

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Oral English Communication**

###### **a. Definition of Speaking**

Oral communication is the act of communicating with others by giving verbal explanations. In order for this to arise, there must be a communicator and an intended recipient (Tubs on Tran & Mai, 2023). Oral communication skills (OCs) consider face-to-face communication, interpersonal communication, group or pair discussions, telephone conversations, interviews, meetings, conference or seminar speeches, and negotiations (Soomro et al., 2019). Thereby, having effective oral communication skills is essential for carrying out everyday responsibilities in a wide range of contexts.

Oral communication skills using English are indispensable today. Oral communication skills are unquestionably a crucial part of being proficient in the English language in the modern era, as English is currently the language that is spoken the most widely in the world Islam et al., (2022). It can be identified that mastering English, especially in terms of

communication is a must in the modern era. In this context, the oral English communication discussed is such as presentations, direct conversations, and discussions include all of speaking activities in the classroom. According to Riswanto et al., (2022) speaking is essential since language's main function is to allow people to communicate verbally in addition to through written words. Therefore, speaking is need to be mastered by students specially to get effective communication in English.

Speaking is an interactive process of creating meaning that involves information production, processing, and reception. Speaking is a productive ability that is directly observable, but the validity and reliability of an oral production test are inevitably compromised by the accuracy and efficacy of a test taker's speaking ability (Brown, 2004) . Oral communication between speakers and listeners occurs when individuals speaks. They put forth and approve the idea. According to Nunan (1989) stated that successfully oral communication comprises:

- 1) The capacity to articulate language's phonological aspects in a clear and understandable manner

- 2) Mastery of rhythm, intonation, and stress patterns
- 3) An appropriate level of fluency
- 4) Interpersonal and transactional skills
- 5) The ability to take turns speaking for short and long
- 6) Interaction management abilities
- 7) The ability to negotiate meaning
- 8) Effective listening skills during conversations (both speakers and listeners need to be skilled listeners)
- 9) The ability to identify and negotiate the goals of conversations
- 10) Using suitable fillers and conversational formulas.

Speaking is the main skill that must be mastered for good communication. According to Nadia & Hilalina (2020), speaking is one of the most fundamental skills everyone possesses, enabling them to engage and communicate with others. Speaking is an effective oral communication skill that involves making vocal utterances to convey opinions and ideas (Shakoor, 2020). In good communication, that is how to get the content through the sentence. It is an essential component of daily communication, and the

majority of people based their thoughts on someone's ability to speak intelligibly and fluently.

Based on the earlier definitions, the researcher came to the conclusion that speaking is a productive skill that allows people to express their ideas, sentiments, and opinions. Speaking is the process of putting ideas into words, which entails addressing problems, opinions, and emotions so that other people can comprehend the message being conveyed. Since speaking can reveal one's level of language proficiency, speaking is a crucial skill for learning English. Speaking is also helpful for conveying meaning or words to the other person about anything from general to particular. In particular, students need to be proficient in speaking because learning a second language or a foreign language is essential for communicating with others in actual life.

#### **b. Function of Speaking**

The function of speaking in human interaction is divided into three categories that are talk as interaction, talk as transaction, and talk as performance (J. C. Richards, 2008).

##### **1) Talk as Interaction**

Talk as interaction describes an interaction that is primarily social in nature and refers to what is

typically known as "conversation." When people meet, they try to be friendly and create a comfortable space for interaction by exchanging greetings, striking up a conversation, sharing stories from their recent experiences, and so forth. These conversations can range from informal to more formal, depending on the situation and the subject matter. One could argue that speaking is a social necessity and a requirement for human interaction. The message is not as important as the speakers and how they want to come across to one another.

## 2) Talk as Transaction

Talk as transaction describes circumstances in which the emphasis is what is said or done. The message and its ability to be understood precisely and accurately, not the participants and their social interactions, is the main focus. By concentrating on the message being delivered rather than the participants and their social interactions, then an individual able to understand what is being said with clarity. There are two differences between different speaking as transaction types. In the first kind, the emphasis is on providing and receiving information such as asking someone to show

places and participants mostly focus on what is said or accomplished.

