CHAPTER II
REVIEW OF RELATED LITERATURE

A. **Theoretical Description**
   1. **Speaking Skill**
      a. **Definition of Speaking Skill**

      The word "speaking" comes from the word "speak" which is to express opinion; to say; to converse.[30] Speaking is a productive aspect of language skills, a skill that one has to convey ideas, thoughts or feelings so that the ideas in the speaker's mind can be understood by others. Speaking means presenting an ideas or a verbal message through the sound symbols in order to allow a communication actively between a speaker and listener.[31] Budiarso defines speaking as a process of communication between one person and another or a group of people to express a thought, feeling or idea with the spoken word in order to provide information.[32] Sari et al describes speaking as language ability or method of communication that allows one to verbally communicate thoughts and feelings to another.[33] In addition, speaking is a crucial English skill since the ability to effectively communicate orally with others. Speaking involves actual conversation between two, three, or more persons, each of whom is speaker and listener.[34]

      Skill is defined as ability to do something well.[35] Speaking skill is a type of human behavior that makes use of

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      [30] Linda Sari and Zuliana Lestari, "Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Dalam Menghadapi Era Revolusi 4.0," in *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 2019, 443–53, https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/2566.

      [31] Sry Rahmawaty and Suwarjo, "Peningkatan Keeramppilan Berbicara Melalui Metode Bermain Peran Pada Siswa SD Negeri 58 Kota Bima," *Jurnal Penelitian Ilmu Pendidikan* 9, no. 1 (2016): 83–99.

      [32] Iwan Budiarso, "Analisis Speaking Siswa Kampung Bahasa Bloom Bank Melalui Treatment Permainan 2 Dimensi," *SAP (Susunan Artikel Pendidikan)* 1, no. 3 (2017): 292–301, https://doi.org/10.30998/sap.v1i3.1546.

      [33] Siti Surinah Harahap, Rivi Antoni, and Ummi Rasyidah, "An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir" (University of Pasir Pengairaian, 2015).

      [34] Ratna Ferdian Sari, Wageyono, and Wulan Wangi, "An Analysis of Students' English Oral Communication of English Educational Department, PGRI University of Banyuwangi," *Language and Art Journal* 4, no. 2 (2020): 164–76, https://ejournal.unibabwi.ac.id/index.php/lunar/article/download/1458/976.

      [35] Oxford Learners' Pocket Dictionary, 414

physical, psychological, neurological, semantic, and linguistic to communicate and convey thoughts, ideas, and feelings in daily life which should be taught to learners.[36] Producing meaningful words as a means of communication with others is related to speaking skill. This practice encourages people to communicate their perspectives and transfer messages, ideas, and information to fulfil their needs.[37] Speaking skill is an acquired language skill that need to be mastered properly. With good speaking skill mastery, students can communicate their ideas.[38] Based on the explanation above, it could be concluded that it is crucial for students to master speaking skill as the ability to communicate orally with other person/people to express their feelings, ideas and/or thoughts.

b. **Components of Speaking Skill**

Speaking is a crucial component of communication. This ability is relevant to spoken language products that convey ideas or information. It is important to understand speaking components while assessing students' speaking skill.[39] As is revealed by Bohari that the five components of speaking skill are pronunciation, grammar, vocabulary, comprehension, and fluency. Those five components should be mastered by students.[40]

1) Pronunciation

Pronunciation is defined as way in which a language of a particular word or sound is spoken.[41] Pronunciation is act of producing sounds that utilize to

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[36] Nenti SIti Asih and Wikanengsih, "Improving Speaking Skill through Problem Solving Approach," *JLER: Journal of Language of Education Research* 1, no. 3 (2018): 1–8, https://journal.ikipsiliwangi.ac.id/index.php/jler/article/download/918/1393.

[37] Sari Dewi Noviyanti, "Speaking Anxiety in Online English Class: Causes and Effects," *International Journal of English and Applied Linguistics (IJEAL)* 2, no. 1 (2022): 112–17, https://doi.org/10.47709/ijeal.v2i1.1431.

[38] Novi Mayasari*, "*Peningkatan Keterampilan Berbicara pada Mata Kuliah Belajar dan Pembelajaran dengan Metode Debat Plus dalam Proses Pembelajaran Matematika pada Mahasiswa Tingkat 2 Semester III di IKIP PGRI Bojonegoro Tahun Pelajaran 2013/1014," Magistra No.88 (2014), 17

[39] Gunaldi Masbirran and Andi Fauzi, "Speaking Skill in Using Community Language Learning (CLL)," *Indonesian Journal of Integrated English Language Teaching* 3, no. 2 (2017): 198–205, https://doi.org/10.24014/ijielt.v3i2.4844.

[40] Lalu Bohari, "Improving Speaking Skills through Small Group Discussion at Eleventh Grade Students of Sma Plus Munirul Arifin Nw Praya," *Journal of Languages and Language Teaching* 7, no. 1 (2019): 68–81, https://doi.org/10.33394/jollt.v7i1.1441.

[41] Oxford Learners' Pocket Dictionary, 352

convey meaning. It involves paying attention to speech features that go beyond the level of the individual sound, such as rhythm, intonation, phrasing, and stress.[42] Pronunciation is one of the first thing that other person will notice when initiating a conversation in English. People may have trouble understanding what students are trying to say when they cannot pronounce English words clearly and correctly.[43] From the statement above, the researcher deduced that pronunciation is the understanding of studying how the words in a certain language are produced clearly when individuals speak.

2) Grammar

Grammar refers to rules for forming words and making sentences.[44] Grammar in English is a set of rules that govern how the language should be used both orally and in writing. The use of appropriate grammar will result in clear sentence and paragraph that have coherent meanings, allowing the reader or listener to understand what is being said. Communication also heavily relies on grammar. Communication is two-way; both parties must comprehend what is being said. The language used, whether spoken written, should not lead to misunderstanding. Here, grammar helps to make a word, sentence, or paragraph's meaning obvious. Therefore, grammar has a role in how well people and other people comprehend one another while they are speaking. Without paying attention on grammar, sentence or paragraph frequently follow irregular pattern and provide unclear speech meanings.[45]

3) Vocabulary

Vocabulary is all the words in a language.[46] Vocabulary is referred to as the proper diction that is employed in communication. One cannot communicate

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[42] Ferdian Sari, Wageyono, and Wangi, "An Analysis of Students' English Oral Communication of English Educational Department, PGRI University of Banyuwangi."

