CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. Speaking Skill
a. Denifinition of Speaking

Speaking is a very important skill in learning English. According to Brown cited by Liauw, speaking can be defined as the process of the relationship between the listener and the speaker in the arrangement of meaning or words to process information.[1] In other words, speaking skill is the ability to convey language or words to express opinions with clear pronunciation. According to Ali, the ability functions for oral needs, expressing thoughts, feelings, and an idea.[2]

According to Nelson, speaking is a means of conveying ideas organized and tailored to the needs of the listener and speaker.[3] In other words, speaking is a tool to share information with the listener directly, whether or not the listener understands the information conveyed, whether the listener pays attention and is enthusiastic or not. The purpose of speaking is to share information about something. So, speaking ability is related to listening ability, and both complement each other.

According to Edward, speaking is a way of using language orally to communicate with others.[4] That is, speaking is a way of expressing opinions or ideas through the mouth to convey the wanted information or message. So speaking is important in the human experience and life process, as well as the ability to see and walk.

From the definitions above, speaking is a means to convey ideas, meanings, opinions, and ideas directly to the

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[1] Anton Kusuma Liauw, "Language Anxiety in Speaking among Students in Khim's English Course," *Unpublished Master's Thesis, HKBP Nommensen University PematangSiantar* (2008): hal 25.

[2] Ali N, ""Improving Students' Speaking Skill by Using Thematic Domino at the Second Grade Students of MTS NegeriSijenjang Kota Jambi". Skripsi. Iain SulthanThahaSaifudin: Jambi" (2013): hal 19.

[3] Nelson Mandela, "An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu (Submitted As Partial Requirements For The Degree Of S. Pd (Sarjana Pendidikan) In English Education)" (2021): hal 23.

[4] Lyndal J Trevena et al., "Presenting Quantitative Information about Decision Outcomes: A Risk Communication Primer for Patient Decision Aid Developers," *BMC medical informatics and decision making* 13, no. 2 (2013): 1–15.

listener through words that are easy to understand and also clear to contribute to others.

b. Components of Speaking

According to Bahdi, speaking is a complete skill because it involves the components of pronunciation, grammar, vocabulary, fluency, and comprehension.[5]

1) Pronunciation

Pronunciation is a good way of pronouncing English. In addition, pronunciation is a more difficult component of language than grammar, which consists of elements or principles that determine the highs and lows of sounds and patterns in a language. According to Liu, pronunciation is the most important skill in learning to speak English.[6] There are four aspects that must be mastered by students, namely sound, pressure, intonation, and rhythm. If these aspects are not mastered by the speaker, it will cause misunderstanding between the speaker and the listener.

2) Grammar

Grammar deals with constructing sentences in conversation, so when speaking, the sentences spoken can be understood so there is no misunderstanding between the speaker and the listener. Using grammar is also to learn the correct way to get expertise in a language in oral and written form.

3) Vocabulary

Vocabulary is the selection of appropriate words in conversation. With enough vocabulary, a person will communicate effectively and be able to express ideas in oral and written form. Limited vocabulary will be a barrier for students to learn English. Therefore, language teachers must have enough knowledge to manage an interesting class so that students can succeed in learning English. With grammar mastered, there will be more information to be conveyed, and also with vocabulary

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[5] Miloud BAHDI, "The Impact of Extracurricular Activities on Students' Academic Oral Proficiency The Case of Third Year Undergraduate LMD Students of English at Ouargla University" (2014).

[6] Hui-ju Liu and Ting-han Chen, "Foreign Language Anxiety in Young Learners: How It Relates to Multiple Intelligences, Learner Attitudes, and Perceived Competence.," *Journal of Language Teaching & Research* 4, no. 5 (2013): hal 16.

something can be conveyed. So, vocabulary means the correct diction used in communication.

4) Fluency

Language fluency can be defined as a person's ability to speak fluently and accurately as needed professionally. The signs of fluency in language include the accuracy or speed of speaking which is quite good, and only a few pauses and clear pronunciation. According to Christiansen, fluency is the ability to express oneself in a way that makes sense, can be understood, and accurate without much doubt. If in doubt, communication will be broken because the listener will lose interest in listening. To achieve this goal, teachers train students to express their ideas by using their language freely.