### 3) Talk as Performance

Talk as performance refers to public talk. This is speaking that is given in front of an audience, such as speeches, announcements made in public, and presentations made in classrooms. Talk as performance is more often written language than conversational language, usually takes the form of a monologue rather than a dialog, and frequently follows a recognized format (such as a welcome speech). Comparably, it is frequently assessed based on how well it works or how it affects the listener.

Based on the explanation provided above, it can be concluded that speaking serves a variety of function, including socializing through conversation, obtaining information through transactions, and performance related to public discussion. Organizing one's speaking activities is the primary purpose of speaking.

### c. Types of classroom speaking performance

#### 1) Imitative

Imitative speaking is the capacity to reproduce the words, phrases, or sentences uttered by other

speakers. The ability to simply parrot back (imitate) a word, phrase, or even a sentence is at one end of a continuum of speaking performance types. Even though this is only a phonetic level of oral production, the criterion performance may also take into account a variety of prosodic, lexical, and grammatical aspects of language. Regarding what is commonly called pronunciation, there are no assumptions made regarding the test-takers' comprehension, expressive power, or capacity to engage in interactive discourse. In other words, this speaking activity focuses on pronunciation to have students pronounce the language with the same accuracy as native speakers.

## 2) Intensive

Intensive speaking involves practicing certain phonological or grammatical skills in addition to going beyond imitation to speed up any intended speaking performance. Speaking in brief bursts to exhibit proficiency in a specific range of grammatical, phrasal, lexical, or phonological relationships such as prosodic elements, intonation, stress, rhythm, juncture is a second speaking style that is commonly used in

assessment contexts. Semantic properties are necessary for the speaker to know in order to respond.

### 3) Responsive

Responsive speaking is a person's capability to speak spontaneously, as in responding to questions and making quick comments, short conversations, greetings, and small talk. Tasks for responsive assessments involve interaction and test comprehension but at a relatively low level brief exchanges, polite introductions, straight forward requests, and similar things.

### 4) Interactive

Sometimes multiple participants in an active conversation are necessary for learning activities in the classroom. It can make the conversation more exciting and interactive. The length and complexity of the interaction which can occasionally involve several exchanges or participants distinguishes interactive speaking from responsive speaking.

### 5) Extensive

Extensive speaking involves speeches, oral presentations, and storytelling that need more time to speak and less time to interact with the listener.



Extensive oral production tasks where listener oral interaction is either completely eliminated or severely restricted (possibly to nonverbal responses).

#### **d. Speaking Component**

The five speaking skill components that Harris identifies are comprehension, grammar, vocabulary, pronunciation, and fluency (Hidayati, 2019)

##### **a. Comprehension**

The ability to understand something well enough to test or improve one's grasp of a language, whether it be spoken or written, is called comprehension. Furthermore, comprehension is defined as the capacity to fully comprehend and be cognizant of everything that is said by the speaker or in relation to the subjects that are discussed during a conversation. One of the many areas in which students' speaking abilities should be developed in order to speak more effectively is comprehension. Ensuring that the listener comprehends the speaker's message is crucial to prevent miscommunication or misunderstandings. This understanding refers to comprehension. For this reason, when communicating, the speaker must make sure the listener understands the point.

##### **b. Grammar**

The rules for using English orally and in writing are known as grammar. Grammar is often mentioned as one of the biggest obstacles to learning a language. A language's grammar, according to Harmer (2001), explains how words can take on different forms and be combined to form sentences in that language. According to the definition, grammar is a set of rules that specify how a sentence should be constructed, and individuals who are proficient in their language are able to construct sentences or other utterances using recognized patterns. Proper use of grammar in terms of word order and form at the sentence level. In order to speak effectively, one must use grammar. Additionally, using proper grammar when speaking helps the speaker communicate their points succinctly and precisely.

