CHAPTER II

LITERATURE REVIEW

A. English Speaking Skill For University

1. The Basic Concept of English Speaking Skill

One of the English language skills that students must develop is speaking. It is a useful ability that creates a voice for communicating with people and exchanging information, ideas, and meaning. There are many definitions of speaking according to some experts. According to Harmer (2007) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information. It needs the ability to assist in the management of speaking. It occurs in the real condition and has a little time for planning it. Therefore, the fluency is needed to reach the aim of the conversation.

Supports the statement above according to Sri and Nasir (2023) state that speaking in general is an interactive

process of constructing meaning that involves producing, receiving, and processing information. It is as skill to produce language and share their expression, information, and giving ideas, knowledge, feelings, and experiences through mouth or body language. However, speaking skill is one of the important skills to be taught in teaching English (Mandasari, et al., 2019). In short, speaking is the ability of students to speak a foreign and second language to get information from others by communication. Learning to speak a foreign language requires more than knowing the rules of grammar and semantics.

In addition, one of the four macro talents required to communicate effectively in any language, particularly when students do not utilize their home tongue, is the ability to speak English. This skill is the ability to utilize language in concrete ways and a communication tool (Namaziandost & Ahmadi, 2019). Language that is useful must go through a mental process in order to be referred to as thinking language.

Furthermore, communication is necessary for people to convey information and express something. Speaking English as a second language is a challenging skill to teach and learn since students need to be proficient in a variety of areas, including vocabulary, pronunciation, grammar, and other areas. All of those factors should be considered by the students when they desire to talk. Not only that, speaking ability is therefore the talent that learners find hardest to master, so it is challenging because, when someone wants to speak or say something to someone else, they have to take into account a number of interconnected factors, such as ideas, language utilized, what to say, how to use syntax and vocabulary, pronunciation, as well as listening to and responding to interlocutors.

Moreover, speaking is process of conveying or sharing ideas orally (Eliyasun, et al., 2019). If learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get motivation to learn or practice English speaking. Learners who do not

develop strong oral skill during this time will find it difficult to keep face with their peer in the later years.

Additionally, English is an important language and it is necessary to learn to communicate with the people of the world and it is important for further education at higher levels and in work life. People in each country must communicate with each other in all aspects, whether it is economic, social, political, government, education, art, culture, tradition, tourism, and others. English will be used as the major language in daily life is crucial since it serves as humanity's universal language for interacting with people from all cultures and linguistic backgrounds.

Furthermore, English is a tool in communication, education, seeking knowledge occupation building understanding of culture various visions of the global community bring friendship and cooperation with various countries help develop learners to understand themselves and others, understand differences in language and culture, traditions, thinking, society, economy, politics, and

governance, as well as gain access to a wide range of knowledge more easily (Wongsriaew, et al., 2021).

Based on some explanation about English speaking skill above, then the researcher can conclude that English speaking skill is one of the skills in language that the most important and also as the first way to communicate and interact or sharing ideas to others orally and produce specific point of language also understood how to use linguistic competence. Speaking, be the most difficult aspect in teaching and learning English language because speaking should involve some aspects such as grammar, vocabulary, pronunciation, and also involve some component in linguistic. So, speaking is a tool for communication and interaction to other people, with speaking people can get or share information, ideas, knowledge and other.

So, in English speaking skill for university has some indicators namely:

a. English speaking skill is the ability to speak fluently and presupposes the ability to process information.

b. English speaking skills as skills to produce language and share expressions, information, and provide ideas, knowledge, feelings, and experiences.

c. Speaking English as a second language is a skill that is taught and learned because students must be proficient in various fields.

d. English speaking skill is needs to be learned to communicate with people at a higher level and in work life.

2. **The Aspects of English Speaking Skill**

It is difficult to convey oneself verbally. Speaking is one of the skills included in language exercises. In a communication, expression is crucial. In order for others to understand what we say when we speak, language use is necessary if we wish to convey meaning. It suggests that speaking is the process of organizing verbal utterances into

coherent sentences that express meaning and help others understand what we are trying to say.