5) Comprehension

A strong comprehension can conclude what is being talked about, what the facts are, what is important, and what causes events to happen. So comprehension involves reading with thinking and reasoning. According to Bahdi, comprehension is the process of understanding the speech conveyed by the speaker to the listener.[7] Understanding is also related to speaking skills because the speaker must have a good way when conveying information so that the listener can understand what is conveyed. We can know that the function of speaking is to convey ideas from the speaker to the listener.

c. **Functions of Speaking**

According to Richards, that there are three functions of speaking in interacting with humans including.[8]

1) Talk as interaction.

Talk as interaction means "conversation" and describes the interaction of social functions. When people meet others, they greet each other, make small talk, and establish a comfort zone with others. In this case, the focus is on the speaker and how they present themselves to each other in the message.

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[7] Bahdi, "The Impact of Extracurricular Activities on Students' Academic Oral Proficiency The Case of Third Year Undergraduate LMD Students of English at Ouargla University."

[8] Jack Croft Richards, *Teaching Listening and Speaking*, vol. 35 (Cambridge university press Cambridge, 2008), hal 21.

2) Talk as transaction.

This refers to what is done and said. The spoken message can be understood by the listener clearly and accurately. The main focus is on how they interact socially with each other.

3) Talk as performance.

A well-differentiated type of speaker is called talk as performance. This refers to public speaking, such as classroom presentations, speeches, lectures, and public announcements.

d. Types of Speaking Performances

According to Brown, there are five basic types of classroom speaking performance including.[9]

1) Imitative

The ability to imitate the pronunciation of words, phrases, and sentences is the main criterion tested and assessed. This imitation is done not for comprehensible interaction but to focus on certain elements of language form. An example of an imitative speaking test is word repetition.

2) Intensive

Intensive speaking is a speaking performance designed to train phonological or grammatical aspects. Examples of intensive tasks include dialogs, reading aloud, directed response tasks, sentence completion, and picture cueing tasks.

3) Responsive

Responsive assessment tasks include interaction and comprehension tests. But the level is limited to short conversations, greetings, pleasantries, simple requests and comments, and so on. Examples of responsive speaking tasks include paraphrasing, giving directions, instructions, questions, and answers.

4) Interactive

Interactive is similar to responsive, but the difference is that interactive is a longer and more complex interaction that sometimes includes exchanges and

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[9] H Douglas Brown and Priyanvada Abeywickrama, "Language Assessment," *Principles and Classroom Practices. White Plains, NY: Pearson Education* (2004): hal 141.

participants. Examples of interactive speaking are interviews, role plays, discussions, and games.

5) Extensive (monolog)

Speeches, oral presentations, and story-telling are examples of extensive oral production tasks. During these tasks, the potential for oral involvement from listeners is either completely disallowed (possibly to nonverbal replies) or severely restricted (possibly to nonverbal responses).

2. Students'Anxiety

a. Definition of Anxiety

While learning English conversation in class, students find many difficulties in learning English. One of the problems is speaking anxiety. Anxiety often arises because the human body responds to certain situations. Researchers put forward several definitions of anxiety, according to Horwitz et al. anxiety is a subjective feeling of fear, nervousness, tension, and worry associated with the autonomic nervous system.[10] This means that anxiety is an excessive feeling of anxiety that can cause fear, nervousness, stress, and worry related to nerves. In addition, a sign when someone is experiencing anxiety will do something that is not normal as usual, they will act excessively, lose courage, and also forget easily.

According to Freud Alwisol, anxiety is a feeling of anxiety that can function of the ego to warn a person of the possibility of danger that can give an appropriate adaptive response.[11] Anxiety functions as a mechanism to protect the ego because anxiety signals to us that there is danger. In addition, according to Cheng, anxiety responses include physiological responses, worry, cognitive components, feelings of tension, emotional components, increased heart rate, blood pressure, and avoidance of certain situations.[12]

Based on Some of the theories above, it be can concluded that anxiety is an excessive feeling because of doing something not normal, resulting in worry, fear,

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[10] Horwitz. Elaine K, Horwitz. Michael B, and Cope. Joann, "Foreign Language Classroom Anxiety," *The Modern language journal* 70, no. 2 (1986): hal 125-132.