[43] Kadek Yogi Susana et al., "Speaking Competence of STMIK STIKOM Indonesia Students Through Video Presentation Project," *RETORIKA: Jurnal Ilmu Bahasa* 8, no. 1 (2022): 48–56, https://doi.org/10.55637/jr.8.1.4344.48-56.

[44] Oxford Learners' Pocket Dictionary, 192

[45] Yogi Susana et al., "Speaking Competence of STMIK STIKOM Indonesia Students Through Video Presentation Project."

[46] Oxford Learners' Pocket Dictionary, 495

effectively or express their ideas in both writing and conversational form without a suitable vocabulary. An obstacle that prevent language learners from acquiring a language is having a small vocabulary. Without vocabulary, nothing can be communicated. Hence, English language learners will not be able to speak or write English properly if they do not thoroughly understand vocabulary.[47]

4) Comprehension

Comprehension is defined as the ability to understand something.[48] It describes how thoroughly students comprehend a language and how habituated they are to the context, facts, and other elements. Comprehension is helpful in order to better grasp a piece of writing or someone else's speech and subsequently to respond to questions. The ability to comprehend the speaker's intention and overall meaning is referred to.[49]

5) Fluency

Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expressively. In other words, the speaker is able to relate meaning and context while reading, understanding, and responding in a language. Speaking accurately and fluently is a quality that can be characterized as fluency. The ability to speak at a moderate pace with small pauses like "ums" or "ers" is a sign of fluency. This indicator shows that the speaker did not spend a lot of time looking up the language items required to convey the idea. Therefore, fluency is the capacity communicate accurately and quickly without excessively employing pauses.[50]

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[47] Azlina Kurniati, Eliwarti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK TELKOM Pekanbaru," n.d., 1–13.

[48] Oxford Learners' Pocket Dictionary, 86

[49] Muljani and Tono Suwartono, "The Speaking Competence of EFL Students at an Indonesian Suburb Vocational School," *Journal of English Language Literature, and Teaching* 05, no. 2 (2020): 77–86, https://doi.org/10.32528/ellite.v5i2.3797.

[50] Kurniati, Eliwarti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK TELKOM Pekanbaru."

2. **Anxiety**
   a. **Definition of Anxiety**

   Anxiety refers to concern and fear, especially about what might happen.[51] The term anxiety in English that comes from the Latin "*angustus*" that has a stiff meaning, and "*ango*", "*anci*" that means suffocating. Anxiety is an unpleasant emotion, characterized by worry, concern, fear that sometimes occurs to a person at a different level.[52] Anxiety is often understood to be low self-efficacy brought on by imagined dangers or uncomfortable feelings associated with a threat. Anxiety makes people fear and effects chaos in human mind.[53] Anxiety is a reaction to fear of or in a situation of a mental health that requires treatment brought up by a recently induced psychological threshold. The symptoms of anxiety are usually characterized by rigidity, trembling, and fear.[54] When people are under stress or something threatens them, anxiety may spontaneously manifest. People experience anxiety when they are confronted with a situation that could marginalize them. They may feel anxious, nervous, confused, and/or flustered.[55] Therefore, anxiety as the negative impact is closely connected to fear.[56] In conclusion, anxiety is an uncontrollable sense of worry that leads to fear.

   b. **Language Anxiety**

   Language anxiety is defined as fear or apprehension when learner is required to perform in a second or foreign language. This anxiety is not simply a general performance anxiety because it is directly related to performing the target language. Whether learning in a formal or informal

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[51] Oxford Learners' Pocket Dictionary, 16

[52] Fakhrul Rizal and Risha Simahate Bengi, "Tingkat Kecemasan Prabedah Pada Pasien Fraktur Di Rumah Sakit Umum Daerah Meuraxa Banda Aceh," *Jurnal Sains Riset (JSR)* 11, no. 2 (2021): 476–84, https://doi.org/10.47647/jsr.v10i12.

[53] Noviyanti, "Speaking Anxiety in Online English Class: Causes and Effects."

[54] Hengki Kumbara, Yogi Metra, and Zulpikar Ilham, "Analisis Tingkat Kecemasan (Anxiety) Dalam Menghadapi Pertandingan Atlet Sepak Bola Kabupaten Banyuasin Pada Porprov 2017," *Jurnal Ilmu Keolahragaan* 17, no. 2 (2018): 28–35, https://doi.org/10.24114/jik.v17i2.12299.

[55] Darmaida Sari, "Speaking Anxiety as a Factor in Studying EFL," *English Education Journal (EEJ)* 8, no. 2 (2017): 177–86.

[56] Risqi Ekanti Ayuningtyas Palupi, "Students' Speaking Anxiety: Ready or Not," *ELE Reviews: English Language Education Reviews* 1, no. 1 (2021): 61–71, https://doi.org/10.22515/ele-reviews.v1i1.3592.

environment, language anxiety is a major element that affects language acquisition. The warning indicators of language anxiety are listed below.[57]

1) General avoidance behaviors include "forgetting" the answer, acting carelessly, skipping class, arriving late, arriving unprepared, having poor verbal production, mot participating in class activities, and being unable to respond to even the most basic questions.

2) Physical actions include squirming, fidgeting, messing with hair or clothes, touching uncomfortably, stuttering or stammering, exhibiting restless behavior, and being unable ti replicate the intonation of the target language even after repeated practice.

3) Physical symptoms include complaining headaches, having tense muscles, and feeling pain or tension in any area of the body without a known cause.

4) Other behaviors that could indicate language anxiety include excessive studying, perfectionism, social withdrawal, lack of eye contact, hostility, monosyllabic or noncommittal responses, image protection or masking behaviors (exaggerated smiles, laughing, nodding, joking), failing to interrupt when it would be appropriate to do so, excessive competition, excessive self-effacement, and self-criticism (I am stupid).

It is necessary to know the types of language anxiety as well as the level of language anxiety for getting better understanding related to language anxiety.

1) **Types of Language Anxiety**

Language anxiety is the sense of uneasiness, nervousness, or a kind of fear that results from a person's perception of learning or utilizing a second language. In a particular context when language is being performed, it is an expression of fear, a sensation of disturbance, and an emotional conflict.[58] When learning a language, anxiety can take many different types which is divided

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[57] Ling Hu and Na Wang, "Anxiety in Foreign Language Learning," in *Proceedings of the 2014 International Conference on Global Economy, Commerce and Service Science*, vol. 78 (Atlantis Press, 2014), 122–24, https://doi.org/10.2991/gecss-14.2014.31.

[58] Rajitha and Alamelu, "A Study of Factors Affecting and Causing Speaking Anxiety."

