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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Speaking

a. Definition of Speaking

Tarigan (2015:16) defines speaking as the ability to produce articulated sounds or words to express, state, and convey thoughts, ideas, and feelings. He emphasizes that speaking is a language skill that develops in human life, preceded by the development of listening skills. It is not merely a physical act of making noise but a complex psychological tool used to communicate organized ideas to a listener. The essence of speaking is the transmission of a message through a logical linguistic structure to achieve specific social goals.

According to McDonough et al. (2013:157), Speaking is a productive skill that involves the construction of meaning, which includes producing, receiving, and processing information. They highlight that speaking is always driven by a "desire" and a "purpose." A speaker usually has a specific reason for communicating, such as expressing an opinion or asking for information. Therefore, speaking is an interactive process where the speaker must constantly adapt their language based on the feedback they receive from the listener to ensure the communication is successful.



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Nunan (2003:48) explains speaking as the productive oral skill which consists of producing systematic verbal utterances to convey meaning. Nunan underscores the difficulty of speaking due to its "real-time" nature. Unlike writing, speaking happens spontaneously, requiring the speaker to simultaneously manage grammar, vocabulary, and pronunciation without the luxury of extensive editing. He argues that mastery of speaking involves the ability to use these elements fluently so that the interlocutor can process the meaning immediately as the words are spoken.

Based on the definitions offered by the three experts above, the author believes that speaking is a sophisticated, productive oral ability that entails simultaneously producing, receiving, and processing information in real time. It is more than just the physical act of uttering articulated sounds; it is a purpose-driven activity that aims to generate meaning and express thoughts, ideas, or feelings via systematic verbal communication. Finally, speaking is an important tool for social connection since it requires the speaker to spontaneously integrate linguistic skills with the context of the conversation in order for the listener to successfully understand the message.



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b. Types of Speaking

According to Brown (2004:141-142) in his book entitled *“Language assessment: Principles and classroom practices. Pearson Education,”* he divides speaking skills into five categories based on complexity and purpose.

1) Imitative

This is the most basic level. The main focus is not on understanding meaning or interaction, but on the ability to repeat a word, phrase, or sentence with the correct intonation and pronunciation.

Thornbury (2005:63-64) supports this category through the concept of drilling (repetitive practice). He explains that imitating sound models is very important to help students automate articulation patterns. For him, the imitation stage is not just parroting, but a way for the brain to build “pathways” to produce foreign language sounds that are unfamiliar to the tongue.

2) Intensive

At this stage, speakers produce more extensive language but still within a limited context. The focus is on grammatical and phonological aspects. Examples include reading aloud or completing guided sentences, such as sentence pattern exercises.

Harmer (2007:345) refers to this stage as form-focused speaking. He emphasizes that in intensive performance, the main



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focus is on the “construction” of grammatically correct sentences. This opinion supports Brown's view that at this stage, students are not engaged in free discussion, but are practicing the accurate use of specific language structures.

3) Responsive

This includes brief interactions in very limited contexts. These are usually short conversations, greetings, or simple questions and answers that do not require in-depth analysis.

Richards (2008:22) refers to this as Talk as Interaction at a basic level. He explains that in responsive communication, the most important thing is a person's ability to provide immediate feedback to verbal stimuli, such as answering short questions. The focus is on the fluency of providing socially “appropriate” answers.

4) Interactive

Interactive speaking differs fundamentally from the responsive type in terms of the length, complexity, and depth of interaction that occurs. Brown divides this category into two main forms: transactional, which focuses on the exchange of specific information, such as in group discussions; and interpersonal, which prioritizes the maintenance of social relationships, such as casual conversation.

Burns (2012:166) explains that interaction is a process of meaning-negotiation. In both transactional and interpersonal



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interactive stages, speakers must be able to adjust their messages based on their listeners' understanding. This supports Brown's point that interaction is more complex because it involves dynamic and repeated exchanges of information.

5) Extensive

This is an advanced level of speaking where the speaker gives a speech, oral presentation, or tells a story. Here, interaction from the audience is usually very limited or even non-existent, meaning it is one-way communication.

Bygate (1987:11) defines monologue as a type of production skill. He states that in extensive tasks such as speeches, speakers have full responsibility for organizing messages logically without the help of interaction with their audience. This supports Brown's view that this stage requires more mature language planning.

Based on the theories from the experts mentioned above, the author concludes that speaking is a progressive and complex skill that evolves from basic phonetic reproduction to sophisticated discourse management. These five categories demonstrate that oral proficiency is not merely about technical accuracy in pronunciation and grammar but also involves the cognitive ability to provide immediate responses, negotiate meaning in dynamic interactions, and organize ideas logically for one-way communication. Ultimately, mastering these different types of speaking performance allows learners to navigate various communicative



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contexts effectively, ranging from simple social greetings to formal professional presentations.

c. Indicators of Speaking

According to Harris (1969:81-82), in applied linguistics studies, speaking ability is a complex skill consisting of five indicators. These indicators are Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. They are interrelated in forming a person's overall communicative competence.