According to Haun & Em (2022), there are some factors relevant to inhibition. *First factor is grammar.* Grammar is the description of the ways in which words can change their forms and can be combined into sentences in the language (Harmer, 2001). Learning grammar means the study, how words are constructed in sentence well, when the pattern of grammar is used appropriately, and how the sentence will be interpreted correctly. It assumed which it is not only how language is put together and how it works but also it tells about the system and pattern in selecting and combining word. It also tells about the construction of sentence.

So, the study of language is what grammar is principally concerned with (Ogwudile, 2022). It describes the challenges and issues associated with learning a language and directs us toward understanding how language is effectively employed in our daily lives.

Grammar explains how words are created and explains why they are divided into different groups. It teaches us how to combine and arrange words into sentences. Grammar helps us become accustomed to sentence construction. It enables us to comprehend the structure of phrases and how they are applied in our daily lives for appropriate and efficient communication.

Based on the explanation above grammar is one of the things that students need to generate proper sentences when speaking. This is accomplished using a set of guidelines or principles that can be applied to generate all grammatical speech or formed words in the language. This means that because grammar has its own context in use, it serves to guide students in avoiding errors so that there are no misunderstandings when they speak to others.

Second factor is vocabulary. A large word list used to communicate with others is referred to as a vocabulary. Many words also have unique connotations that offer various interpretations. Additionally, one of the most

crucial aspects of the English language that aids in text comprehension is vocabulary (Setiawan et al., 2020). It is asserted that vocabulary proficiency is necessary for effective reading comprehension.

In addition, vocabulary is a collection of words that a person uses in all situations such as in working, finding knowledge, speaking in groups, etc. It means that the vocabulary is not just a word, but a source of knowledge (Noviyanti, et al, 2019). In other words, the vocabulary controls everything. Even though a person can master the grammar, everything will be useless if someone doesn't have enough vocabulary. Without mastering vocabulary, someone cannot communicate well and will make communication worse.

According to the explanation above, vocabulary is a fundamental component of learning how to speak a language. The understanding of word meanings is referred to as vocabulary. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meaning when we speak or read orally. Written vocabulary consists of those words for which the meaning is known by many people.

Third factor is pronunciation. Make it clear that proper pronunciation is essential for producing accurate information and meaningful communication in spoken conversation. The process of producing sounds from the words we use to connect with others and convey meaning is known as pronunciation. Since effective communication requires good speaking and listening abilities, pronunciation is at the core of both. The purpose of learning pronunciation is to make students be able to pronounce a word like the accent of a native and able to pronounce words accurately enough so that they can be more easily understood by the interlocutor. Most student are good in theory, but bad in practice (Linda, 2022).

Furthermore, pronunciation is an important feature of English, particularly in oral communication. Every

intonation and stress pattern has the potential to transmit message. Non-native English speakers who speak English must be very careful while pronouncing certain words otherwise they could lead to misunderstandings. Therefore, having a pronounceable pronunciation is more important than having a pronunciation that sounds like a native speaker (Iswandi et al., 2023).

Based on the statement above, it can be concluded that Pronunciation includes many aspects that include pronunciation, intonation, gestures and understanding in spoken language. English pronunciation is important where many sounds and words in English are difficult to pronounce correctly. Having good pronunciation can make our communication with other speakers or native speakers easier to understand.

So, in aspect of speaking skill there are some indicators namely:

a. There are factors in English speaking skills

b. Grammar explains how words are made and explains why they are divided into different groups.

c. Grammar serves to guide students in avoiding mistakes so that misunderstandings do not occur when talking to others.

d. Vocabulary is a source of knowledge in English speaking skills especially in University.

e. Without mastery of vocabulary, a person cannot communicate properly and will worsen communication.

f. Pronunciation is the process of producing sounds from the words we use to connect with others.

g. Effective communication requires good speaking and listening skills.