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into three types, namely trait anxiety, state anxiety, and situation-specific anxiety.[59]

a.) Trait Anxiety

In term of memory disruption, trait anxiety is known to hinder cognitive functioning and cause people to have "avoidance" personalities. Even though a person's condition is not harmful, there might be a feeling of fear and worry surrounding it. This anxiety is brought on by the personality of the person who has a tendency to be anxious. This type of anxiety happens in a particular setting or after a traumatic event.[60]

b.) State Anxiety

State anxiety is merely seen as a momentary anxiety that is brought on by a specific stimulating situation, such as an important test. In other words, if a person has a fear of a specific situation (such as a dread of math, reading aloud), they are more prone to develop state anxiety.

c.) Situation-Specific Anxiety

The concept of situation-specific anxiety is a developed version of state anxiety. This anxiety is defined specifically as people's apprehension that steadily increases over time when coping with a given situation. In order to determine the impact of respondents' reticence on language learning, the anxiety reaction of respondents is examined in this case in a clearly defined setting (such as public speaking, a writing exam).

It is helpful to make comparison between foreign language anxiety and three related performance anxieties because both academic and social performance evaluation are concerned with foreign language anxiety.

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[59] Adji Pamungkas, "The Effect of English Language Anxiety on Speaking Performance of English Department Students," *Retain* 6, no. 3 (2018): 228–36.

[60] Nurul Aslimah, "An Analysis of Students' English Speaking Anxiety During Online Learning (A Study at Vocational High School in Jepara)" (Institut Agama Islam Negeri Kudus, 2022).

They are a.) communication apprehension, b.) test anxiety, and c.) fear of negative evaluation.[61]

a.) Communication Apprehension

Communication apprehension is a form of shyness, characterized by fear or uneasiness when communicating to others. The symptoms of communication apprehension include difficulty listening to or learning a spoken message (receiver anxiety), difficulty speaking in pairs or groups (oral communication anxiety), difficulty speaking in public (stage fright).[62] This kind of anxiety might make it difficult for students to interact with others. They typically avoid talking to people since they find it uncomfortable to express themselves in front of others. Students who experience this kind of anxiety frequently struggle to speak effectively or comprehend what others are saying. Quiet students may be considered to be good pupils in a classroom. However, some reserved students are afraid to communicate. They become reluctant to respond and take part in communication as a result.[63]

b.) Test Anxiety

Test anxiety is a specific sort of performance anxiety brought on by a fear of failing. Students who are test-anxious may set unattainable standards for themselves and believe that anything less than a perfect test performance constitutes a failure. Since tests and quizzes are common in foreign language classes and even the brightest and most prepared students frequently make mistakes, students who are test-anxious will likely have a tough time. Invulnerable students who take oral exams may have anxiety about both the examination and oral communication at the same time.[64] Test anxiety is a

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[61] Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (2019): 125–32, https://doi.org/10.1111/j.1540-4781.1986.tb05256.x.

[62] Horwitz, Horwitz, and Cope.

[63] Yana Shanti Manipuspika, "Correlation between Anxiety and Willingness to Communicate in the Indonesian EFL Context," *Arab World English Journal* 9, no. 2 (2018): 200–217, https://doi.org/10.24093/awej/vol9no2.14.

[64] Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety."

kind of anxiety that manifests as a form of performance anxiety brought on by dread or failing. This kind of anxiety is associated with the dread of exams, tests, or other assignments that are used to gauge students' performance. Test anxiety may make it difficult for them to concentrate. Additionally, students form negative perceptions about tests. Even for those who are prepared it, it could cause them to make mistakes.[65]

c.) Fear of Negative Evaluation

Third anxiety associated to learning a foreign language is fear of negative evaluation, which is described as apprehension about others' evaluations, avoidance of evaluative situations, and the assumption that others will evaluate oneself badly.[66] Fear of negative evaluation, which is characterized as anxiety about other people's opinions, avoiding situations where one might be evaluated, and anticipating a negative judgement from others. Although it resembles test anxiety, fear of negative evaluation has a wider application because it is not only present during test settings. Instead, it could happen during any social test, such as job interview or speaking in foreign language class. [67]

2) **Level of Language Anxiety**

Horwitz at al. classified anxiety levels into three group, they are low, moderate, and high. The Foreign Language Classroom Anxiety Scale (FLCAS) can be used to determine these degrees of anxiety. The FLCAS scales from 33 to 165 points. Students with scores below 98 are classified as having mild levels of anxiety, while those with scores above 131 are classified as having high levels of anxiety. They are labeled as cut-off line, which indicates a moderate level of anxiety, if their score is

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[65] Shanti Manipuspika, "Correlation between Anxiety and Willingness to Communicate in the Indonesian EFL Context."

[66] Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety."

[67] Shanti Manipuspika, "Correlation between Anxiety and Willingness to Communicate in the Indonesian EFL Context."

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around 98-131.[68] Psychologically, anxiety is classified into three levels:

a.) Mild anxiety

Mild anxiety is the perception that something is different, and those who experience it need extra care attention. The strain of routine life events is linked to mild anxiety. The inability to sit still, slight impatience, propensity for solitude, wrinkle face, trembling lips, elevated heart rate, and blood pressure are all sign of mild anxiety.[69]

b.) Moderate anxiety

People with moderate anxiety have unsettling feelings that are brought on by unrelated events and lead them to feel uneasy or agitated. People with moderate anxiety are characterized by sensations of unease, sensitivity, unconsciousness, changes in sound, perspiration, headaches, and back pain.[70]

c.) Severe anxiety

The highest level anxiety is severe anxiety. When a person feels extremely anxious, they assume that something is different and that their environment is threatening them. Usually, this triggered by fear and distress. People with severe anxiety often exhibit the following behaviors or feelings; a constant want to be free; high levels of anxious; agitation; confusion; poor eye contact; withdrawal; denial; a need for more space; and trembling.[71]

c. **Speaking Anxiety**

1) **Definition of Speaking Anxiety**

Speaking is the act of verbally interacting with other people. Speaking is a common activity in daily life, indicating that communication through speaking involves interaction between the speaker and the listener. People

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[68] Putri Indriyanti, "An Analysis of Students' Speaking Anxiety in Speaking English at Tenth Grade Students of MAS Radhatul Akmal" (The State Islamic University North Sumatra Medan, 2021).

[69] Indriyanti.

[70] Indriyanti.