[11] Alwisol and Edisi Revisi, "Psikologi Kepribadian," *Malang* (2009): hal 28.

[12] Chia-Hui Cheng, "Language Anxiety and English Speaking Proficiency," *Unpublished Master's Thesis, Ming Chuan University* (2009): hal 12.

nervousness, and nervous tension of autonomy caused by certain situations.

b. **Types of Anxiety**

According to Thomas, the types of anxiety are divided into three types: trait anxiety, state anxiety, and situation-specific anxiety.[13]

1) State anxiety.

State anxiety is a temporary feeling of anxiety caused by a stressful situation. Most people experience state anxiety. State anxiety is known as normal anxiety. So this anxiety appears the feeling of anxiety felt by people when they face certain situations and for a short time. In other words, if the feeling of anxiety will disappear when the stressful situation disappears.

2) Trait anxiety.

Train anxiety is a type of anxiety that tends to be excessively anxious even in non-threatening situations. People with train anxiety always experience anxiety and tend to worry more than most people. Train anxiety is part of a person's character and is a permanent disorder.

3) Situation-specific anxiety.

Situation-specific anxiety is a person's tendency to feel anxious at certain times and situations. This type of anxiety arises when experiencing certain events and situations such as public speaking, tests, exams, and classroom activities. This anxiety is experienced when a person is in a threatening situation.

c. **Symptoms of Anxiety**

According to Michal and Smith, anxiety symptoms consist of four aspects including[14]

1) Emotional

Emotional, which consists of tension and perceptions or thoughts.

2) Cognitive

Cognitive, which relates to worry and ideas about the inability to cope with anxiety.

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[13] Thomas J Huberty, *Anxiety and Depression in Children and Adolescents: Assessment, Intervention, and Prevention* (Springer Science & Business Media, 2012), hal 31-32.

[14] Michael W Passer and Ronald E Smith, *Psychology: The Science of Mind and Behavior* (McGraw-Hill, 2004), hal 778.

3) Psychological symptoms

Psychological symptoms include muscle tension, heart rate, and other muscle symptoms.

4) Avoidance of fearful situations

Avoidance of feared situations decreased task performance and increased startle response.

d. **Definition of Speaking Anxiety**

Speaking anxiety is a common problem felt by students in learning a foreign language. Speaking anxiety can also be defined as subjective feelings of fear, worry, nervousness, and tension associated with the autonomic nervous system. If students experience speaking anxiety, it will cause problems in learning foreign languages so that it can cause unsuccessful learning in foreign languages. So, it can be concluded that foreign language anxiety is a complex of self-perception, beliefs, feelings, and different actions related to using a foreign language for communication outside of language classes.[15]

e. **Foreign Language Anxiety in Speaking**

Talking about speaking, speaking is a foreign language component that affects anxiety. Speaking is also the most difficult aspect of any skill. Many researchers explain that communicating in public can be a traumatic experience that can cause anxiety. Thornburry states that lack of vocabulary, improper grammar, and fear of making mistakes will cause anxiety and fear of public speaking.[16] Speaking anxiety can happen continuously if it is not familiarised; if the student's interest in learning is high, the anxiety will weaken. Anxiety affects the process and performance of speaking a foreign language. It can be concluded that anxiety is a negative impact of speaking anxiety, making the speaker feel worried and nervous in public.

f. **Student Strategies to Reduce Anxiety**

According to Kondo and Ling wrote in an academic journal about five strategies for reducing students' anxiety in speaking English.[17]

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[15] Horwitz et all, "Foreign Language Classroom Anxiety," *The Modern language journal* 70, no. 2 (1986): 125–132.

[16] Scott Thornbury, *How to Teach Speaking* (Longman, 2005), hal 28.

[17] 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): 258–265.

1) Preparation

   Preparation is an effective way to overcome student anxiety in speaking performances in front of many people, because can be able to minimize student anxiety. Students should practice speaking at least once before they present or perform in front of many people. So, preparation can improve speaking skills, which can help students in reducing anxiety.