1) Pronunciation

This aspect refers to the ability to produce correct vocal articulations. The primary focus is not on achieving near-native perfection, but rather on the level of intelligibility, ensuring that the message delivered does not cause confusion for the listener.

According to Derwing & Munro (2015:7), the primary objective of modern pronunciation instruction is not the eradication of a foreign accent to mimic native-like speech. Instead, the focus shifts toward intelligibility, the extent to which a listener actually understands the utterance and comprehensibility, which refers to the perceived ease with which a listener can process the message. This perspective suggests that maintaining a non-native accent is acceptable, provided that the speaker remains functional and clear in communicative interactions.



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The components of the pronunciation indicator according to Sari & Inayati (2023:45) include mastery of language sounds, covering segmental aspects such as vowels and consonants, as well as suprasegmental aspects, including intonation and word stress. This is crucial because correct pronunciation determines whether the listener can understand the meaning of the words without confusion, especially for words that sound similar but have different meanings.

2) Grammar

This indicator measures the speaker's ability to organize sentence structures according to linguistic rules. This includes the use of tenses, subject-verb agreement, and the correct application of sentence patterns in oral communication.

Larsen-Freeman (2019:28) posits the concept of "Grammaring," which redefines grammar not as a static body of memorized rules, but as a dynamic, procedural skill. This framework suggests that linguistic mastery involves the functional ability to employ grammatical structures accurately and meaningfully within the fluid context of real-world communication. Rather than focusing on passive rote learning, "grammaring" emphasizes the transition from theoretical knowledge to the active, habitual application of language structures to achieve specific communicative goals.



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The components of the grammar indicator according to Hidayat (2021:112) are a person's ability to manipulate sentence structure and consistently use the correct grammatical forms in spontaneous speech. In this context, a speaker is not only required to memorize language formulas, but also to be able to apply them accurately so that the ideas conveyed have a clear logical framework and do not cause ambiguity for the listener.

3) Vocabulary

This indicator relates to mastery of diction or word choice, emphasizing accuracy in selecting terms appropriate to the context of the conversation. According to Harris, the use of appropriate vocabulary is very important so that ideas can be conveyed in a specific and varied manner, making communication more effective and less monotonous for the listener.

Nation (2022:45) states that vocabulary mastery in speaking includes productive knowledge. This means that learners not only understand the meaning of a word when they hear it, but are also able to use that word actively. An important element in this ability is the use of collocations, which are pairs of words that naturally appear together. With good productive skills, speakers can automatically choose and use the right word pairs when interacting,



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so that their speech sounds more fluent and natural in a conversation.

The components of the vocabulary indicator according to Pratama & Rahman (2022:89) include the breadth of vocabulary and the accuracy of word usage in both formal and informal situations. Good vocabulary mastery allows a speaker to express their thoughts more specifically and variably, so that communication does not feel monotonous and messages can be conveyed with greater precision.

4) Fluency

Fluency is defined as the degree of smoothness and continuity in oral production, representing a critical dimension of communicative competence. This component is evaluated based on a speaker's ability to maintain a spontaneous flow of discourse without being hindered by excessive or unnatural pauses. Ultimately, achieving fluency implies that the speaker can organize thoughts into coherent speech patterns in real-time, ensuring that the communication process remains efficient and the intended message is delivered without significant disruption.

This theory is also supported by Goh & Burns (2021:112), who explain that fluency is not merely the speed of speech, but rather a cognitive ability to process language efficiently. This involves the mental capacity to compose and convey ideas in the form of



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continuous speech without obstacles or excessive mental strain. When this cognitive process works well, speakers can produce sentences spontaneously, allowing communication to flow smoothly, naturally, and without pauses that interfere with the listener's understanding.

The components of fluency according to Lestari (2020:34) are the ability to speak at a normal speed and with a continuous flow without excessive hesitation or frequent use of pauses (such as filler words). This fluency does not mean speaking very quickly, but rather how a speaker is able to string together language units coherently so that the conversation feels natural and easy to follow.

5) Comprehension

Based on the opinions of the experts above, the researcher concluded that public speaking can be divided into three main types, distinguished by their functional roles. These three types include informative speeches that focus on broadening the audience's knowledge, persuasive speeches that aim to change attitudes and actions, and special occasion speeches that serve to reinforce emotional values in certain situations. The researcher views this division as indicating that each type of public speech has a different argument structure and audience approach in accordance with the desired outcome.



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Richards & Reppen (2024:158) argue that in the framework of modern speaking competence, comprehension is an interactive and interdependent process. This requires speakers to have listening-for-speaking skills, where listening is done actively to support oral production. Through this ability, information received from the interlocutor is first processed accurately so that the feedback provided is relevant and on target. Thus, successful communication is determined not only by the ability to produce words, but also by the sharpness in processing the interlocutor's message in order to maintain effective dialogue continuity.