c. Vocabulary

Vocabulary is the diction or words used in conversation. A vocabulary is a collection of words that together give a language its meaning. Vocabulary is crucial for foreign language learners as it aids in understanding the language. Vocabulary, according to Alqahtani (2015), is a group of words used to convey concepts. There are many different categories of vocabulary, such as idioms, phrases, single words,

and phrasal verbs. Additionally, vocabulary knowledge is an essential skill for second language learners since it prevents one from communicating effectively in the target language. A lack of vocabulary cannot provide new information. Learning new words is very important as it allows us to communicate more effectively and convey more information. In addition, expanding vocabulary is also very important to enable speakers to construct well-chosen sentences based on the desired function and meaning as well as choosing the right vocabulary or diction.

#### d. Pronunciation

Pronunciation holds an essential role in speaking as well. It is very crucial to make the words or sentences pronounced clearly and correctly so that the listener can understand the words or sentences. The study of grammatical features that determine how sounds in a language differ from one another is known as phonology, and it is closely related to pronunciation. The speech sound that speakers produce is usually the focus of pronunciation. Although practicing it can be challenging, students should be able to alter their pronunciation to match that of native speakers when it comes to speaking

skill. Given that Indonesian speakers of the language have trouble pronouncing English words, Indonesian students should put more effort into learning how to pronounce English words correctly. A lot of words sound similar in English. Wrong pronunciation can change the meaning of the word and make it listeners difficult to understand what the speaker is saying. Therefore, the speaker must pronounce the words correctly, both from intonation, stress, and other aspects. This is necessary to avoid ambiguity that can cause misunderstanding.

e. Fluency

Fluency is the capacity to speak English accurately, fluently, and without any hesitation. The capability to use a language quickly, confidently, and with few forced pauses is known as fluency. As a result, pupils need to be fluent in English and speak it fast. Fluency occurs when a speaker speaks English clearly to express an idea or convey meaning to an audience. Typically, speaking fluently in English includes pronunciation properly, using grammar appropriately, and choosing the right diction. The best way to achieve fluency is probably to let the speech flow naturally. Then, when parts of the speech get beyond what is understandable, focusing on specific

phonological, grammatical, or discourse details can help steer the speech in a more directed direction.

## **2. Anxiety**

### **a. Definition of Anxiety**

Anxiety is mentioned as one of the highlighted root problems of student reticence in oral communication. Hammodeh Ahmad Al-Khotaba et al., (2019) One of the reasons EFL learners have challenges learning a language, especially speaking, is anxiety. It is evident that anxiety has become a prominent issue, particularly for students for whom English is a second language. As a result, it is usual to encounter students who feel anxious when speaking.

The definition of anxiety is a condition marked by extreme agitation, tension, dread, and foreboding that results from a perceived or actual threat of impending danger. Anxiety is a mind-body reaction that happens instantly and has simultaneous behavioral, psychological, and physiological effects Mayer, (2008) Anxiety is among the affective factors that influence language acquisition. This has to do with psychological phenomena, where the circumstances have a good impact on how the body reacts. Anxiety is the uneasiness put on by fear as well as excessive

and irrational worry that gets in the way of daily activities and social interactions (Kalra, 2020).

Speaking anxiety has a major impact on language learning, making it crucial to understand in the context of learning foreign language. Anxiety in the context of language learning is described as a sensation of tension, apprehension, and nervousness, fear of certain language-learning situations (Horwitz et al., 1986). Anxiety is one type of emotional problem that affects the academic performance of EFL learners (Sadiq, 2017). This suggests that there is a connection between the performance of foreign language skill and anxiety related to those languages.

According to (Horwitz et al., 1986) foreign language anxiety is a unique complex of self-perceptions, beliefs, feelings, and behaviors regarding language learning in the classroom that result from the special nature of the language learning process. In the classroom learning process, anxiety is more commonly found in speaking activities. In line with He (2018) Speaking anxiety refers to a person's apprehension or uneasiness related to actual or anticipated oral communication in a foreign language with another person or people.