2) Relaxation

   Relaxation has an effective quality of reducing emotionally related bodily tension. Relaxation is one of the best ways to overcome anxiety and worry in the classroom. Students can use this strategy before the speech to reduce their anxiety. Calm down and relax for a few minutes by breathing profoundly or trying to close your eyes for a moment, so that students can feel comfortable with forgetting everything that can make students feel nervous and uncomfortable.

3) Positive thinking

   This strategy is useful for shifting attention from stressful situations to positive nerves and providing calmness to anxious students. Positive thinking is a strategy to reduce student anxiety. It can overcome State anxiety, which refers to students' anxiety because of certain evaluations, competencies, and oral performance. Positive thinking is considered an effective way to reduce student anxiety so that students can stop their negative thinking.

4) Seeking peers to study together

   Peer seeking is the willingness of students to seek out peers who have similar problems in understanding class lessons to control their anxiety. This can be a strategy to reduce their burden because they feel they have friends to sharing.

5) Resignation

   Students do resignation with a reluctance to do anything to alleviate students' anxiety in language. Resigned students aim to minimize the impact of anxiety by refusing to face the problem. There are several resigned actions to face problems that

students will do, including giving up and sleeping in class.

g. **Factors that Cause Speaking Anxiety**

Language anxiety is students' anxiety and nervousness when learning a foreign language. In addition, according to Horwitz and Cope, quoted by Dewi, several components can be sources of anxiety in foreign languages, including[18]

1) Communication Apprehension

The personality of students who are shy, quiet, and timid tends to characterize communication apprehension. Students' shyness in public speaking, which is marked by fear causes students difficulties in public speaking.

2) Test anxiety

Test anxiety is a feeling of anxiety, fear, and failure in exams, tests, quizzes, and assignments that will be used to evaluate student performance.

3) Anxiety is fear of negative evaluation.

Anxiety is fear of negative evaluation is a feeling of fear of the evaluation of others who will evaluate negatively, or fear of the judgment of others negatively. Students will feel worried about the evaluation of others, as well as avoiding the evaluation situation and the expectation of being evaluated negatively.

From the explanation above, it can be concluded that there are five anxiety factors. The researcher uses this theory to know the factors that cause students' anxiety in speaking English at MTs NU K Kudus.

h. **Sources of foreign language anxiety**

According to Liu, there are several factors that cause speaking anxiety including[19]

1) Low English proficiency

Low English proficiency is a significant factor in inhibiting students from learning English. This causes students to feel weak in speaking English and may feel that others are better than them.

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[18] Dwi Fera Andriyani and Maria Wulandari, "Students' Anxiety On Speaking Performance At The Eighth Grade Of MTS NegeriI 5 Karanganyar" (2020): hal 29.

[19] Meihua Liu, "Anxiety in EFL Classrooms: Causes and Consequences," *TESL reporter* 39 (2006): hal 23.

2) Lack of familiarity

The word familiar means known, often heard or seen, have good knowledge, close or friendly with something. In short, students will actively talk about a topic if they are interested, known, often seen or heard, have good knowledge, and are close or friendly with a topic.

3) Lack of confidence

Self-confidence is a firm belief or sure hope, feeling confident, strong confidence or full confidence, will not experience failure, and so on. Students who have high confidence will be more optimistic so foster the spirit of learning and achieve success in learning English. If students have good pronunciation and a high level of speaking proficiency, sometimes many still need more courage or self-confidence.

4) Fear of making mistakes

When students are afraid that they will make mistakes when asked to come to the front of the class, it causes inhibition in learning to speak English.

5) Fear negative evaluation

Language anxiety is the fear of negative evaluation from teachers and other people. This type of fear is more widespread than other factors. This can happen in social conditions such as interviews for jobs. This fear can arise from classroom learning methods related to interaction, for example, speaking activities in class. This activity can cause fear of negative evaluation from peers such as being laughed at for making mistakes, and teachers who evaluate student mistakes in front of the public so that students choose to be passive or silent rather than speaking to practice their speaking ability. In addition, the teacher's way of teaching is too fast, and the subject matter is too much, making students unable to understand the material properly. Sometimes anxiety arises from the students themselves, such as the belief that speaking subjects are difficult, making students reluctant and lazy to learn again.