The components of the comprehension indicator according to Kurniawan (2024:76) are the level of understanding of the topic of conversation that enables a person to provide relevant and accurate responses to the verbal input received. This indicator shows that speaking is not merely a one-way activity, but rather a process of mutual understanding in which the speaker must be able to grasp the context of the conversation of the person they are talking to so that the dialogue can continue sustainably.

Based on the views of the experts above, researchers conclude that speaking ability is a complex skill consisting of five main indicators, namely pronunciation, grammar, vocabulary, fluency, and comprehension. These five components are interrelated in forming effective communicative competence, where the main



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focus is not only on the theoretical correctness of linguistic structures, but also on functionality and intelligibility so that messages can be conveyed and understood clearly in real interactions. Specifically, this mastery includes the ability to produce understandable sounds, apply language rules spontaneously (grammaring), choose appropriate diction productively, maintain a continuous rhythm of speech without cognitive barriers, and process information from the interlocutor to provide relevant and accurate responses.

2. Anxiety

a. Definition of Anxiety

“Anxiety means feeling worried and nervous and it is a normal human reaction to stressful situations or even new situations” (Lynn et al. in Maysari, 2020:11). The theory outlined here states that anxiety cannot be classified as a mental disorder or illness, as it is an essential part of the body's natural defense system. Fear is a natural process that arises as an instinctive and unconscious physiological response of an organism to unfamiliar or dangerous situations. Therefore, fear and anxiety are cognitive warning signals against potentially dangerous elements in the environment.

According to Hurlock (in Ramadhanti, 2023:1), anxiety is described as an unpleasant mental state, characterized by worry, discomfort, and undeniable negative sensations. This sentence focuses



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on the emotional experience a person feels when overwhelmed by fear. This statement emphasizes the discomfort felt by people who are afraid. The term “disturbing state of mind” refers to the feeling of unease that surrounds the mind, whereby the person feels that something bad is going to happen, even though they do not know exactly what it is. This definition recognizes that fear is a holistic experience that affects the mind and body very intensely.

John Nemiah explains that anxiety represents a unique condition in which psychological and physical processes intersect in a way that is rarely found in other areas of human experience (as cited in Horwitz, 2013:8). As Nemiah states here, the phenomenon of anxiety is unique in that it encompasses the interaction of psychological processes and physiological events. Anxiety is that phenomenon which is most intimately related to psychological processes as well as to physiological events. When one is anxious, it is not only his psychological processes that are involved; his somatic events, like cardiac events and nausea, are also activated.

From various of the above definitions, it can be concluded that anxiety is a phenomenon that has two elements: it is an adaptive, instinctual, physiological defense mechanism, as well as a psychological phenomenon. On one side, it is a normal cognitive alerting system that is triggered by environmental stimuli. On the other side, it is a holistic phenomenon that is described as emotional distress,



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fear, and anticipation of an unknown threat. Overall, anxiety transcends being a mere emotional symptom, functioning as an integrated psychosomatic response that bridges the body's survival instincts with the mind's subjective experience of unease.

b. Types of Anxiety

According to the American Psychiatric Association (APA) (2013:189) in the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders), Fifth Edition, anxiety disorders are classified into several main types because they are characterized by excessive fear and anxiety, as well as associated behavioral disturbances.

1) Separation Anxiety Disorder

According to the American Psychiatric Association (2013:190), Separation Anxiety Disorder is defined as fear or anxiety that is excessive and developmentally inappropriate regarding separation from those to whom the individual is attached. Individuals with this condition often experience intense distress when facing or anticipating separation from home or attachment figures, which is frequently accompanied by persistent worry about potential harm befalling those figures, such as illness, injury, or death. Furthermore, clinical manifestations may include a strong reluctance to go out, sleep alone, or experiencing recurring nightmares involving themes of separation, where in adults, these



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symptoms must persist for at least six months to meet the diagnostic criteria.

In line with this, Nevid, Rathus, and Greene (2018:194), support this view by explaining that separation anxiety is not merely common fear, but a form of anxiety that can significantly impair an individual's social and academic functioning. They emphasize that in many cases, this anxiety often involves excessive dependence on attachment figures which can hinder the development of a person's independence. This explanation strengthens the argument that this disorder has a broad impact not only on emotional stability but also on how the individual interacts with their surrounding environment in daily life.

2) Selective Mutism

Selective Mutism is defined as a consistent failure to speak in specific social situations in which there is an expectation for speaking (e.g., at school) despite speaking in other situations. This disturbance is not due to a lack of knowledge of, or comfort with, the spoken language required in the social situation, and it is not better explained by a communication disorder such as stuttering. For a diagnosis to be established, the disturbance must last for at least one month (not limited to the first month of school) and must significantly interfere with educational or occupational achievement or with social communication.