After considering the aforementioned explanation, it can be said that anxiety is a negative emotion that students frequently experience when learning a foreign language. It manifests itself at specific times that cause students to feel low, such as speaking the language, they are learning. Students' anxiety relating to learning a foreign language can be very challenging to manage, and it can also negatively affect the progress of their language learning.

**b. Types of Anxiety**

In the field of linguistics EFL, recent studies indicate various forms of anxiety. There are three different kinds of anxiety: Trait anxiety, State Anxiety, Situation specific anxiety (Spielberger, 1972).

1) Trait Anxiety

According to Spielberger (1972), trait anxiety is the overall propensity to feel nervous in any circumstance. This anxiety can strike in a variety of circumstances at any time. Individuals who suffer from trait anxiety are prone to panic attacks and anxiety attacks, even in response to seemingly insignificant stimuli. It seems to be a personality trait and frequently feels like a part of the person. Such anxiety is deeply rooted in an individual's

character. Individuals who suffer from trait anxiety frequently worry excessively and view a lot of things in their surroundings as risky. Stated differently, trait anxiety is the inclination of an individual to experience worry or anxiety in any situation. Since the anxiety is ingrained in the person's character, it challenging to change it when it arises from within. Being well-prepared when speaking is the best method to lower nervousness as a whole itself. Individuals with trait anxiety experience anxiety at a higher level than the general population.

## 2) State Anxiety

Anxiety is defined as a transient emotional state (A-State) marked by tension-related feelings and increased autonomic nervous system activity (Spielberger, 1972) In general, state anxiety happens when a person is in a situation where they feel threatened or uneasy, or when they may be in fear of feeling threatened. In the case of state anxiety, a person feels uneasy as a result of a brief change in their emotional state brought on by an external force. Anxiety is a momentary emotional state triggered by a risk It is a state of tension or anxiety brought on by an external stimulus at a



particular moment. Because it only manifests during stressful circumstances or events, this type of anxiety is transient. Put another way, it's a situational anxiety that goes away when a potentially dangerous situation ends. A person experiencing this anxiety is more likely to be terrified of the thing that is causing it. It is a natural reaction to a threat or a person's lack of handling situations characterized by such things as (shivering, sweating, heart palpitations) and cognitive (nervousness).

### 3) Situation-Specific Anxiety

Similar to trait anxiety, situation-specific anxiety is stable over time, but it may not be constant in different situations. Comparable to conditional anxiety, it is brought on by specific situations or moments, such as speaking in front of an audience, taking tests, or participating in class. The chronic and intricate nature of certain anxieties is characterized as specific-situation anxiety. Situational anxiety is the tendency of an individual to feel uneasy at a specific time and place. One way to think of situation-specific anxiety is as a subset of trait anxiety that is felt in a particular setting. Thus, situation-specific anxiety

can include language anxiety. Every individual has a different situation that sets off their anxiety.

**c. Elements of Foreign Language Anxiety**

According to Horwitz et al., (1986), foreign language anxiety appears because of some factors: communication apprehension, test anxiety, and fear of negative evaluation.

**1) Communication Apprehension**

Communication apprehension is addressed to students' fears related to communication. It results from the student's incapacity to appropriately stimulate developed ideas or thoughts. Fear concern manifests as unfavorable emotions that people experience when they communicate, whether in face to face interactions or when reaching out to large numbers of people. Anxiety or fear when speaking to people characterizes communication apprehension, a subtype of shyness. Communication anxiety can manifest as a variety of symptoms, such as difficulty speaking in groups or pairs, difficulty learning a spoken message, difficulty speaking in public also known as "stage fright", and difficulty listening to or understanding spoken communication. Their anxiety stems from their perception that they are

unable to both clearly communicate and comprehend the information being offered. The expression of guilt and a fear of interacting with people are signs of it.