3. **Problems on English Speaking**

The issues that students have speaking originate from the difficulties they have with speaking, such as the problems of their fear of making mistakes, which come from the skill element of difficulties they have. Supported by Ayu (2019) states that the difficulties that learner

speaker faces break down into two main are as follow knowledge factors and skill factors. *First is knowledge factors*. The linguistic skills that enable production are not yet known by the learners. They are a lack of linguistic proficiency and a lack of interactive speaking practice. English is a complicated language, as we all know. The knowledge of grammar, pronunciation, and vocabulary that learners should acquire in order to understand English completely will enhance the students' study, ensuring that they do not have significant learning challenges. In addition, after having knowledge about language, it is better for the students to practice more, for it is important factor to improve speaking proficiency. If the students never practice, it is rather impossible for them to master English easily in learning.

Second is skill factors. The students' knowledge is not automated enough to guarantee fluency. Fluency may also be hampered as a result of affective variables like lack of confidence. Even though we are well-versed in the subject

and frequently practice by ourselves, we still struggle with speaking because we lack the self-assurance to perform in front of a large audience. So, in order to talk well, we need to be sufficiently confident. Finally, we will develop solid speaking abilities and improve as public speakers.

So, in problems of speaking skills there are indicators namely :

a. The problems that students have in speaking come from the difficulties they experience in speaking.

b. Knowledge factors such as lack of linguistic proficiency and lack of interactive speaking practice.

c. The knowledge of grammar, pronunciation, and vocabulary that students must acquire to fully understand English will enhance student learning.

d. Students practice more, because this is an important factor to improve speaking ability.

e. Student knowledge is not automated enough to guarantee fluency.

f. To speak well, students must be confident enough.

4. **Factors Affecting English Speaking Skill**

Learners' speaking performance is influenced by factors such as performance conditions, affective factors, listening skills, and feedback during speaking tasks. The sixth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. It also continued that if the instructors directly corrected their students' problems, the flow of the dialogue and the aim of the speaking task would be spoiled.

Additionally, many students still experience speaking difficulties in the classroom. The majority of students still struggle greatly while speaking in English for several reasons, including a lack of vocabulary, lack of confidence, fear of speaking and making mistakes, and others

(Mandasari & Aminatun, 2020). Many students struggle with passive English, especially in their first year or as freshmen. Students may also encounter difficulties speaking English because it is a foreign language to Indonesian speakers. They worry about speaking English incorrectly as well. They lacked the confidence to speak English as a result, which negatively impacted their speaking abilities.

Moreover, when students learn English, the learning medium, teaching techniques, and teaching materials play a role in how difficult it is for them to speak (Mandasari & Oktaviani, 2018). As a result, the teaching and learning processes used in speaking classes are crucial in helping the students improve as speakers. For the purpose of enhancing the students' speaking skills, particularly in terms of fluency and accuracy, the activities must be beneficial.

Thus, it may be inferred that a variety of factors affect pupils' speaking abilities. This is due to the fact that many pupils still struggle with vocabulary and lack self-assurance when speaking English. The students should learn how to

be communicative in speaking English. They learn more speaking skills and develop some attitude toward speaking achievement. Therefore, the speaker must know the topic of the conversation in order to give or share of their information.

So, in factors affecting speaking skill there are some indicators namely:

a. Learners' speaking performance is influenced by factors such as performance conditions, affective factors, listening skills, and feedback during speaking assignments.

b. Many students still have difficulty speaking in class.

c. The majority of students still struggle when speaking English because of lack of vocabulary, lack of confidence, fear of speaking and making mistakes, etc.

d. Students may also have difficulty speaking English because it is a foreign language for Indonesian speakers.

e. They are also worried about speaking English incorrectly which will negatively affect their speaking ability and make them less confident.

B. Anxiety

1. The Basic Concept of Anxiety

One of major problems in learning English is anxiety. According to Harmer (2001), student will exhibit extreme anxiety when they are required to use the new language in such activities as oral reports, skits, role, plays, or speaking and listening test. Speaking in front of the other is often the most anxiety provoking of all. He also stated that it is important to establish a friend relaxed, classroom atmosphere, so it may help students to think of the classroom as a laboratory where they can experiment take risk with the language. In addition, anxiety is kind trouble feeling in the mind it is a subjective feeling of tension, apprehension, nervousness, and worry. Language anxiety has been said by many researchers can influence to foreign language learning.

