

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the aspects related to literature as the basic support of the analysis. It covers the overview of speaking skill, teaching speaking technique, factors affecting speaking performance , psychological problems in speaking, speaking anxiety, the effect of anxiety on learning achievement, and strategies to reduce speaking anxiety.

A. Speaking Skill

Some experts argue that speaking is an important skill for human being to deliver meaning to others for the sake of communication. In speaking, the speaker will produce some utterances in a spoken form. However, people with identical culture and linguistic background have some rules in order to be able to speak well in a conversation (Harmer, 2003).

Later, Harmer (2003) proposed that the areas of rules that are considered being helpful to achieve successful communication, especially in speaking, are sociocultural rules and turn-taking. Generally speaking, speakers from similar cultural background know how to speak in different occasions, to whom they speak, what kind of language they use just like formal or informal, and how loud their voice should be. Whereas, in a conversation, there is a time when someone decides to take turn to speak, this is called turn-taking. They do this by giving a signal verbally or visually that they want a turn or, by recognizing when other speakers

are signalling that, they are about to finish their turn, and therefore giving others a chance to take a speaking turn. Speaking activities are designed to provoke speaking as a skill, where there is a purpose for talking which is not just linguistic (Harmer, 2007). In addition, if the well speaking activities are taught in the classroom, speaking can increase the motivation of students and make the English language classroom become a fun and dynamic place.

On the other hand, Brown (2007) argues that dialogues can be classified into a conversation that promotes social relationship, which is called interpersonal, and a conversation whose purpose is to convey propositional or factual information namely transactional. Besides, it is stated that when participants know much more about the information, the produced conversations will have more assumptions, implications, and other hidden meanings between the lines.

According to Thomas (1987: 12), communication entails more than one person. Someone must send the message and someone must receive it. Communication is done for a reason. There is always a reason to send a message to another person (1987:14). According to Harmer (1991:53), speaking can be used for command in a wide variety of situations. That is, speaking can be used to communicate between people in different times and places. According to the definitions above, speaking is the process of communicating from one person to another. It can be done with two or more people. O'Malley (1990: 66–67) cites speaking as an example of a complex cognitive skill that can be subdivided into various hierarchical sub skills, some of which may require controlled processing while others may be processed automatically. In other words, it entails many skills

in the human brain and is a continuous and automatic process. O'Malley (1990: 38) distinguishes three stages of language production as well. The first is construction, in which the speaker chooses communication objectives and appropriate meanings. The second method is transformation, in which language rules are used to transform intended meanings into message form. The third stage is execution, in which the message is expressed audibly or visibly. It means that speaking is a skill that requires some processing that can be controlled or produced automatically by someone.

Meanwhile, Jordan (1997: 193) stated that speaking for academic purposes is an umbrella term for spoken language in a variety of academic settings. Furthermore, it implies that the language used is normally formal or neutral, and that it adheres to the conventions associated with the genre or activity. Typical situations or activities include: asking questions in lectures, participating in seminars/discussions, giving an oral presentation: answering subsequent questions/points, verbalizing data, and providing oral instructions. That is, speaking is a technique used by people to express their activities orally.

B. Teaching Speaking Technique

There are four important skills that students have to master in English, one of them is speaking skills. In previous explanation, speaking is important skill use to communication each other. In the class student must be active in speaking to inform their idea or others. Moreover, in Florez's journal (1999:37), (Brown, 1994; Burns & Joyce, 1997) defines that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It

means that speaking is a crucial part of language and it became a communicative skill for the students. According to Kayi (2006), teaching speaking means to teach learners of: (1) how to produce the English speech sounds and sound patterns, (2) how to use word and sentence stress and intonation, (3) how to select appropriate words and sentences according to the proper social settings (including audience, situation and subject matter), (4) how to organize their thoughts in a meaningful and logical sequence, and (5) how to use language as a means of expressing values and judgements.

Nowadays, many linguistics and English teachers agree on the notion that students learn to speak by “interacting”. In brief, English teachers should create a classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote that promote oral language. Speaking is fundamental to human communication. Just think of all the different conversation we have in one day and compare that how much the written conversation we do in one day. In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. If the goal of English course is truly to enable the students to communicate in English, then speaking skill should be taught and practiced in the language classroom. Classroom activities that develop the ability of learners to express themselves through speech would therefore seem an important component of a language course and it is usually called an effective speaking activity.

Teaching speaking, on the other hand, is a difficult task. Some students are usually afraid to speak, especially in formal situations such as speeches. In teaching speaking, listening, and writing (1998:12), Wallace, Stariha, and Walberg state that learners fear the challenges of speech on their own. To address such a problem, Harmer (1991: 131-132) suggests the following solutions: (a) use pair or group work; (b) allow them to speak in a controlled manner at first; (c) use 'acting out' and reading aloud; (d) use role-play; and (e) use media such as a tape recorder.

Meanwhile, Lynch and Anderson (1992: 18) argued that the media should be associated with the theme of student accommodation in their society. The use of media must be related to the subject matter. As a result, the students will not be perplexed by the material. Students must also be aware of the media. The students will also be unable to locate the media that they use. As a result, the media must be simple and inexpensive for the students. The media is used as a technique to help students improve their public speaking skills. A presentation can be used to learn how they can improve their speaking skills. Lynch and Anderson (1992: 3) also stated that the effectiveness of a learner's use of interaction strategies, rather than the accuracy of their form, should be judged. Students must convey the message that they speak. Presentation is one of the techniques that can be used to determine how far the students can send the message.