[71] Indriyanti.

all over the world use speaking to share information and let everyone know what the speaker is thinking.[72]

Speaking is one of the four skills in learning a language since it is a tool that people use for communicating with one another. Although though speaking is difficult, everyone should do it because it enables them to openly express their views and ideas. When individuals can quickly offer and receive responses while speaking directly to one another. Thus, human beings need to communicate with others in order to survive. Then, when people become anxious and nervous when speaking with others.[73]

One of the most well-known psychiatric disorders is anxiety. A feeling of fear, worry, stress, or tension is referred to as anxiety. It seems common when a student speaks in front of a large audience and they feel uncomfortable, anxious, shy, and nervous. Because every students has a unique psychological condition, some of them can speak in front of the class with assurance while others are too shy and scared to talk in English. But, speaking English with anxiety might make it harder for students to adjust to their environment and, in turn, fall to meet their academic goals.[74]

Speaking is regarded as the most basic and effective form of human communication. It is a process by which people communicate information, including ideas, thoughts, and opinions.[75] In conclusion, speaking anxiety is the feeling that comes when a person has too much worry or fear when s/he is speaking including expressing ideas and thoughts. Speaking anxiety can range in intensity from a mild sense of nervousness to intense fear. The most typical signs of speaking anxiety include hand trembling, shivering, panic, forgetfulness,

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[72] Najiha and Betty Sailun, "An Analysis of Students' Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu," *Lectura: Jurnal Pendidikan* 12, no. 2 (2021): 218–29, https://doi.org/10.22141/2224-0721.16.4.2020.208486.

[73] Najiha and Sailun.

[74] Najiha and Sailun.

[75] Rajitha and Alamelu, "A Study of Factors Affecting and Causing Speaking Anxiety."

blankness, butterflies in the stomach, dry mouth and throat, a rapid heartbeat, and a squeaky voice.[76]

2) **Indicator of Speaking Anxiety**

Speaking anxiety is present in some cases and is accompanied by the following indicators:[77]

a.) Physically, many signs can be used to spot physically noticeable responses to anxiety. physical symptoms could include trembling, sweating, dry mouth or throat, difficulty speaking or breathing, heart palpitations or tightness in the chest, dizziness, feeling weak or numb, frequent urination, sensitivity, or irritability. Some obvious reactions include frequent hand motions, wagging hair, and head scratching. Moreover, it can cause the motor component of emotions to be active, causing a grin or other facial expressions to be made.

b.) Behavior indicator, students' behaviors including going blank, forgetting the prepared utterance, being unable to express what they know, being terrified of making a communication error, and refraining from speaking. Additionally, speaking anxiety can be seen from the use of speaking pauses like "oh uhh" or "hmm".

3) **Factors Causing Speaking Anxiety**

Speaking anxiety among students in speaking English has been widely linked to a number of factors. A research conducted by Maisarah revealed that the English speaking anxiety is caused by three factor, namely communication apprehension, test anxiety, and negative evaluation.[78]

Several of the primary causes of the communication apprehension among students were they had no high proficiency in speaking English, had a small vocabulary, and were afraid to use it for conversation.

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[76] Rajitha and Alamelu.

[77] Sulfiani, "An Analysis on the English Speaking Anxiety of the Third Semester Students of English Department in Muhammadiyah University of Makassar (A Descriptive Research)" (Makassar Muhammadiyah of University, 2020).

[78] Maisarah, "Factors Causing Anxiety in Speaking English Experienced By The Students of Senior High School in Jombang," *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* 10, no. 2 (2019): 232–43, https://doi.org/10.30739/darussalam.v10i2.371.

When asked to speak in English, they frequently displayed anxiety. It affected how fluently they spoke. They tended to speak without knowing where they were going as a result. They began to feel distressed and unsure of their ability to effectively convey their messages as a result of their nervousness. In other words, anxiety to speak English was the main role in communication apprehension factor.[79]

Test anxiety was the second important factor influencing students' speaking anxiety. Their limited English skills, nervousness, fear of failing the test, fear of ridicule, and fear of making mistakes during the speaking test were the main causes of their test anxiety. Their worry of receiving a poor grade and being teased by their classmates was the primary factor triggering their test anxiety. Their limited English skills was the main cause of this type of dread. In short, it can be stated that their anxiety of speaking was greatly influenced by test anxiety.[80]

Based on the analysis, the third factor namely negative evaluation contributed to the students' English speaking anxiety. Their self-evaluation that they had less proficiency in English was the common reason why they experienced on this matter. Their primary motivation also contributed to their worry about receiving negative feedback from the teacher and their peers. When requested to perform speaking in front of others, they likewise started to feel anxious. This poor evaluation is the outcome of their fear of disappointing their friends' expectations of a "good show" by falling short of them. They feared giving performance in class because they believed their friends and the teacher would criticize them each time.[81]

4) **Strategies to Overcome Speaking Anxiety**
   a.) Overcoming Anxiety through Islamic Psychotherapy

   Based on the results of the research conducted by Ghoziyah and Nurjannah, explained about several

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[79] Maisarah.
[80] Maisarah.
[81] Maisarah.

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ways to overcome anxiety by using psychotherapy, Islamic psychotherapy used in dealing with anxiety, the results analysis are the following; Islamic psychotherapy often used for anxiety are dhikr, prayer, fasting, reading Al-fatihah and listening to *murrotal*.[82]

The dhikr that is recited includes the phrases "*Astaghfirullahal'adzhiim* (I implore forgiveness from Allah the Highest)" and sholawat, which are sentences of *istighfar*. In order to learn and instill an attitude of never giving up and sincerity for the cause of getting *Ridho*, the love of Allah SWT, the sentence of dhikr is repeated again. Due to the mercy of Allah SWT, this therapy has the potential to produce *tumakninah*, or a sense of calm and contentment. More specifically, it is indicated that constant invocation of Allah (*dzikrullah*) fosters psychological conditions in the realm of awareness that give rise to inspiration for the presence of the Most Compassionate God and Merciful. Knowing that Allah SWT is constantly with us has an impact on our actions. *Dzikrullah* can be calming and quiet by using soothing phrases. Such a person will not experience anxiety that would disturb him/her. Instead, s/he will have a sense of calmness.[83]

The next way related to cope anxiety by using Islamic psychotherapy is prayer. As in Quran Surah *Al-Baqarah* (2:45) who urges His servant to use patience and prayer to approach Him for assistance.