A further definition of anxiety is when dread or anxiety exceeds the threat or becomes widespread or out of proportion to it. Anxiety disorders are characterized by symptoms that impair social or occupational functioning. Anxiety is a consistent aspect of someone's personality when it is a general personality trait. People with generalized anxiety frequently experience anxiety in a variety of circumstances. Situational anxiety, on the other hand, frequently occurs in situations where individuals are engaged (Tran, 2022).

Based on the various definitions given above, it is determined that anxiety is an emotional state that results in psychological alterations such emotions of fear, uneasiness, and apprehension that may impact foreign language researchers' ability to learn. Anxiety can appear as a fundamental aspect of personality, an emotional state, or worry over a particular event. Situational anxiety, on the other hand, frequently arises in situations involving people and prevents pupils from mastering language skills.

Therefore, students should prevent the anxiety they feel about achieving goals in language learning.

So, in anxiety there are indicators that is:

a. Students will show extreme anxiety when they are asked to use a new language in activities

b. Talking in front of other people is often the thing that causes the most anxiety.

c. Anxiety is a type of feeling disorder in the mind.

d. Anxiety is a consistent aspect of a person's personality when it is a common personality trait.

e. People with generalized anxiety often experience anxiety in a variety of settings.

2. **The Types of Anxiety**

Trait anxiety refers to anxiety that is chronic and spreads across situations and is not triggered by a specific cause. State anxiety refers to being in a specific situation and usually has a clear trigger. According to Harmer (2007) states that students are often reluctant to speak because they are shy and do not tend to express themselves in front of

other people, especially when asked to provide information or personal opinions. This triggers that one type of anxiety experienced by students is shyness and lack of confidence.

In addition, there is also a literature review that explains several popular types of anxiety disorders, namely Post-Traumatic Stress Disorder (PTSD), Generalized Anxiety Disorder (GAD), Suicidal Tendency (ST), Panic Disorder (PD), Social Mental Disorder (SAD). and Agoraphobia (AG) (Arif, et al., 2020). This type of mental disorder is characterized by worry accompanied by fatigue, anxiety, muscle tension, and sleep disturbances.

First type of anxiety is Post-Traumatic Stress (PTSD). A person who personally encounters or observes one or more traumatic incidents may develop post-traumatic stress disorder, which is an anxiety condition. This syndrome can endure for months or even years, with triggers causing strong emotional and physical reactions as well as memories of the event. Dreams or flashbacks, avoiding circumstances that remind you of the trauma, being more

sensitive to stimuli, anxiety, or depression are all possible symptoms.

Second type of anxiety is Generalized Anxiety Disorder (GAD). Multiple things or circumstances might contribute to the development of generalized anxiety disorder (GAD), which makes sufferers fearful and anxious about even everyday issues. A condition known as eneralized anxiety disorder (GAD) is characterized by excessive anxiety that can spiral out of control. People with GAD don't experience regular anxiety; they may even have extreme anxiety when there is no stressful circumstance present, or when there is nothing. Therefore, the term "chronic anxiety" is frequently used to describe this syndrome. They see anxiety as an adversary that they can easily defeat in every situation.

Third type of anxiety is Panic Disorder (PD). A person with panic disorder (PD) could go through brief periods of shivering, trembling, or bewilderment. Physical and psychological symptoms of panic attacks, such as an

elevated heart rate, hyperventilation, shivering, sensations of dizziness, a sense of being out of control, and fear of having another attack, can have a negative impact on one's mental and emotional health. When the body gets ready to fight or flee even when there is no life-or-death emergency, it has a panic attack.

Fourth type of anxiety is Social Mental Disturbance (SAD). Social anxiety disorder (SAD) is brought on by an individual's internal fear of failing in social situations or public humiliation. Negative public perceptions of the person may also contribute to this form of anxiety if the person is unable to handle such situations. People who experience this kind of anxiety attempt to stay away from the sources of their fear. The younger generation may be more affected by this issue due to inadequate mental health care provided to them. Social body anxiety is a component of social mental disorder and affects women more than men on average.