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Expanding on this definition, Kearney (2017:147) explains that selective mutism is often viewed as a variant of social anxiety disorder, in which the fear of negative evaluation by others becomes the primary barrier to a person's ability to speak. He emphasizes that individuals with this condition typically possess normal language abilities, yet they experience a "freezing" of behavior due to extreme anxiety when in public or formal settings. This underscores that selective mutism is a defense mechanism arising from severe situational anxiety, not merely a form of defiance or ordinary shyness.

3) Social Anxiety Disorder (Social Phobia)

Social Anxiety Disorder or social phobia is characterized by a marked fear or anxiety about one or more social situations in which the individual is exposed to possible scrutiny by others. The primary fear in this disorder is the possibility that the individual will act in a certain way or show anxiety symptoms that will be negatively evaluated, such as being embarrassing, leading to rejection, or offending others. These social situations are almost always avoided or endured with intense fear, and the level of anxiety is disproportionate to the actual threat posed by the social situation and the sociocultural context.

In line with this, Hofmann (2014:11) explains that social anxiety disorder is not merely common shyness, but a psychological condition rooted in profound cognitive concerns



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regarding social evaluation. He emphasizes that individuals with this disorder tend to hold excessively high standards for social performance and often engage in excessive self-monitoring, which further exacerbates feelings of inadequacy in interpersonal situations. This view strengthens the idea that social phobia involves cognitive distortions where one perceives the social environment as a place full of threats to their self-esteem, thereby significantly hindering healthy social functioning.

4) Panic Disorder

Panic Disorder is defined by recurrent and unexpected panic attacks, which are sudden waves of intense fear or discomfort that reach a peak within minutes. During these attacks, a person may experience physical symptoms such as a fast heartbeat, sweating, trembling, or feeling short of breath, along with a fear of losing control or dying. For a diagnosis to be made, at least one attack must be followed by one month or more of constant worry about having more attacks or their consequences, as well as significant changes in behavior to avoid future attacks.

In addition to this, Barlow (2021:43) explains that panic disorder often involves a "false alarm" process where the body's fear response system activates even when there is no real danger. He emphasizes that the core of this disorder is anticipatory anxiety, where individuals become very sensitive to their own internal



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physical sensations and tend to interpret them as signs of a medical or mental emergency. This view strengthens the understanding that panic disorder is not just about the physical attack itself, but also about how a person overreacts to their body's signals, which then creates a continuous cycle of fear.

5) Specific Phobia

Specific Phobia is defined as a marked and persistent fear or anxiety about a specific object or situation, such as flying, heights, animals, receiving an injection, or seeing blood. In individuals with this disorder, exposure to the phobic stimulus almost always triggers an immediate anxiety response, and the object or situation is actively avoided or endured with intense fear. It is important to note that the anxiety felt must be disproportionate to the actual danger posed by the object or situation, and it must last for at least six months to be classified as a clinical disorder that interferes with daily life functions.

According to Craske (2017:162) explains that specific phobia is one of the most common types of anxiety disorders, where the core of the problem is an excessive fear conditioning mechanism. She emphasizes that individuals with specific phobias often realize that their fears are irrational, yet they still fail to regulate their emotional responses when facing the trigger. This view strengthens the understanding that specific phobia involves a failure in the



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process of fear extinction, which causes the individual to consistently see relatively harmless objects as life-threatening threats.

6) Agoraphobia

Agoraphobia is defined as a marked fear or anxiety about situations where an individual feels that escaping might be difficult or help might not be available if panic-like symptoms or other embarrassing symptoms occur. The main diagnostic criteria involve intense fear in at least two different situations, such as using public transportation, being in open spaces, being in enclosed places like shops or theaters, standing in line or in a crowd, or being outside of the home alone. These situations almost always trigger fear that is disproportionate to the actual danger, so individuals actively avoid them, require a companion, or endure them with great distress for at least six months.

According to Kring et al. (2014:176), explain that agoraphobia is often an extension of the fear of losing control in public. They emphasize that the core of this disorder is not just a fear of crowded places, but a cognitive anxiety about the inability to reach a physically or emotionally safe place when an anxiety attack happens. This view strengthens the understanding that agoraphobia creates significant limits on a person's movement, which can eventually isolate them from social and professional activities



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because they feel trapped in environments that are perceived as unsafe.

3. Speaking Anxiety

a. Definition of Speaking Anxiety

According to Bodie (in Thongmon, 2020:7), Speaking Anxiety (PSA): This is a state of nervousness, fear, or deep worry that a person may feel when speaking to a crowd. This situation is related to social anxiety, which occurs in particular situations and not generally. A person may feel very confident when speaking one on one, but when they are supposed to take on a major attention baton, they may feel very anxious.