From the explanation above, it can be concluded that there are five anxiety factors. The researcher uses this theory to know the factors that cause students' anxiety in speaking English at MTs NU K Kudus.

i. Level of Anxiety

Discussing anxiety levels, there are three levels of anxiety experienced by students, namely high anxiety, moderate anxiety, and low anxiety. A score above 131 points indicates a high anxiety level. A moderate level of anxiety is indicated by a score between 98-131 points. In contrast, a score of 98 points indicates a low anxiety level. According to Horwitz and Cope,[20] the Foreign Language Anxiety Measurement Scale (FLCAS) consists of thirty-three test items, then asks students to fill in the questions according to several situations that reflect three components: communication anxiety, test anxiety, and fear of negative evaluation.[21]

As for the psychological aspect, anxiety can be divided into three levels of anxiety, namely

1) Mild anxiety

   Mild anxiety is felt to be something different and related to the tension of everyday life events. The characteristics of people who have mild anxiety are increased blood pressure and pulse, lip trembling, a worried look on their faces, solitude, and inability to sit quietly.

2) Moderate anxiety

   Moderate anxiety is a feeling of anxiety caused by something different that makes you feel nervous or anxious. The characteristics of people who have moderate anxiety are back pain, headaches, unconsciousness, feelings of discomfort, sensitivity, and voice changes.

3) Severe or high anxiety

   This severe anxiety is the highest anxiety of all. Severe anxiety is anxiety caused by negative beliefs that make them feel stressed by the surrounding environment. The characteristics of people with severe anxiety can be seen in behaviour and feelings that always want to be free: restlessness, poor eye contact, very anxious, confusion, denial, trembling, and withdrawal.

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[20] Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern language journal* 70.2 (1986): 125-132.

[21] Putri Indriyanti, "An Analysis Of Students' Speaking Anxiety In Speaking English At Tenth Grade Students Of MAS Radhatul Akmal," *BRIGHT VISION Journal of Language and Education* 2, no. 2 (2023): hal 20-21.

j.   The Effect of Anxiety on Foreign Language Learning

As for this section explaining the effect of anxiety on foreign language learning, according to Horwitz and Cope, there are two impacts of anxiety, namely second language study and clinical experience.[22]

In language studies, the impact of student anxiety on language learning. Students who feel anxious significantly affect their communication strategies in language classes. Students will avoid difficulties in language learning, resulting in higher levels of anxiety, which means that students do not succeed in language learning and have a lower quality of learning than calmer students.

Based on clinical experience, students will feel a sense of worry, anxiety, and fear. Students will also have difficulty focusing, sweating, forgetfulness, and heart palpitations, resulting in students trying to avoid behaviours such as postponing work, skipping class, and sleeping in class.
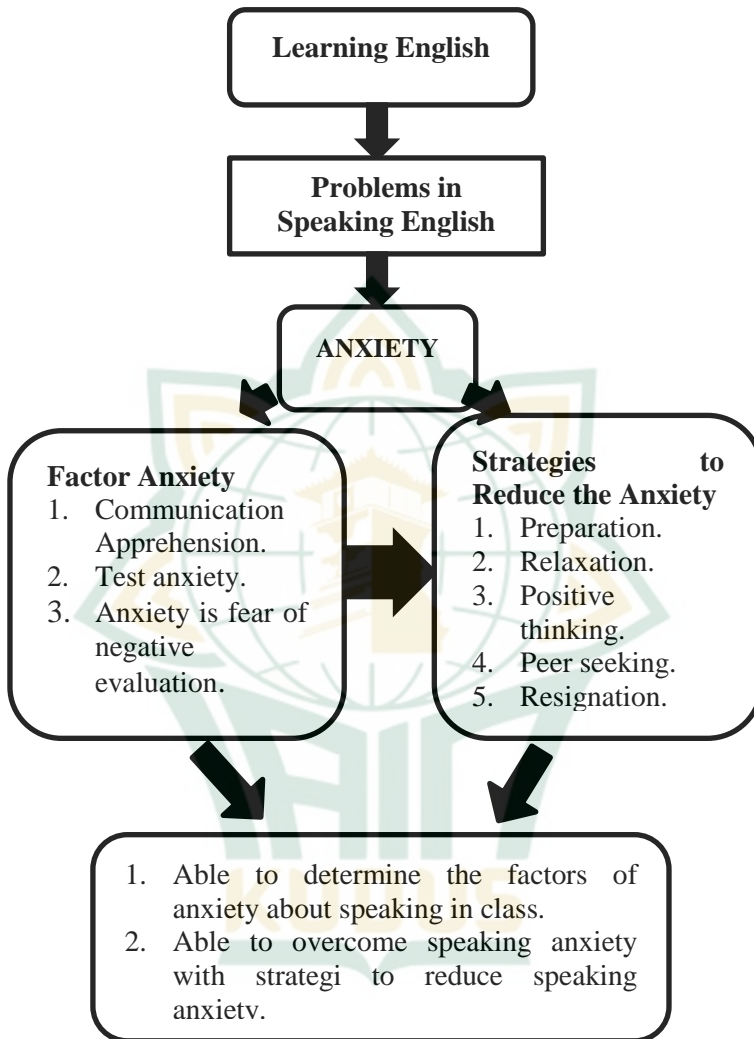
It can be concluded that anxiety negatively impacts students in language learning. Anxiety can also affect their speaking performance. So, students who have high anxiety will result in lower achievement in speaking practice than calm students. As for clinically, students will struggle to focus on learning, resulting in students skipping class and sleeping in class to avoid language learning. Therefore, students are expected to fight their anxiety so that learning can be done effectively.