وَا سْتَعِيْنُوْا بِالصَّبْرِ وَا لصَّلٰوةِ وَاِنَّهَا لَكَبِيْرَةٌ اِلَّا عَلَى الْخٰشِعِيْنَ

"And seek help with patience and Prayer; and this indeed is hard except for the humble in spirit"[84]

Surah *Al-Baqarah* (2;45) explains that Allah SWT is mandated to remain patient and prayer as a helper. Through this verse, Allah SWT directs His servants to reach out for the good of the world and

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[82] Istifadatul Ghoziyah and Nurjannah, "Overcoming Anxiety Disorders Using an Islamic Psychological Approach," *Jurnal Pendidikan Dan Konseling* 4, no. 6 (2022): 11732–39.

[83] Ghoziyah and Nurjannah.

[84] *The Holy Qur'an*.

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the afterlife that they yearn for, by making patience and prayer their helper. In this case, prayer can be a way of helping to cope with anxiety.

Prayer can help people feel more connected to God, which calms, strengthens, and creates space in the heart for joy and serenity. A person with such a heart is shielded from heart sickness that harms the soul, develops the ability to control passions, is blessed by Allah, is grateful so assist, and is not overburdened anxiety.[85] As a treatment for anxiety, performing prayer in a solemn manner will promote calmness, serenity, and tranquility.[86]

The following way for overcoming anxiety is fasting. Fasting is a form of worship of withholding material things, such as eating, drinking, and sexual activity. And withhold such non-material things as thoughts, words, and misconduct. One of function of fasting is to self-control. With fasting we can control ourselves from such negative emotions as sadness and anxiety. When fasting, the release of endorphins hormone, a hormone that triggers positive feelings and relieves pain, this reducing anxiety and depression.[87]

Islamic psychotherapy frequently employs the Quran as a method or way of achieving treatment for health issues, including those relating the body and the psyche. There are two types of therapy based on the Quran: 1) read with intense concentration while following the established rules or applying the standards. For instance, someone who recites will have an effect on both the person reading it and the person whom it is being prayed. 2) be able to understand the meaning of specific

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[85] Arifin Rahmadan, "Psikoterapi Islam Dalam Mengatasi Gangguan Stres Di Saat Pendemi Covid-19," *Spiritual Healing: Jurnal Tasawuf Dan Psikoterapi* 1, no. 1 (2020): 33–39, http://jurnal.radenfatah.ac.id/index.php/SH/article/view/7819.

[86] Ghoziyah and Nurjannah, "Overcoming Anxiety Disorders Using an Islamic Psychological Approach."

[87] Rahmadan, "Psikoterapi Islam Dalam Mengatasi Gangguan Stres Di Saat Pendemi Covid-19."

verses, related to what is needed.[88] Interpreting the intuitively reflective students' anxiety related to speaking in front of large audience can be lessened by Al-Fatihah. Because particular brain part is affected, serotonergic neurons are increased, which decreases fear and results them daring to speak in public, reducing students' anxiety.[89]

Based on the research conducted by Ghoziyah and Nurjannah, they reviewed that reciting prayers and listening to the *murottal* Al-Quran are able to reach both the conscious and subconscious brains of the students. The literal meaning of the text they read also affects the behavior of them because they become aware of its significance. This leads to feeling of serenity, relaxation, and self-assurance.[90]

b.) Strategies to Overcome Speaking Anxiety

The word strategy is defined as plan intended to achieve a particular purpose.[91] For overcoming students speaking anxiety in English speaking, it is necessary to consider the strategies to reduce their anxiety in their performance. Widhayanti stated that there are several strategies can be implemented to overcome students' speaking anxiety in English, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The statements are the following:[92]

(1) Memory strategies

The development of mental techniques, the use of imagery and sound, reviewing, and the use of action are all regarded as memory strategies. Some

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[88] Ghoziyah and Nurjannah, "Overcoming Anxiety Disorders Using an Islamic Psychological Approach."

[89] Very Julianto et al., "Pengaruh Membaca Al Fatihah Reflektif Intuitif Terhadap Penurunan Tingkat Kecemasan Berbicara Di Depan Umum Pada Mahasiswa Prodi Psikologi UIN Sunan Kalijaga Yogyakarta," *Jurnal Psikologi* 13, no. 2 (2018): 162, https://doi.org/10.24014/jp.v13i2.4299.

[90] Ghoziyah and Nurjannah, "Overcoming Anxiety Disorders Using an Islamic Psychological Approach."

[91] Oxford Learners' Pocket Dictionary, 439

[92] Zahradita Widhayanti, "English Department Students' Learning Strategies to Overcome Speaking Anxiety," *Retain* 6, no. 2 (2018): 60–67, https://ejournal.unesa.ac.id/index.php/retain/article/view/24931.

students claimed that reading and reviewing their notes or an outline just before speaking helped them to get over speaking anxiety. While awaiting their turn to deliver their performance, they reviewed the material of the speech outline as well as understand the topic that going to be delivered and would be able to remember the points of the topic.

(2) Cognitive strategies

Some points that fall under the category of cognitive strategies include practicing, sending and receiving message, thinking critically and analytically, and structuring input and output. Also, it was demonstrated to students that they employed the practice approach of practicing in a natural environment and practicing with sounds. They prepared before taking the speaking performance. They would practice in front of a mirror beforehand and videotape their practice.

(3) Compensation strategies

This strategy includes guessing intelligently and overcoming limitations. Students overcame limitations by choosing their own topics and enlisting the aid of friends. When given the opportunity to choose their own topic, they would choose the subject they were most knowledgeable about in order to manage their speaking anxiety. Furthermore, students employed mime or gestures to mask their uneasiness in order to get over their limitations.

(4) Metacognitive strategies

This strategy entails activities like organizing and planning learning, centering learning, and evaluating learning. Before engaging in a speaking performance, it has been noted that students created an outline, a brief note, a speech organizing, and a speech summary. Making a brief note or outline would help them organize the information that should be included in their speech. The preparation of the items utilized a few days before was also mentioned by students.

(5) Affective strategies

Affective is a term used to describe emotions, motivation, attitudes, and values. With this strategy, activities like reducing anxiety, encouraging oneself, and assessing one's emotional state are considered. Besides using oral and written, students also doing relaxation. In addition, students demonstrated a variety of calming activities, including dzikr, deep breathing, and listening to music. They advised themselves to unwind, to keep things in perspective, and that their performance would soon be finished. Therefore, they claimed they constantly made the suggestion that the performance would resemble the practice session in front of a mirror. Some students stated that talking to peers about their emotions helped them overcome their speaking anxiety.

(6) Social strategies

This strategy consists of three actions: asking questions, working with others, and showing empathy for others. When it came to a group presentation task, students reportedly practice with their pals. Some students required assistance from their friends. They were instructed to have their pal watch over them while they practiced.