Last type of anxiety is Agoraphobia (AG). In cases of agoraphobia, sufferers are so terrified that they won't be able to exit that scenario if something goes wrong. Agoraphobia is also a fear of being in a location or scenario from which one feels that it is physically or mentally impossible or difficult to leave. Sufferers sometimes experience anxiety in strange environments or situations over which they feel they have little control. A person with agoraphobia also fears situations where they would have problems escaping or calling for assistance in an emergency.

So, from the explanation above, researchers concluded that there are many types of anxiety. Anxiety disorders can cause illness or mistakes in a person. From the types above, it can be seen that anxiety has its own consequences, where anxiety disorders can also have a serious impact on the physical health of sufferers.

There are the indicators of types anxiety, namely:

a. Students are often reluctant to speak because they are shy and tend not to express themselves in front of others.

b. This triggers one type of anxiety experienced by students, namely shyness and lack of confidence.

c. Type of disorder is characterized by worry accompanied by fatigue, anxiety, muscle tension, and sleep disturbances.

d. A person who has personally faced one or more traumatic events may develop a stress disorder.

e. A person with panic disorder (PD) may experience brief periods of shivering, shaking, or confusion.

f. The younger generation may be more affected by this problem due to inadequate mental health care provided to them.

3. The Sources of Anxiety

People who experience anxiety can be affected by a variety of factors, especially by past behaviors that have resulted in poor experiences. These behaviors include fear

of failure, feeling irritated in particular circumstances, and confusion while making decisions. According to psychoanalytic theory, negative pressure from past behavior and mental illnesses can contribute to the dynamics of anxiety. While anxiety is caused by negative self-evaluations, bad thoughts about one's abilities, and negative self-orientation when seen from the perspective of cognitive theory.

In addition, based on the view of humanistic theory, anxiety is a worry about the future, namely worrying about what will be done (Ozdemir, et al., 2022). It influenced by several of them worrying about failure, frustration at the results of past actions, negative self-evaluation, negative self-feelings about their abilities, and negative self-orientation. Nevertheless, the feelings of unease, nervousness, and apprehension one experiences when learning or communicating in a language other than his own has commonly been identified as a major factor impeding learners language learning and acquisition (Zulfikar, 2022).

This so-called foreign language anxiety may be skill-specific in nature, arising when learners are faced with speaking activities that may expose their lack of competence or make them uncomfortable, and may be caused by such classroom-related variables as activities that require learners to produce the language orally or in front of their peers, learners frequent laughter at their peers who made a mistake in pronunciation, or the instruction strict approach to error correction. Indeed, foreign language anxiety one that arises from having to perform in a language test is the single most dominant factor contributing to language anxiety.

So, it can be concluded that anxiety is influenced by several of them worrying about failure, frustration at the results of past actions, negative self-evaluation, negative self-feelings about their abilities, and negative self-orientation. Nevertheless, the feelings of unease, nervousness, and apprehension one experiences when learning or communicating in a language other than his own

has commonly been identified as a major factor impeding learners language learning and acquisition.

In sources of anxiety has some indicators namely:

a. People who experience anxiety can be influenced by a variety of factors, especially past behaviors that resulted in bad experiences.

b. Negative distress from past behaviors and mental illness can contribute to anxiety dynamics.

c. Anxiety is caused by negative self-evaluation, bad thoughts about one's abilities, and negative self-orientation when viewed from the perspective of cognitive theory.

d. Anxiety is also worry about the future.

4. **The Factors of English Speaking Anxiety**

Speaking anxiety as a fear of expressing oneself verbally can be recognized by psychology signs such as irregular heartbeat, sweating, stumbling and an inability to act some of the symptoms that hinder the ability to act and speak. There are three factors of anxiety in speaking English (Horwitz, 2012).