## 2) Test Anxiety

Test anxiety is the kind of anxiety that arises from the fear of performing poorly on a performance or exam. This kind of anxiety usually comes from negative exam experiences, which makes students uneasy and makes them fear they will fail the current test. Those who suffer from test anxiety are extremely stressed and anxious when taking exams. When people are under pressure to perform well and are held accountable for it, they may become so nervous that they are unable to give their best work. Thus, test anxiety is a disorder that arises when a person experiences anxiety when taking an exam. However, this can happen to any student.

## 3) Fear of negative evaluation

Fear of negative evaluation is related to students' fear of receiving unfavorable opinions and viewpoints from others in their immediate environment. Arising by coincidence to leave a favorable impression on other people.

Psychological constructs that reflect other people's evaluations, evaluations of negative evaluations by others, and expectations that others will encounter a negative evaluation are where feelings of fear of being evaluated negatively, avoiding situations related to evaluation. They fear that when they speak up others will judge, criticize, or form negative opinions about them. They become anxious about this and try to avoid these kinds of things. This kind of anxiety also affects a variety of other situations that involve social evaluation, such as job interviews or public speaking.

**d. Level of Anxiety**

There are three different degrees of anxiety: low or less, moderate, and high anxiety (Yaikhong & Usaha, 2012)

1) Low

Low anxiety is the sensation that something isn't quite right. The tension that comes with everyday life events is linked to mild anxiety. Minorly anxious people have trouble staying still, get easily irritated, prefer solitude, have trembling lips and wrinkled faces, have elevated blood pressure and pulse rate are elevated, don't feel ashamed, and so on.

### 1) Moderate

An uncomfortable feeling triggered by anything that makes individuals feel uncertain or irate is moderate anxiety. In addition to other symptoms, Comfort, sensitivity, unconsciousness, changes in sound, sweating, headaches, back pain, and a decreased sense of confidence. and other symptoms are common in people with mild anxiety.

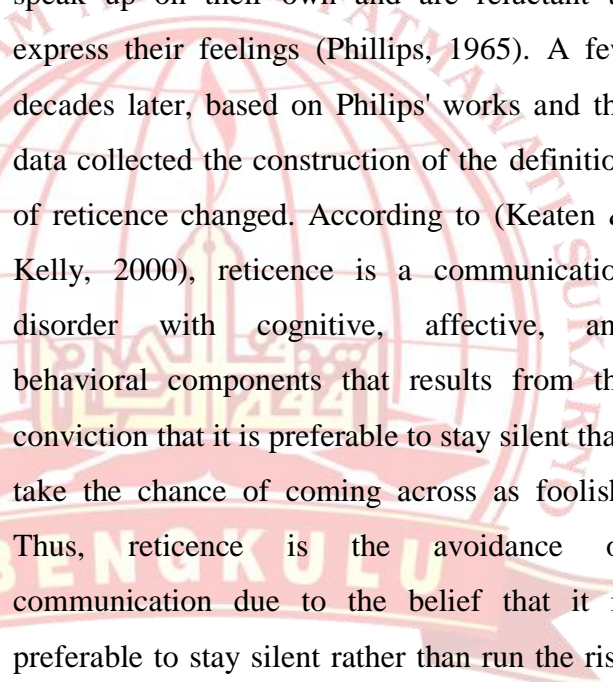
### 2) High

This is the most anxious state that can exist. Feelings of being threatened by their surroundings and that something is wrong are the main causes of high anxiety. Often, a fear or distress response is the cause of this. The traits of extreme anxiety include the need to be free all the time, feeling very tense, angry, confused, retreating, denial, shivering, and so forth. It can also manifest as a lack of eye contact.

## 3. Reticence

### a. Definition of reticence

In the EFL classroom, students often show willingness to participate in class activities in the target language but occasionally remain



silent and passive in class. This reticence phenomenon was first defined by Philips in 1965 as "avoidance of social, verbal interaction". Reticent people are hesitant to speak until prodded and encouraged to take action; therefore, they lack the motivation to speak up on their own and are reluctant to express their feelings (Phillips, 1965). A few decades later, based on Philips' works and the data collected the construction of the definition of reticence changed. According to (Keaten & Kelly, 2000), reticence is a communication disorder with cognitive, affective, and behavioral components that results from the conviction that it is preferable to stay silent than take the chance of coming across as foolish. Thus, reticence is the avoidance of communication due to the belief that it is preferable to stay silent rather than run the risk of seeming foolish.