3. **Speaking Performance**

a. **Concept of Speaking Performance**

The word "performance" comes from the word "perform" which is to do something eg a piece of work.[93] Performance can be defined as the act of process of performing a task, an action.[94] Performance is implementing all of one's knowledge on stage. The performance's goal is to inform audience or community about the occasion's theme.[95] Singing, music, drama, and other form of public creativity all fall under the heading of performance in human life, such as

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[93] Oxford Learners' Pocket Dictionary, 326

[94] Oxford Learner's Dictionaries, https://www.oxfordlearnersdictionaries.com/definition/english/performance accessed on February 15, 2023

[95] Harpen Silitonga et al., "Students' Speaking Performance of English Department: Anthropolinguistic Approach," *International Journal of Research and Review (Ijrrjournal.Com)* 7, no. 8 (2020): 130.

storytelling, debating, communication, singing, and speaking.[96]

Speaking performance by students is learning process that appear to be speaking practice. Speaking performance by students represent their efforts in the speaking learning process.[97] Students' speaking performance is the ability of the students to talk orally in English, the international language of communication.[98] From the explanation above, it can be concluded that speaking performance is ability of students to show their speaking ability in front of the audience.

One of the most pervasive issues among language learners is their much inferior speaking performance when compared to their passive knowledge. They typically employ a more simplified language that does not correspond to their overall learned level, frequently make mistakes and slips, speak slowly and less fluidly, pausing frequently to think of suitable or accurate words, and are unable to convey their thoughts and opinions satisfactory, are typically very hesitant to talk and shy when they do, prefer to avoid such situations if they can, and do not comply with the teacher or their peers, answer succinctly, frequently with only one word such as "yes" or "no", have nothing to say sometimes.[99]

The speaker is thought to have insufficient or few vocabulary words to explain complex ideas and is only capable of meeting basic needs, according to the poor indicator of vocabulary aspect on speaking performance. Second, the speaker's speech is overly halting and very slow, with the exception of short or routine sentences, which is a poor measure of fluency. The next indicator is the speaker's bad pronunciation, which includes frequent blunders, a thick accent, and frequent incomprehensibility. The speaker is said to have poor grammar when they make frequent, almost

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[96] Silitonga et al.

[97] Silitonga et al.

[98] Ernati and Lesina Merti, "Students' Speaking Performance Analysis After Learning Using Google Meet At Pandemic (Covid 19) Era," *English Language Education and Current Trends (ELECT)* 1, no. April (2022): 1–15, https://doi.org/10.37301/elect.v1i1.34.

[99] Václav Hamerka, "Low Speaking Performance in Learners of English" (Masaryk University Brno, 2009).

totally inaccurate, but quite understandable blunders to be the fourth indicator of poor performance in speaking English.[100]

b. Types of Speaking Performance

There are various types of speaking performance, including imitative, intensive, interactive, and extensive.[101] The following are:

1) Imitative

   Imitative is referred to as type of speaking performance that imitate words, phrases, or even entire sentences. The ability to just repeat back (imitate) a word, phrase, or possibly a sentence is at one end of a continuum of sorts of speaking performance.[102]

2) Intensive

   Intensive speaking performance such as direct response, read aloud, dialogue completion, oral questionnaires, picture-cued tasks, and translation.

3) Interactive

   Interactive is referred to speaking activities that produce interaction, whether it be interpersonal communication or transactional language.

4) Extensive

   Speeches, oral presentations, and storytelling are examples of extensive type.[103]

   Based on the explanation above, the field of this research is extensive type.

c. Factors of English Speaking Performance

The poor performance of students in speaking English has been generally attributed to a number of causes. The study conducted by Jusuf et al shows that these factors have two distinct sources, namely internal factor and external factor. The explanation are the following:[104]

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[100] Jusuf, Fatsah, and Dako, "Students' Performance in Speaking English (A Case Study on Students' Poor Performance in Speaking English)."

[101] Ernati and Merti, "Students' Speaking Performance Analysis After Learning Using Google Meet At Pandemic (Covid 19) Era."

[102] Kurniati, Eliwarti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK TELKOM Pekanbaru."

[103] Kurniati, Eliwarti, and Novitri.

[104] Jusuf, Fatsah, and Dako, "Students' Performance in Speaking English (A Case Study on Students' Poor Performance in Speaking English)."

1) Internal Factors
   a) Language competence
      (1) Lack of vocabulary
          The idea that vocabulary is the essential element of speech is very common. A limited vocabulary is one of the students' factor in speaking English. Lack of vocabulary makes it harder for English language learners to speak the language.
      (2) Grammar
          Grammar is crucial when speaking English. That turns into the issue that prevents students from speaking English. When speaking with the teacher or even their peers, they find it challenging to put the words into sentences.
      (3) Pronunciation
          One of the fundamental English skills that prevents students from participating in class activities is pronunciation. The majority of them lack enough knowledge of proper English word pronunciation.
   b) Psychological aspect
      (1) Confidence
          Confidence has a psychological impact on students that limits their ability to speak English in class. The majority of students claim that speaking or responding in English makes them nervous and causes them to lose confidence.
      (2) Motivation
          Students report that motivation has become as the determining factor in how well they speak English. Yet, the majority of students who responded that they were motivated did not truly understand what it meant to be motivated when studying English. This explanation ends up being the reason why students are reluctant to participate in English class. They do not really have a clear idea of what they want to achieve when they learn and master English, particularly speaking.
      (3) Fear of making mistake
          Students' ability to speak English is hampered by their anxiety of making mistake. The majority of

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students admit that they are apprehensive about making mistake when giving presentations or responding to teacher. They anticipated getting made fun of by their classmates before they even knew if they were speaking English incorrectly or not. As a result, their biggest fear about making a mistake is facing ridicule from others.

2) **External Factors**
   a) Learning environment
      The lack of English spoken in learning class settings and the amount number of students in the class are the main factors in the learning environment.
   b) Teaching method
      Students' speaking abilities are now also influenced by the teaching methodology. Lack of variety of engaging learning techniques in the classroom causes an issue with the teaching methodology.

4. **English Club**
   a. **Concept of English Club**

   Students' capacity to apply knowledge that can be used to further their education to a higher level of schooling or to engage with the community is the main focus of education in high school. They must possess the necessary skills, one of which is the capacity to communicate in English, in order to do that. An alternative is required because the classroom teaching and learning process cannot accomplish the goals. Extracurricular activities at school are a good way to do this.[105]

   Extracurricular is a special program that the school offers as a mean of student support outside of the classroom. The purpose of creating extracurricular programs is to give students a place to explore their interests and talents. Students are free to participate or not.[106] Extracurricular activities offer students a venue to discuss events they are

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[105] Firqo Amelia, Nine Febrie Novitasari, and Ahmad Yusuf Firdaus, "Bridging the Gaps in Curriculum to Students through English Club," in *Proceedings International Seminar on Language Education and Culture* (Malang: Faculty of Letters, Universitas Negeri Malang (UM), 2017), 56–61.