a. Test-Anxiety

Test anxiety refers to a type of performance anxiety stemming from a fear of failure (Horwizt, 2012). Test-anxious students often put unrealistic demanding on themselves and feel that anything less than a perfect test is failure. Students who are test-anxious in foreign language class perhaps undergo substantial difficulty as tests and quizzes are repeated and even the best and most equipped students often make errors and that is faced by the anxious learners when taking formal test or other evaluative situations

b. Communication Apprehension

Horwizt (2012) stated that communication apprehension is a type of shyness characterized by fear, anxiety about communicating with people or difficulty speaking in groups and oral communication in public (stage fright). Lucas (2011) stated that communication apprehension characterized by fear and anxiety in communicating with people and difficulty in speaking in public, listening or learning a spoken utterance are all manifestations of communication

apprehension. This type of anxiety in learning a second language is derived from the learners' personal knowledge that they will have difficulty in understanding others and made themselves understand.

c. Fear of Negative Evaluation

Fear of negative evaluation is the apprehension about other peoples' evaluation (Horwizt, 2012). This may also involve escaping of evaluative situations and the expectations that others might evaluate them negatively. It may also include the student's fear inside the English classroom where factors such as learning activities, teacher's methodology and even peer pressure may contribute to novice language learners' anxieties or as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.

C. Some Related Previous Studies

This research is one of the important references in conducting research, so that researchers can work on the theory

used in studying the research carried out. The following are previous studies related to research that will be carried out by researchers: first, based on research from Afrianto Daut, et al (2019) regarding "Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers". The researcher explained that the study is aimed at finding out the level of speaking anxiety experienced by a group of pre-service English teachers at a university in Indonesia and investigating the factors contributing to their speaking anxiety. The result of the questionnaire shows that the students' speaking anxiety is overall in the mildly anxious level. It was identified that most of the participants in this study still felt anxious when they have to speak in English during their teacher education program. The students' speaking anxiety in this research was found to be overall in the mildly anxious level. Several inter-related factors have been found to contribute to speaking anxiety experienced by the participants.

Data from interviews conducted to the participants with very anxious level indicate that the factors range from social,

linguistic, and personal factors. Social factor seems to be the most significant factor affecting students' speaking anxiety. This factor relates to how students react to responses made by people around them when they practice speaking. This includes their fear of making mistake, feeling under pressure dealing with people, feeling worried about negative evaluation by teachers, and worrying about losing faces. The other two factors are linguistic and individual factor. While the former refers to participant's low efficacy of their English skills, the latter deals with personal issues experienced by particular participants with their family or some significant others in their life.

Second, based on research from Mardhatilla, et al (2020) entitled "A Comparative Study on Speaking Anxiety Level between Male and Female Students at The VIIth Grade of Islamic Boarding School Ashhabul Yamin Lasi". The researcher explained that this research was conducted because of some problems related to speaking anxiety in male and female students in English learning. Some female students looked worried about being pointed out and there were a few students who were able to

raise their hands to give opinions. Then, some female students showed anxiety when they became the center of attention.

Additionally, some male students looked hesitant when they pronounced some words. Lastly, some male students felt more comfortable when giving opinions or answering teacher questions by using their first language rather than the English language because of these problems, so the researcher intended to find out the significant difference on speaking anxiety level between male and female students, and to find out the dominant factor of speaking anxiety in male and female students.

Third, Fuad Abdullah, et al (2022) entitled "English Speaking Anxiety among Indonesian Junior High School Learners: In search of Causes and solutions". The researcher explained that foreign language speaking anxiety (hereafter, FLSA) has been a debatable investigative issue among linguists and TESOL practitioners. One of the most salient factors is it generates an incapacitating impact for speakers to communicate orally in English as a foreign language. This study aims at exploring what learning activities cause EFL

learners' speaking anxiety and how they overcome it. Reading all the findings of this research, the learners are anxious due to teachers' questions using English and teacher's request to perform the teaching materials in front of the class. It makes their participation in learning process decreased and their performance quality poor. To overcome the anxiety, the learners try to focus more on the learning process by paying more attention to the teacher's explanation and ignoring disruption from the others, so that they can still participate in the learning activities.