Reticent people are those who tend to avoid communication. Learner reticence is frequently defined as the learner's lack of initiative in the negotiation of meaning, a problem responding verbally to the learning environment, or an

insufficient capacity for self-expression (Sumilong, 2022). Reticence is a problem that is quite highlighted in the world of education, especially those involving speaking activities in the classroom. According to Tuyen et al., (2011) Speaking reticence and communication apprehension are two interchangeable terms that describe a fear that students experience when speaking to large groups of people or a single person.

According to Jackson on Liu & Jackson (2009), reticence in target-language medium classrooms is a complex phenomenon that is influenced by a wide range of social, psychological, linguistic, and cultural factors. Therefore, the phenomenon of reluctance needs to be clearly identified to measure it. Reticence measurement has six dimensions (Keaten et al., 1997): feelings, communication topic knowledge, time management skills, thought organization, delivery skills, and memory skills.

It can be inferred from all the explanations above, that reticence is a communication disorder with cognitive, affective, and interaction avoidance components, where one

thinks silence is better. Students experience speaking reticence where they lack participation, initiative, and passivity in the learning process.

#### **b. A Model of Reticence**

This reticence model consists of six elements: need, perceived incompetence, helplessness, anxiety, devaluation, and withdrawal (Keaten & Kelly, 2000)

##### 1) Need

Reticent people may be tempted to refrain from speaking at all since they are highly sensitive to criticism. People who are reticent are well aware that social interaction is necessary for survival. The idea is that people who avoid communication often think of themselves as inept or deficient in important communication abilities. Reticent people express difficulties with memory, timing, organization, delivery, and knowing what to say.

##### 2) Helplessness

In the context of reticence, helplessness is the feeling that one has no control over the course of communication. Reluctant people



see their attempts at communication as fruitless despite their best efforts because they believe that talking would inevitably lead to failure. Reticent people expect to fail because they can't achieve their high bar of perfection. Moreover, no amount of practice or preparation can guarantee perfection. Reticent people think they have no control over success. To put it briefly, they feel helpless.

### 3) Anxiety

Anxiety can arise makes sense with the mindset of reticent people. Despite realizing the importance of communication, they believe they are utterly incapable. It is therefore not surprising that their fear of not succeeding causes anxiety when they are forced to speak. Quiet people acknowledge that anxiety plays a big role in their issues.

### 4) Devaluation

Reticent people experience cognitive dissonance because they see the importance of communication but believe they are completely unworthy of communicating effectively. They partially mitigate this

dissonance by devaluing communication. Although they both acknowledge the importance of communication in forming relationships, defining identities, and accomplishing goals, they hold the belief that "speaking is not that important to me". Reticent people also stigmatize other people's communication styles, which devaluation communication itself. The idea that people "talk too much" helps them cope with their cognitive dissonance by assuring them that other people's constant babbling rather than their silence is the real issue. Reticent people can also minimize communication by labeling themselves as "shy."

#### 5) Withdrawal

The last element of this reticence model is withdrawal and communication avoidance. Reticent people avoid communication by not putting themselves in situations that require talk or by saying little to nothing when in communication contexts. Speaking during a class discussion, standing alone, and not interacting in a social setting. These

behaviors originate from their anxiety, their adopted belief system, and their perception of their incompetence.