B.   Theoretical Framework

This illustration explains the factors that cause anxiety and strategies to reduce anxiety below:

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[22]   Horwitz. Elaine K, Horwitz. Michael B, and Cope. Joann, "Foreign Language Classroom Anxiety," *The Modern language journal* 70, no. 2 (1986): hal 125-132.

18

Figure 2.1

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┌─────────────────────┐
│   Learning English  │
└─────────────────────┘
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┌─────────────────────┐
│     Problems in     │
│   Speaking English  │
└─────────────────────┘
           │
           ▼
      ┌──────────┐
      │ ANXIETY  │
      └──────────┘
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Factor Anxiety
1. Communication Apprehension.
2. Test anxiety.
3. Anxiety is fear of negative evaluation.

Strategies to Reduce the Anxiety
1. Preparation.
2. Relaxation.
3. Positive thinking.
4. Peer seeking.
5. Resignation.

1. Able to determine the factors of anxiety about speaking in class.
2. Able to overcome speaking anxiety with strategi to reduce speaking anxiety.

C. Review of Previous Study

The first is a thesis by Nelson Mandela, titled An Analysis of Speaking Anxiety in Eleventh-grade Students of SMA N 04 Kota Bangkulu. This study concluded that the level of anxiety of students in speaking at SMA N 04 Kota Bangkulu is mild anxiety (48%), anxiety (39%), and very anxious (13%); it can be concluded that the anxiety experienced by students needs to be corrected because if left unchecked it will interfere with the learning process. The difference in this study is that this research was conducted at SMA N 04 Kota

19

Bangkulu with descriptive quantitative research methods, while the research will be conducted at MTs NU K using descriptive qualitative research methods..[23]

The second is a thesis by Roli Asparanita, entitled Students' Anxiety in Speaking English at the Eleventh Grade of Senior Hight School 1 Muaro Jambi. Based on this research, the results showed that there are three types of student anxiety in learning English in class XI SMA N I Muaro Jambi, namely state anxiety, trait anxiety, and specific-situation anxiety, and there are three factors that cause student anxiety in learning English in class XI SMA N I Muaro Jambi. The difference between this research and the research to be conducted is that this research was conducted at SMA N I Muaro Jambi with a qualitative case study research method, while the research will be conducted at MTs NU K Kudus with a descriptive qualitative research method.[24]

The third is a journal by Ardhe Rosana Putri, titled A Study of Students' Anxiety In Speaking. The results of this study explain the three factors that cause students' anxiety in speaking English: self-perception, class condition, and fear of making mistakes. The results of this study also found three strategies students use to overcome anxiety in speaking English: preparation, positive thinking, and relaxation. The difference between this research and the research to be carried out is the object and method of research. This study was conducted at SMAN 5 Langsa, especially in class X, and the research method is qualitative with case studies. While the research to be conducted at MTs NU K uses descriptive qualitative research methods.[25]