According to Katz (2000:1), speaking anxiety can be defined as the nervousness felt during public speaking, ranging from a mild performance boost to debilitating anxiety. Katz also explained that, this phenomenon has been known to cause severe difficulties, such as avoiding particular classes, limiting future job options, and avoiding participation in social interactions that these individuals would otherwise choose to be involved in.

Further, according to Tejawani et al (in Fathikasari et al, 2022:40), anxiety in speaking is described as the most common type of social phobia, which is estimated to affect between 15% and 30% of the general population. Social anxiety is considered a major hindrance in the development of speaking skills and is strongly linked to self-



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perception and negative affect associated with the learning process in the classroom environment.

Based upon the views of the foregoing experts, speaking anxiety can be explained as follows: “situational social anxiety.” This anxiety is the product of the mental and physical anguish experienced while speaking publicly. It is the ordinary and limiting aspect of anxiety that inhibits personal as well as professional growth. It is pertinent to mention here that Public Speaking Anxiety is more than the feeling of nervousness.

b. Types of Speaking Anxiety

MacIntyre (1995:93) asserts that anxiety is not a monolithic phenomenon but is instead categorized into three distinct types based on its stability and the context in which it occurs, namely trait anxiety, state anxiety, and situation-specific anxiety.

1) Trait Anxiety

MacIntyre describes trait anxiety as a stable personality characteristic or a permanent predisposition to become anxious across a wide range of diverse situations. Individuals possessing high trait anxiety exhibit lower stress thresholds and tend to perceive even non-threatening or neutral environments as dangerous, intimidating, or disproportionately stressful.

This perspective is supported by Spielberger (1983:15), who describes trait anxiety as a latent disposition that reflects



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significant individual differences in the tendency to perceive situations as threatening and to respond to these perceived threats with varying intensities of emotional distress. Furthermore, this type of anxiety is often considered a part of an individual's core temperament, making it a persistent factor that influences their behavior regardless of the specific task or social setting they encounter.

2) State Anxiety

MacIntyre explains state anxiety as a transient emotional state characterized by subjective feelings of apprehension, nervousness, and physiological tension at a specific moment in time. Unlike a permanent personality trait, this type of anxiety is an immediate reaction induced by specific external stimuli or high-pressure circumstances, and it typically subsides once the perceived threat is removed or the event concludes.

This aligns with Ormrod (2011:401), who characterizes state anxiety as a temporary emotional reaction to a real-life threat in the environment, such as the sudden pressure of a major examination or the intense scrutiny of a high-stakes public speaking engagement. Consequently, an individual may be generally calm (low trait anxiety) but experience a sudden spike in state anxiety when faced with a specific, daunting task.

3) Situation-Specific Anxiety



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MacIntyre classifies this type as anxiety that individuals experience consistently and predictably, yet only within a particular context or a well-defined set of circumstances, while remaining relatively calm in other social or academic settings. In the context of this study, speaking anxiety within a foreign language classroom is viewed as a definitive form of situation-specific anxiety because it is triggered by the unique demands of linguistic performance rather than a general fear of people.

Ellis (1994:480) reinforces this concept by stating that situation-specific anxiety often stems from a cumulative history of negative experiences or perceived failures within a similar context, which subsequently creates a chronic pattern of apprehensive anticipation whenever the individual re-enters that specific environment. This type of anxiety is particularly relevant in language studies, as it specifically captures the tension associated with the act of communicating in a non-native tongue.

Based on the theories presented above, the author concludes that while anxiety can be categorized into various forms, the anxiety experienced by students in a speaking context is most accurately defined as situation-specific anxiety. This implies that the students' nervousness is not necessarily a permanent personality trait, but rather a specific psychological response triggered by the demands of oral communication in the classroom. Therefore, in



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this research, the author will utilize the indicators of Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation as the primary lenses to identify and measure the extent of the students' speaking anxiety.

c. Indicators of Speaking Anxiety

The researcher utilized an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) as proposed by Horwitz and Cope. (1986, in Achmad et al, 2024:194). This adapted scale consists of 33 items categorized into three primary indicators: communication apprehension, test anxiety, and fear of negative evaluation.

a) Communication Apprehension

Horwitz said that communication Apprehension refers to students' fear of anxiety when they have to communicate orally in English (Horwitz & Cope, 1986:127). This classification is also supported by McCroskey (1978:13), that communication apprehension is the fear or anxiety experienced by individuals when they engage in, or anticipate engaging in, communication with others.

b) Test Anxiety

Test anxiety refers to anxiety experienced by students in evaluative situations such as oral tests or presentations. According



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to I. G. Sarason and B. R. Sarason (1990:475), “Test anxiety is a situation-specific personality trait generally regarded as having two psychological components: worry and emotional arousal. People vary with regard to the disposition to experience these components in academic settings. Test anxiety is an important personal and social problem for several reasons, not the least of which is the ubiquitousness of taking tests.”

c) Fear of Negative Evaluation

Fear of negative evaluation is students’ concern about being judged negatively by teachers or peers (Horwitz & Cope, 1986:128)

According to Watson and Friend (as cited in Kumar et al., 2015:74), Fear of Negative Evaluation (FNE) is defined as anxiety about being evaluated by others, feelings of distress when receiving negative evaluations, and personal assumptions that others will evaluate oneself negatively.