**c. Characteristic of Reticence**

Avoiding communication with others is a behaviour known as reticence. Those who are reticent believe it is preferable to remain silent than to face risk. The characteristics of reticent students in the classroom were described by Zhang & Head, (2010). They claimed that in order to avoid being noticed and asked to participate, reticent students would rather remain silent or take a seat in the back row of the classroom. Students who abstain from communication opportunities are not uncommon to look down when studying. In line with Carter & Henrichsen, (2015) stated students who experienced reluctance rarely speak and appear to fall behind. Naturally, they settle down in the back and observe, exhibiting varying degrees of trepidation, silence, or uncommunicativeness. They seldom volunteer to answer questions, and during group projects, they frequently give off the impression of being

more reticent and introverted than their fellow students.

Reluctant individuals exhibit passive traits, meaning they are unwilling to engage in conversation. According to Witarayat, (2015) quiet students tend to exhibit the following traits in the classroom: passiveness, over-dependence on the teacher, lack of confidence when speaking, lack of participation, and lack of questioning. It is evident that students notably avoid participation in and interaction with any speaking-related activities in the classroom. Izadi & Zare, (2016) also provide a similar perspective on the characteristics of students' reluctance. They characterize silent students as being more worried and anxious when asked to participate in conversation, silent in communication, and unwilling to contribute in class.

#### **d. Factors of Reticence in Class**

Several factors can contribute to students' reticence to participate in class. Generally speaking, being unable to participate equally and actively in class discussions. Some of the factors according to (Li & Liu, 2011) are:

- 1) Low self-esteem: Students who feel shame to speak up because they think they are unworthy or unable to communicate effectively.
- 2) Fear of being ridiculed when the student reacts improperly or incorrectly
- 3) Fear of success is a phenomenon that arises when a student experiences success: they tend to attribute their success to chance or circumstance and worry about whether others will think less of them if they continue to perform well, which implies experiencing similar or even greater success in the future.
- 4) Cultural differences: People from different cultures may be forbidden or strongly discouraged from speaking up in class, sometimes out of respect for their teachers. The behavior of older students may also play a role in this phenomenon.
- 5) To avoid conflict: Communicators with less experience, shyness, or competence are prone to keep quiet to avoid awkward situations. When a teacher is watchful, they can usually diagnose this avoidance with ease.

6) Communication apprehension: is a clinically diagnosed fear of talking to other people or being around other people. Speaking and listening are often cited as the most anxiety-inducing foreign language activities, despite the fact that learning and using a foreign language can be stressful in every way.

## **B. Previous Study**

Many researchers have conducted research on speaking anxiety and reticence. These studies are related but have different focuses and results. Valia et al., (2023). Entitled Factors Affecting Islamic Senior High School Students' Reticence in Speaking Class: Teachers' Perceptions. This research aims to investigate the affecting factors of the students' reticence in speaking class from the perspective of English teachers and the teachers' strategies to deal with students' reticence. This research utilized a qualitative case study design with a semi-structured interview as the data collecting technique. Based on the findings, several factors were found that affect the student's reticence in speaking class, which were divided into psychological factors, individual factors, linguistics factors, and environment factors. The Similarity between this research and this current research was the same topic of reticence, but the previous

study focused on teacher side and used qualitative case study while this research used mixed method.

Not only that, there's another research who conducted the study about reticence. (Augustin, 2017) entitled "An Analysis of Students' Reticence In Speaking Class". The research was conducted at Kebon Dalem Junior High School and involved 10 students. This previous study use qualitative method. According to the findings of this study, three major themes affected the students to become reticent in speaking class. They were internal factors, external factors, and support systems. This previous study had similarity that into factors of reticence but this current study used mixed method while the previous one used qualitative.

Next study from Nguyen (2014) An investigation into students' reticence in English speaking lesson. A case of Toan Thang High School. This study aims to explore students perception toward their reticence behavior. The previous study used mixed method. The findings of His thesis revealed students have strong willingness to participate in English activities though they rarely do so in reality due to various learning misconceptions. This study examined the same topic but only focused on reticence with contradictory results.