The last one is a journal written by Supriyani and Kartikasari, entitled Students' Anxiety Factors in Speaking English (A Case Study at the Second Year Student of SMPN 3 Kroya Indramayu). The results in this study are some problems in low speaking ability and not having enough confidence. The problem is influenced by several factors such as teachers, lessons, and students. This study focuses on

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[23] Mandela, "An Analysis Of Speaking Anxiety In Eleventh Grade Students Of SMAN 04 Kota Bengkulu (Submitted As Partial Requirements For The Degree Of S. Pd (Sarjana Pendidikan) In English Education)," hal 9-18.

[24] R Asparanita, K Musyyadad, and N Zurnelli, "Students' Anxiety In Speaking English At The Eleventh Grade Of Senior High School 1 Muaro Jambi (Doctoral Dissertation, UIN Sulthan Thaha Saifuddin Jambi)" (2020): 22–23.

[25] Ardhea Rosana Putri et al., "A STUDY OF STUDENTS'ANXIETY IN SPEAKING," *Journal of Education, Linguistics, Literature and Language Teaching* 3, no. 01 (2020): hal 35-47.

students' speaking anxiety based on the characteristics of anxiety and factors that cause anxiety. The difference between this research and the research to be conducted is the object and method of research. This research was conducted at SMPN 3 Kroya Indramayu and the research method was qualitative. While the research that will be conducted at MTs Nu K uses descriptive skin research methods.

Table 2.1
Table of previous studies

No	Researchers	Title	The Result	Similarities	Differences
1	Nelson Mandela	An analysis of speaking anxiety in eleventh grade students of SMA N 04 Kota Bangkulu.	The results of this study concluded that the level of anxiety of students in speaking at SMA N 04 Bangkulu City was mild anxiety (48%), anxiety (39%), and very anxious (13%). It can be concluded that the anxiety experienced by students needs to be corrected because if left unchecked, it will disrupt the learning process.	Focuses on speaking anxiety and classroom research.	The difference in this study is that this research was conducted at SMA N 04 Kota Bangkulu with descriptive quantitative research methods, while the research will be conducted at MTs NU K using descriptive qualitative research methods.
2	Roli Asparanita	Students' Anxiety in Speaking English at	The results showed that there are three types of	Focuses on speaking anxiety and classroom	The difference between this

21

		the Eleventh Grade of Senior Hight School 1 Muaro Jambi	student anxiety in learning English in class XI SMA N I Muaro Jambi, namely state anxiety, trait anxiety, specific-situation anxiety, and there are three factors causing student anxiety in learning English in class XI SMA N I Muaro Jambi.	research.	research and the research to be conducted is that this research was conducted at SMA N I Muaro Jambi with a qualitative case study research method, while the research will be conducted at MTs NU K Kudus with a descriptive qualitative research method.
3	Ardhe Rosana Putri	A study Of Students' Anxiety In Speaking	The results of this study explain three factors that cause students' anxiety in speaking English, namely self-perception, class condition, and fear of	Focuses on speaking anxiety and classroom research.	The difference between this research and the research to be carried out is the object and method of research. This study was

22

			making mistakes, and the results of this study also find three strategies used by students to overcome anxiety in speaking English, namely preparation, positive thinking, and relaxation.		conducted at SMAN 5 Langsa, especially in class X, and the research method is qualitative with case studies. While the research to be conducted at MTs NU K uses descriptive qualitative research methods.
4	Supriyani dan Kartikasari	Students' Anxiety Factors in Speaking English (A Case Study at the Second Year Student of SMPN 3 Kroya Indramayu)	The result of this study is that there are some problems in low speaking ability and not having enough confidence. The problem is influenced by several factors such as teachers, lessons, and students. This research focuses on students' speaking	Focuses on speaking anxiety and classroom research.	This research was conducted at SMPN 3 Kroya Indramayu and the research method was qualitative. While the research to be carried out at MTs Nu K uses descriptive skin research methods.

23

			anxiety based on the characteristics of anxiety and factors that cause anxiety.		

24