With the insights of the above-mentioned authors, it could be concluded that there are three indicators of speaking anxiety among the students. They are Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. Speaking anxiety manifests as a complex psychological phenomenon where the fear of speaking is further aggravated by the pressure of the academic test and the fear of negative evaluation of one’s performance within the social surroundings. Therefore, the above-mentioned three forms of



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speaking anxiety do not work as distinct factors; rather, they form a cumulative hurdle which influences the self-perceived competence of the students as well as the level of emotional arousal of the students within a foreign-language speaking context.

d. Causes of Speaking Anxiety

Anxiety about speaking is often triggered by feelings of pressure due to being the focus of the audience's attention and internal demands to perform perfectly without mistakes (Sugiyati&Indriati, 2021:57). This is because of the fear of being judged, and it is because of the perception that the audience is observing everything that happens during the speech. The need to be perfect creates psychological tension that hinders fluency during speech.

Further, based on Sadiq (2017:2-3), speaking anxiety is caused by learners' lack of self-confidence. Sadiq also argues that speaking anxiety is a major hindrance which affects learners' performance in languages.

According to Abu-Rabia et al. (2014:120), there are various main causes for speaking anxiety, which are divided into cognitive and individual components. From the cognitive perspective, anxiety results from any disturbance that may occur in the input, processing, and output phases of learning, which cause the learner to shift his or her attention away from the essential aspects. Moreover, the authors argue



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that inefficient coping strategies, such as time management and lack of adequate sleep, also influence the raised levels of anxiety.

The author draws the conclusion that the causes of speaking anxiety are a complicated phenomenon including the interaction between internal learner factors and external stressors based on the expert perspectives described above. Being the focus of the audience's attention and the worry of receiving a poor grade are external factors that cause anxiety. Internally, it stems from low self-esteem, low expectations for success, and disruptions in the cognitive phases (input, processing, and output), all of which are made worse by inadequate coping mechanisms. When taken as a whole, these elements produce psychological strain that is a significant barrier to attaining fluency and the best possible language performance.

e. Effects of Speaking Anxiety on Speaking Performance

As stated by Na (cited in Sutarsyah, 2017:145), anxiety can have a profoundly negative effect on the mindset of the student in the learning process. The author argues that anxiety can cause learners to feel disheartened and lack confidence in what they can do. This further makes learners try to avoid being involved in class activities. The most unfortunate outcome of this anxiety is that learners can come to a point of giving up on all efforts to acquire the language.

Based on the findings of Sutarsyah (2017:149), students who have high levels of anxiety exhibit visible signs of nervous behavior when



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they are required to make verbal speeches in front of the class. The nervous behavior is observable in the form of physical activity, which is evident in the fact that they change their sitting posture more than other students who have low levels of anxiety. Furthermore, they find it difficult to concentrate and constantly demonstrate high vigilance to their surroundings, which is presumably in search of stimuli that can initiate discourse. The behavior is observable and is taken to be indicative of anxiety, especially in relation to its behavioral and somatic aspects, which directly affect concentration and fluency in the delivery of optimal speech performance.

Based on research by Djahimo et al. (2018:190), stuttering, trembling, procrastination, and physical signs of anxiety are all part of this behavior. This condition is brought on by a sense of pressure or a dread of making mistakes. Some unconscious physical symptoms, such as pacing and seeming restless, result from this. This is due to the fact that students are unable to unwind. Students' avoidance actions also show how they are defending their self-esteem in the classroom. This is a result of pupils' bodies being anxious and their minds being preoccupied with the message to be delivered, making it harder for them to offer their best.

The author draws the conclusion that speaking anxiety is a crippling factor that directly impairs a student's oral performance and linguistic fluency based on the aforementioned expert perspectives.



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This anxiety to receive a low grade puts students in a state of heightened alertness, which triggers other physiological reactions such as trembling, stuttering, and agitated movement. This makes both thinking and physiological processes go awry. Such acts demonstrate a preoccupied mentality more concerned with self-protection than message transmission, and these acts show more of being preoccupied than being nervous. This makes error worry consume cognitive space that, if allocated, could concentrate thoughts to be keenly focused, thus resulting in poor speeches, avoidance of speeches, and a reduction in communication effectiveness.

f. Speaking Measurement

Based on the indicators of speaking ability previously discussed, Harris (1969) consolidates these elements into a comprehensive measurement system. This measurement does not view linguistic aspects separately but rather as a unified framework that determines an individual's oral competence. In this context, pronunciation, grammar, vocabulary, fluency, and comprehension serve as both quantitative and qualitative parameters to evaluate how well a student can overcome communicative obstacles.