[106] Afifah Maulina Astari and Muhamad Sofian Hadi, "Creating English Environment at School Through English Club Extracurricular," *Jurnal Studi Guru Dan Pembelajaran* 5, no. 2 (2022): 185–90, https://doi.org/10.30605/jsgp.5.2.2022.1663.

interested.[107] Extracurricular activities are a form of after-school intracurricular support activities at school. As a supporting activity, extracurricular activities are not binding. The participation of students in programmed extracurricular activities depends more on talents, interests, and needs of the students. All extracurricular activities are expected to be self-help activities that includes attitudes, knowledge, and skills.[108]

Taking into account the demands of the students as well as assisting them in improving their English abilities, an English extracurricular activity called the English club needs to be formed in school. Students can meet new people and practice their English in a fun, informal setting by joining an English club.[109] English club is an extracurricular offered by the school to encourage students to practice their English outside of regular class and to enhance their enthusiasm to do so.[110] English club is one alternative method for helping students improve their speaking skills. Also, the English club serves as a facilitator for students to develop their proficiency in speaking English, in particular.[111]

The point of the school's English club program is to give students he chance to improve their English, particularly their speaking abilities, and to give them more opportunities and time to learn the language as they do not have that time in regular classes. The idea of offering lesson materials and presenting them in more informal and condensed manner is another concept of English club. Moreover, activities and quizzes that serve as a warm-up and a cool-down are frequently included to encourage students to keep their focus and understanding even in informal settings. At this point,

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[107] Virawan, Susilawati, and Suhartono, "An Analysis on The English Club to Support Students' Speaking Performance."

[108] Rosidah Nurul Latifah, Joko Widodo, and Yuli Utanto, "Manajemen Kegiatan Ekstrakurikuler Bahasa Inggris Di SMK Negeri 7 Nemarang," *Em: Educational Management* 6, no. 1 (2017): 63–70, http://journal.unnes.ac.id/sju/index.php/eduman%0AManajemen.

[109] Amelia, Novitasari, and Firdaus, "Bridging the Gaps in Curriculum to Students through English Club."

[110] Virawan, Susilawati, and Suhartono, "An Analysis on The English Club to Support Students' Speaking Performance."

[111] Astari and Hadi, "Creating English Environment at School Through English Club Extracurricular."

the teacher continues to emphasize how crucial it is for the setting to allow students to express themselves in English.[112]

b. Benefits of English Club

English extracurricular activities are one of the school's effort to facilitate students in learning English and enhance the ability of students in English outside school hours. It is primarily as a provision for students to later enter the workforce. If extracurricular are properly managed, it will be able to grow in spirit as well as dig for the talents and potential of students that can produce nonacademic achievement.[113]

An English club is a place for students to use English in pleasant surroundings. At the English club, students will have the opportunity to practice many different skills based on actual situations. In addition, the English club will encourage and support students to help each other to reach the goals.[114] English club gathers students who love English, and it is hoped that it will be a suitable conduit for sharing English knowledge and learning to communicate by speaking that international language. The formation of English club is supposed to be fun and effective study group.[115]

Activities for the English club include a number of advantages and benefits. English club provides chance for students to have the ability to communicate more freely with their peers. Because the participants are roommates or acquaintances, students find it easier and more pleasurable to practice their English in club without feeling embarrassed, nervous, or uncomfortable. The students can share knowledge, information, or ideas by joining the club.[116]

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[112] Astari and Hadi.

[113] Latifah, Widodo, and Utanto, "Manajemen Kegiatan Ekstrakurikuler Bahasa Inggris Di SMK Negeri 7 Nemarang."

[114] Febrizan and Masagus Sulaiman, "Persepsi Mahasiswa Semester 6 Pada Kegiatan English Club Terhadap Prestasi Berbicara Di Universitas Muhammadiyah Palembang," in *Prosiding Seminar Nasional Pendidikan*, vol. 2 (Palembang: FKIP Universitas Muhammadiyah Palembang, 2017), 75–81.

[115] Tira Nur Fitria, "Implementasi Program Kegiatan English Club Sebagai Salah Satu Kegiatan Mahasiswa Di STIE AAS Surakarta," *Jurnal Education and Economics* 01, no. 03 (2018): 1–12.
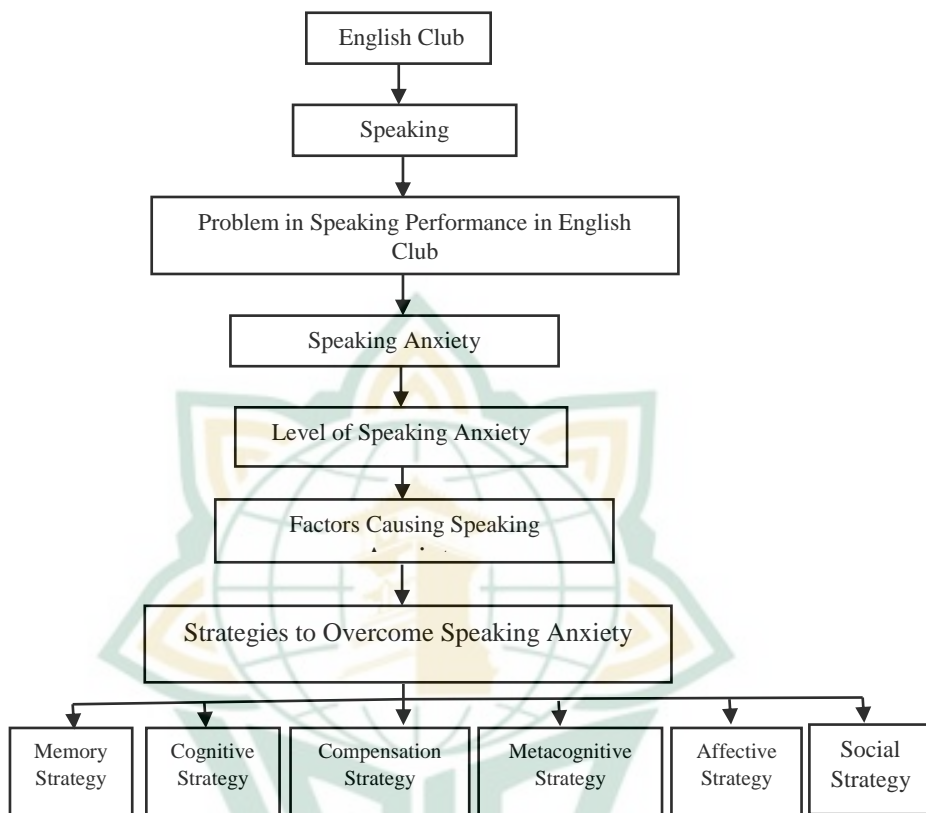
[116] Yerona Batista Neno and Desta Gloria Siahaan, "Improving Students' Speaking Ability through English Club as an Extracurricular at SMA Negeri 1 Kefamenanu," *UNNES-TEFLIN* 4, no. 1 (2021): 382–91, http://utns.proceedings.id/index.php/utns/article/view/131.