Fourth, based on research conducted by Silvia (2022) entitled "Foreign Language Speaking Anxiety: A Study of English Language Learning". This research analyzes students' speaking anxiety in English. This research uses quantitative research methods. Researchers found many findings of English speaking anxiety after analyzing the data that the following causes contribute to anxiety in English speaking students, namely fear of self-prediction, irrational beliefs, sensitivity to danger,

sensitivity to anxiety, attribution of wrong body signals, and inadequate self-efficacy.

The previous study above, give contributions to the research. The reason I want to discuss speaking anxiety is inspired by life around me and supported by previous studies that add to the sense of inspiration to discuss this. Anxiety in speaking English is often felt by many people, this is due to several factors that cause this problem, but they forget that the problem of anxiety can be used as a comparison that can bring up new factors. As we know, the problems faced by students are basically the same, but I will take a comparison of the speaking anxiety experienced by English students at UINFAS Bengkulu. I will do the research because I want to know the more problems of anxiety experienced by English students.

Furthermore, it also contributes because many think that anxiety is considered by students not to have serious problems, even though if this anxiety problem is allowed to prolong and students are unable to overcome it, it can result in difficulties in conducting interpersonal communication, difficulty expressing

opinions and decreased learning achievement. Therefore, the contribution of the previous study greatly influenced my research.

In addition to providing an extraordinary contribution to previous research, it also provides a differentiator between the research that I will do and others. In the first study the researchers focused on the factors that cause anxiety in students. Researchers in the first study did not discuss what students faced when they did an English presentation. His contribution to my research is that I will discuss what anxiety student face when doing English speaking during presentations. Not only that, the first research did not make a types of the anxiety experienced by one student with another student to measure how much anxiety students faced, whereas I would measure this comparison to find out how much anxiety one student experienced with students in a different major. This will be the differentiator of the research that I will do with previous research.

In addition, the second research focused on the comparison of speaking anxiety between female and male students. Similar to the first study, this second research focuses on the factors why

speaking anxiety can occur but the second researcher does not discuss the speaking anxiety factor in class English speaking during presentation. Therefore, the contribution of this second research to the research that will be conducted is that I will discuss it more specifically, namely speaking anxiety during English speaking.

Furthermore, in the third research, researchers delving learning activities as a cause of foreign language speaking anxiety and its solutions, notably in Indonesian secondary school level remains scarce. Just like the second research, this third research did not compare speaking anxiety between one student and students in other majors, just like the second research. This third researched discussed some of the reasons why students feel nervous when doing group discussions and appearing in front of the class, but the researcher does not discuss in depth why anxiety can occur when speaking in English when making English speaking in front of the class.

The fourth research contributes to the researcher's research because the research uses a questionnaire and Likert scale to

calculate the results of the data to be taken. So this makes it easier for researchers to collect data from the results of the data to be studied.

D. Conceptual Framework

In speaking there are important aspects, namely grammar, vocabulary, and pronunciation. In addition, these aspects raise problems that usually occur in speaking. The problem that occurs is the emergence of anxiety in students. If in speaking English students cannot use pronunciation well, don't have a lot of vocabulary, and don't understand grammar, excessive anxiety will arise, so the main problem they will face is lack of confidence when doing English speaking.

This lack of self-confidence is a major form of anxiety. This anxiety problem is further divided into feeling a tension, nervousness, worry, and apprehension. In addition, when students do not master the three aspects of speaking, it is certain that students will feel feeling speaking anxiety. Therefore, if students want to have good skills when doing speaking and increase self-confidence, pronunciation, vocabulary and grammar skills must

be good, so that when these three aspects have been mastered and understood, then there will be no anxiety in speaking English in front of the class faced by students.

In addition, in conceptual framework is a preliminary model of a problem in research and the relationship between the variables studied. The purpose of the conceptual framework is to guide and synthesize or direct research, as well as guide for analysis and an intervention. Additionally, the conceptual is a synthesis of the relationship between variables compiled from various theories that have been described. Based on the theories that have been described, then analyzed critically and systematically, resulting in a synthesis of the relationship between the variables studied.

| English Students | | English Speaking Anxiety |

Chart 3.1

Conceptual Framework

In chart 3.1 it is illustrated that there are X variables and Y variables in the research being tested. Variable X is English students. Variable Y is English speaking anxiety.