The application of Harris's criteria in this study aims to provide an objective description of students' speaking performance while under the influence of anxiety. By referring to these categories, the evaluation of speaking skills does not only focus on linguistic accuracy,



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such as grammar and pronunciation, but also includes fluency and the depth of understanding in interaction. The integration of these five components ensures that the data obtained from the speaking test has a strong theoretical foundation and aligns with established language competency standards.

g. Speaking Anxiety Measurement

The measurement of speaking anxiety in this study is conducted using the Foreign Language Classroom Anxiety Scale (FLCAS) proposed by Horwitz, Horwitz, and Cope (1986). This instrument specifically assesses the extent of anxiety experienced by students within the foreign language learning environment. The scale comprises 33 items designed to identify students' psychological and physiological responses toward language learning. Each item is measured using a five-point Likert scale to determine the intensity of the students' anxiety levels.

The FLCAS framework evaluates three interrelated performance anxieties: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the individual's shyness or fear of communicating with others, while test anxiety focuses on the fear of academic failure. Fear of negative evaluation addresses the students' apprehension regarding others' evaluations. Through these 33 items, the FLCAS provides a comprehensive score that represents the total level of foreign language



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anxiety, which is then utilized to analyze its correlation with students' speaking performance.

B. Related Findings and Research Hypothesis

1. Review or Related Finding

The first previous research is by Fella Sufa Fauzia (2019), *“The Correlation of Students’ Anxiety to Their Speaking Performance in Public Speaking Class at English Language Education Department, Islamic University Of Indonesia”*. 51 English majors from Universitas Islam Indonesia's public speaking program in batches 2016 and 2017 serve as the study's sample. The Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and the outcomes of students' public speaking assignments are used as data collection methods. Strong agree, agree, neither agree, disagree, and strong disagree were among the 33 items on the questionnaire. The statistical analysis of the data using the Pearson correlation test yielded a value of $r = 0.363$ with significance of 0.09 ($p < 0.05$). It indicates a relationship between pupils' speaking performance and their level of anxiousness.

The second research is by Uswatun Hasanah (2024), *“The Correlation Between Anxiety and Speaking Performance of Eighth Grade Students at MTSN. 1 Luwu.”* This previous research using a quantitative method and instruments including the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire developed by Horwitz et al. (1986) and a speaking test with a scoring rubric adapted from Brown (2004). The results of the



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study showed that eighth-grade students at MTsN. 1 Luwu's performance in speaking English was connected with anxiety, and that communication anxiety was the most prevalent type of anxiety among students. The findings also showed that most students had a medium level of anxiety and did poorly when speaking. The results of the study showed that eighth-grade students at MTsN. 1 Luwu's performance in speaking English was connected with anxiety, and that communication anxiety was the most prevalent type of anxiety among students. The findings also showed that most students had a medium level of anxiety and did poorly when speaking. We can draw the conclusion that anxiety affects students' speaking abilities.

The third research is by Helendina Tampubolon et al. (2024) with title *"The Correlation of Students' Speaking Anxiety and Speaking Performance in Second Grade at SMA Negeri 1 Sipahutar."* This research using quantitative method. The data analysis's correlation coefficient ($r = 0.394$) indicates that speaking anxiety and speaking performance are positively correlated, and that the trait anxiety factor is one of the factors influencing speaking anxiety and students' speaking performance. According to the results of the hypothesis test, speaking anxiety and students' speaking performance are significantly correlated.

The fundamental distinction that sets this research apart from the three studies mentioned above is the specific nature of the problem identified within the research context. While the previous studies by Fauzia (2019),



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Hasanah (2024), and Tampubolon et al. (2024) generally focused on the correlation between anxiety and speaking performance across various educational levels, this study specifically addresses a unique phenomenon observed at SMA Negeri 1 Tembilahan Hulu. The researcher identified a significant discrepancy where students who possess high theoretical competence and strong academic potential in English are nonetheless hindered by severe psychological barriers when speaking in public. Therefore, this study aims to provide a more nuanced perspective on how anxiety specifically suppresses the potential of high-achieving learners in a localized senior high school setting.

2. Research Hypothesis

To answer the research questions and test the preliminary assumptions of this study, the researcher formulates the statistical hypotheses regarding the correlation between students' speaking anxiety (Variable X) and their speaking ability in English (Variable Y).

Based on the research objectives, the hypotheses are formulated as follows:

a. Null Hypothesis (H_0)

There is no significant correlation between students' speaking anxiety and their public speaking ability in English at SMAN 1 Tembilahan Hulu.



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b. Alternative Hypothesis (H_a)

There is a significant correlation between students' speaking anxiety and their public speaking ability in English at SMAN 1 Tembilahan Hulu.