The other study is conducted (Herniwati, 2020), "English Department Students Speaking Anxiety And Speaking

Strategies". The focus of this study is to know the correlation between speaking anxiety and speaking strategies. This study uses a quantitative method that involves 64 participants from third semester students of the English study program at Iain Palangka Raya. The results show speaking anxiety very low relationship or do not influence students' speaking strategies. The similarity of the researcher is the same topic about anxiety. However, what makes a difference is that the research above found out speaking strategies and used quantitative method while this study found out level and factors with mixed method.

Another researcher who conduct research related to this topic is (Siha, 2023) with the title An analysis of Students' anxiety in speaking english in second semester students faculty of islamic economics and business of UIN Raden Mas Said Surakarta. This research used qualitative method. The findings revealed most of those factors caused by a lack of grammar, pronunciation poor vocabulary, self confident. This previous study had similarity in topic that focus on factors anxiety, but the different between this research was used mixed method while the previous study used qualitative.

The last previous research in this study is Nuradilla, (2023) with the title "The Analysis of Factors Causing Students Speaking Anxiety on Speaking Performance". This

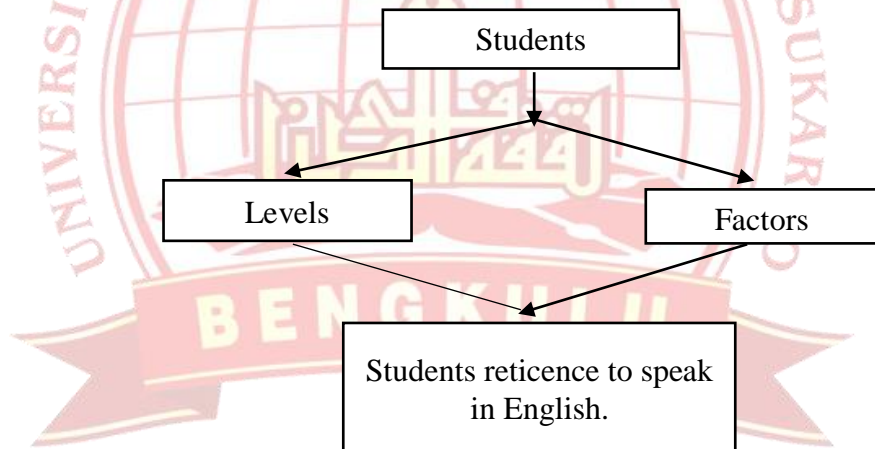


study aims to know the factors causing students' speaking anxiety and find strategies to overcome it. This study used mixed method, the result of this study classified the category of student anxiety into five categories from very relaxed to very anxious levels of anxiety. There are 4 students categorized as very anxious level 21 students as anxious level, 28 students as mildly anxious level, and 1 student as relaxed level. The similarity between the above study and this research was used the same method that is mixed method, and the differences was on the subject and the aim of the research.

Many researchers have examined nearly identical studies concerning the same subject. The current study differs from previous studies in some ways, including differences in time, subject, and location, and the differences in research method. A number of limitations from earlier research have been identified, including the fact that most studies only looked at one aspect of the problem anxiety or reticence and that it is typical for studies to focus solely on the causes of anxiety rather than its levels. This work closes the knowledge gaps in previous research that has concentrated on reticence as well as anxiety, rather than just one of the two. This topic is crucial because students struggle with anxiety and reticence, which make it difficult for them to communicate effectively in English.

### C. Conceptual Framework

The conceptual framework is a section of the research that explains how the researcher thinks when giving explanations to other people. A framework is a conceptual model that shows how different variables that have been identified as significant problems relate to theory. Thus, this framework is a synthesis of the relationships that have been compiled from different theories that have been described regarding the variables.



Based on the conceptual framework, it is possible to explain how students learning English communication, particularly when speaking in class can feel anxious for a variety of reasons including shaking, blankness, nervousness, fear of being laughed at, and fear of making mistakes. Obviously, each students has varying degrees of anxiety,

from low, moderate, and high anxiety. Variations in students' anxiety levels can impact their willingness to communicate, meaning that it is typical for individuals who experience anxiety to become reticent to speak