B. Theoretical Framework

To support students in improving their English skill and facilitating students in their interests and talents in English field, a school provides an extracurricular related to English program, which called as English Club. In this class, students learn about English through a variety of speaking exercises such as monologues, group discussion, storytelling, news reader, and drama. Following their learning in theory, there would be a performance to find out the extent of their understanding of the material that had been studied as well as their development of their English skills, especially in speaking. They occasionally perform individually or in group.

However, there were certain problems with the English club students' learning process. One of them was speaking anxiety. In the English classroom, anxiety had an impact on students' performance and made it difficult for them to perform at their best. Dealing with the anxiety problem, in order to choose the best approach for students, teacher or tutor must be aware of the causes or determinants of anxiety. If the teacher could assist the students feel less anxious, they would be better able to learn to talk with confidence.

The researcher believes that it is crucial to carried out a research to look at the causes of English students' speaking anxiety in English club and determined the level of their speaking anxiety as well as to find out the strategies to overcome their English speaking anxiety. The results of the research would provide a comprehensive understanding of the factors that influence students' anxiety as well as the strategies to overcome their English speaking anxiety.

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                        │    Speaking     │
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                ┌────────────────▼────────────────┐
                │ Problem in Speaking Performance  │
                │        in English Club           │
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                     │ Level of Speaking      │
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                     │ Factors Causing        │
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              │ Strategies to Overcome Speaking      │
              │            Anxiety                   │
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| Memory Strategy | Cognitive Strategy | Compensation Strategy | Metacognitive Strategy | Affective Strategy | Social Strategy |

C. Review of Previous Study

Many researches had been conducted by other researchers related to speaking anxiety experienced by students. The previous studies below are meant to be the gap and differentiation with the upcoming research.

Table 1.2 Review of Previous Study

No	Title	Author	Year	Similarity	Difference
	An Analysis on the English Club to Support Students' Speaking Performance	Okta Virawan, Endang Susilawati, Luwandi Suhartono	2021	Both of the studies focused on speaking performance in English club. Both of the studies conducted on	The research conducted by Okta Virawan, Endang Susilawati, Luwandi Suhartono focused on investigating

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				senior high school students.	how the speaking performance of students in the English club while the upcoming research focused on speaking anxiety of the English club students in their speaking performance.
	Students' Anxiety of Speaking English in Public	Fauzi, Putri, and Rahman	2021	Both of the studies discussed the factors causing the speaking anxiety as well as the strategies to overcome the students' speaking anxiety	The research by Fauzi, Putri, and Rahman focused on college students while the upcoming research conducted in senior high school students, especially English club students. The research conducted by Fauzi, Putri, and Rahman did not focus on determining the level of students'

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					speaking anxiety specifically, while the present research determined students' speaking anxiety level toward English club students.
	An Analysis of Students' English Speaking Anxiety During Online Learning (A Study at Vocational High School in Jepara)	Nurul Aslimah	2022	Both of the studies discussed the level of English students' speaking anxiety as well as the factor causing the students' speaking anxiety.	The research by Nurul Aslimah took place in SMKN 1 Batealit while the present research conducted in MAN 2 Kudus. The research conducted by Nurul Aslimah focused on students in regular class while the present research focused on English club students. The research by Nurul Aslimah was done in

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					online learning, while the upcoming research is done in offline learning.
	An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance	Cucu Sutarsyah	2017	Both of the studies discuss the same two variable related to speaking anxiety and speaking performance.	The research by Cucu Sutarsyah conducted in junior high school students focused on regular class while the present research is done in senior high school students focused on English club students. The research by Cucu Sutarsyah focused on level of students' speaking anxiety and its effect to their speaking performance, while the present research

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					investigated the level, factors, and strategies to overcome speaking anxiety.
	A Students' Strategies to Overcome Speaking Anxiety in Public Speaking Class	Rio Pratama	2018	Both of the studies discuss the strategies to overcome speaking anxiety.	The research by Rio Pratama focused on college students while the upcoming research is conducted in senior high school students, especially English club students. The research by Rio Pratama only focused on the strategies to overcome speaking anxiety, while the present research focused on level, factors, and strategies to overcome speaking anxiety.
	An Analysis of Students'	Aulia Septiana	2019	Both of the studies	The research by Aulia

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| | Speaking Anxiety in Speaking Performance of the Third Semester of English Language Education FKIP UIR Pekanbaru | Harris | | discuss related to speaking anxiety in speaking performance. Both of the studies use questionnaire in qualitative research. | Septiana Harris focused on university students while the present research is conducted in senior high school students, especially English club students. The research by Aulia Septiana Harris focused on level and problems faced by the students while the present research focused on determining the level, factors, and strategies to overcome students' speaking anxiety. |
| | Foreign Language Speaking Anxiety: A Case Study at English | Fitriah and Hayatul Muna | 2019 | Both of the researches discuss about the factors that influencing | The study by Fitriah and Hayatul Muna focused on determining |

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				students' speaking anxiety and use questionnaire as the instrument in qualitative method.	the speaking anxiety between two universities while the present research focused on only one school which was senior high school especially in English club. The research by Fitriah and Hayatul Muna focused on factors and kinds of speaking anxiety while the present research focused on level, factors, and strategies to overcome students' speaking anxiety.
Department Students of IAIN Lhokseumawe and Al Muslim University					

The similarities between this research and those previous researches above were remarkably varied, starting with the focus of research emphasized at level, factors, and strategies to overcome speaking anxiety. However, none of the previous studies omits those three in one study. In addition, none of the previous research hung between speaking anxiety and speaking performance in Islamic English club.

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