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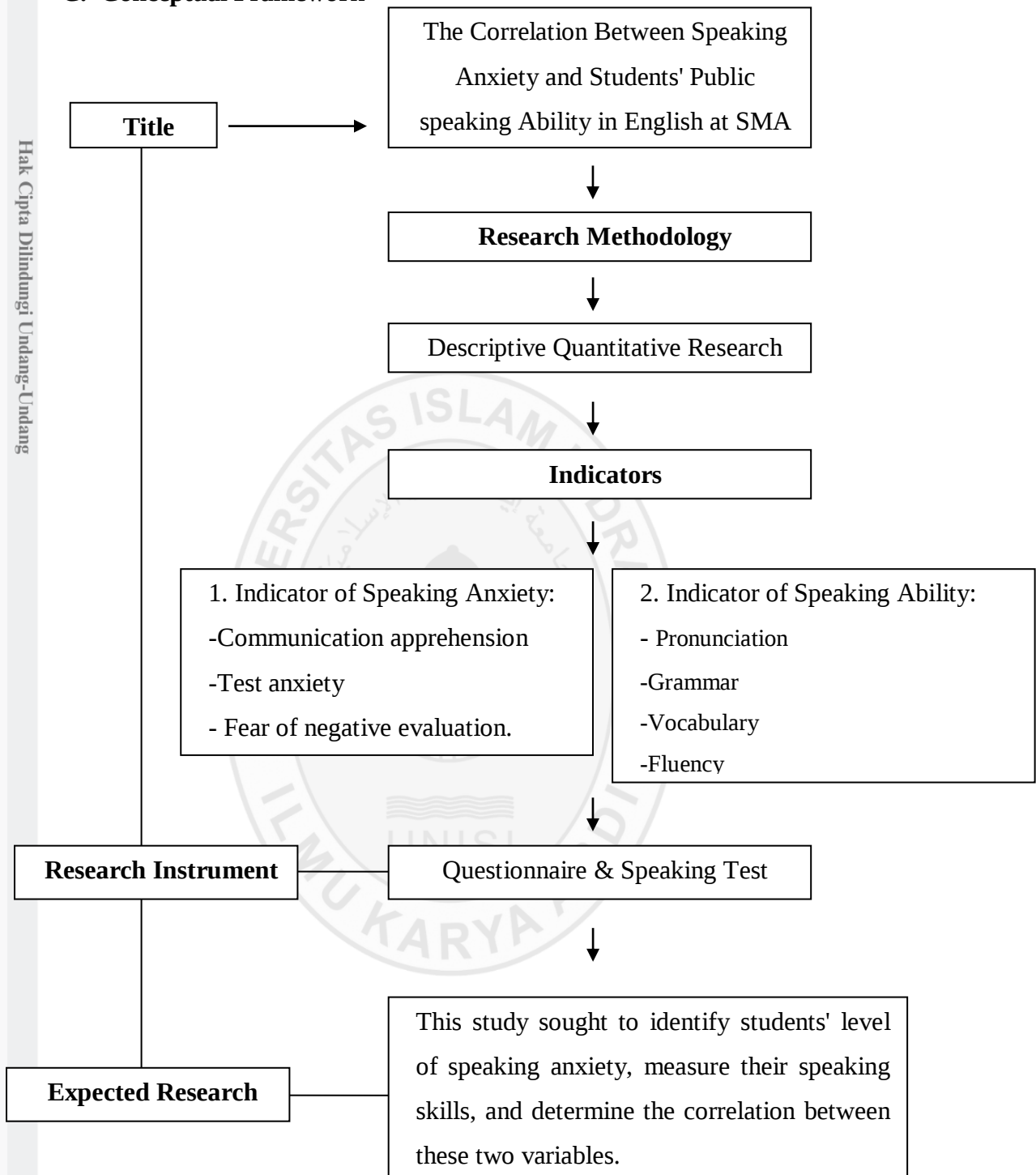
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C. Conceptual Framework





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Based on the conceptual framework outlined above, this study was designed to investigate the relationship between speaking anxiety and speaking ability in English among students at SMA Negeri 1 Tembilahan Hulu. The line of reasoning in this study began with the determination of the title, which was then translated into a quantitative descriptive research methodology to provide an objective and measurable picture of the data.

This study focuses its observation on two main variables through specific indicators, where the variable of speaking anxiety is measured through communication apprehension, test anxiety, and fear of negative evaluation. Meanwhile, the variable of public speaking ability is assessed based on the aspects of fluency, pronunciation, vocabulary, grammar, comprehension. All data were collected using questionnaires as the main research instrument to systematically measure students' perceptions and performance. Through this approach, the study aimed to identify students' anxiety levels, measure their speaking abilities, and ultimately determine the extent of the correlation or relationship between the two variables in the academic context of the school.