Researchers used interview and observation for data collection. 	<p>a) The previous research was conducted in the 8th grade of SMP N 16 Semarang. The objective of the previous research was to identify some factors that causes of students’ anxiety in speaking English in the classrooms. Then, to find out the strategies to reduce anxiety for the Students at the 8th Grade of SMP N 16 Semarang. The objective of this research was mostly about analysis the factors of students’ speaking anxiety and the solving of it.</p>

Previous research related to anxiety above, mostly analyzes class interaction. Researchers used qualitative methods through observation, interviews and also the same documentation as the researchers above. The uniqueness of this study compared to previous research in this study focused on analyzing the factors of anxiety in students' speaking abilities and strategies to

overcome them. This research will be carried out in the eighth grade at MTs Asy'ariyyah Pati.

C. Conceptual Frame work

The illustration of possible type and factor causing student anxiety in speaking English is described below:

Figure 2.1