C. Factors Affecting Speaking Anxiety

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like

performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015). Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

While Koch and Terrell, as cited in Oxford, found oral skits and oral presentations in front of the class to be the most stressful activities. They also mentioned that being asked to respond orally can cause anxiety. Speaking activities can cause anxiety. Students try to communicate in their limited abilities when speaking. They are also afraid of being negatively evaluated by the teacher and peers, which would expose their shortcomings. Furthermore, in some cases, students frequently laughed at their peers who made a mistake. It instills in students a fear of making mistakes. They are afraid of making a fool of themselves in public, so they prefer to remain silent rather than speak in order to practice their English. Price discovered that one of the most common sources of anxiety is the fear of being laughed at by others.

Additionally, inappropriate teaching methods, such as speaking too quickly, can contribute to student anxiety. According to Worde, the inability to understand what is being said in the classroom frequently leads to communication anxiety. Furthermore, threatening teaching methods, such as calling on students one by one in seating order, may cause anxiety. According to Oxford, "harsh correction, ridicule, and the uncomfortable handling of mistakes in front of a class are among

the most important instructor-learner interaction issues related to language anxiety.”

1. Performance condition

Students perform a speaking task under a variety of conditions. Nation and Newton (2009) said that students carry out speaking activity under variety and different condition. Performance condition impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support. Ardhea Rosana Putri adds The condition in the classroom causes students to be nervous when they speak. According to data obtained from interviews, the factors that cause students anxiety are students' nervousness and anxiety when speaking in front of their friends and their teacher. Some participants experienced anxiety as a result of the conditions in their class when they spoke English. It means that the classroom environment is a major source of anxiety for students when they perform in front of the class.

2. Affective factors

Oxford (1990) said that one of the important factors in learning a language is the affective side of students. On the other hand According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

Affective factors are also a source of foreign language speaking anxiety. Unlike cognitive factors, which refer to students' thinking processes, affective factors are concerned with the learners' feelings and personalities. This paper focuses on two major issues: feelings toward the topic and/or the interlocutors, as well as self-consciousness. Every language learner must remember that knowledge of the topic is required if she is to speak confidently. According to Rai (2010), having a good understanding of the topic is the most basic preparation that needs to be done before communicating with others. Kasbi and Shirvan (2017) discovered in their study that students' interest influenced their lack of topical knowledge, which caused high speaking anxiety. They were discouraged from seeking out more information about certain topics due to a lack of interest in those topics. As a result, when they were asked to speak, the students became nervous because they had no idea what to say.

Another influential factor determining students' success in English speaking is risk-taking. As a beginner in second language learning, it is preferable for students to gain as much exposure as possible. Students should be willing to make mistakes and admit when they are wrong. Furthermore, trial and error is required to achieve fluency. Those who are low risk takers, on the other hand, are often afraid of making a mistake and will hesitate to speak. Furthermore, Juhana (2012) discovered in his study that one of the affective variables that prevents students from speaking is the fear of making a mistake.

3. Listening Ability

They cannot develop speaking skills unless they first develop listening skills (Doff, 1998). To have a successful conversation, students must understand what is said to them. Shumin (1997) supports Doff's (1998) ideas by stating that when one person speaks, the other responds by attending through the listening process. In fact, every speaker simultaneously serves as a listener and a speaker. As a result, one cannot respond if he or she does not understand what is being said. It means that speaking and listening are inextricably linked. In order to have a successful dialogue, learners must understand what is said to them. Shumin (1997) demonstrated that when students speak, the other students respond by listening. Speakers play both the roles of listeners and speakers. It can be concluded that students are unable to respond if they do not understand what is being said. That is to say, speaking and listening are inextricably linked.

According to Richards and Rodgers (2001), traditional methods ignored the speaking skill in classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the most important skills, while speaking and listening were secondary. According to Ur (2000), speaking is the most important of the four language skills (listening, speaking, reading, and writing) and is essential for effective communication.

4. Topical knowledge

Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect

to the world in which they live. Bachman and Palmer (1996) believe that topical knowledge has a great impact on the learners' speaking performance.

Tuan and Mai (2015), as well as Kasbi and Shirvan (2017), identified a lack of topical knowledge as the root cause of high speaking anxiety, which caused students to speak very little, if at all, because they couldn't think of anything to say and became unwilling to participate in the speaking classroom. Furthermore, the speaking topics should be appropriate for the students' cognitive level; otherwise, the students' ability to communicate effectively may suffer. Students are more likely to be anxious when they receive input that exceeds their ability to respond (Mouhoubi-Messadh, 2017), which means that fear of not understanding the content can cause anxiety. Anandari (2015) stated that the inability to master the content completely was the major source of anxiety for EFL learners. Thus, as suggested by Al-Nouh et al. (2015), students should be allowed to choose their own topics because familiar topics will provide them with greater comprehension and thus reduce their anxiety.

5. 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. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking.

It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

Furthermore, individual differences in the English classroom can act as a catalyst for the presence of anxiety. Individual differences are psychological characteristics or chronic tendencies that convey a sense of consistency, internal causality, and personal uniqueness (Carver & Scheier, 2000: 5). Although the role of situations is acknowledged here (Robertson & Callinan: 1998), individual differences are thought to play an important role in how people generally react across the situations they experience.

Wahyu Anggraeni (2012) adds The difficult question of when and how to provide feedback in speaking activities is addressed by carefully weighing the effects of various approaches.

Overcorrection may inhibit learners in the middle of a speaking activity and take the communicativeness out of the activity. Helpful and gentle correction, on the other hand, may help learners overcome difficult misunderstandings and hesitations. Everything is dependent on teachers' tact and the appropriateness of the feedback they provide in specific situations. When students have finished a speaking activity, it is critical that teachers allow them to analyze and evaluate what they have done.

D. Psychological Problems in Speaking

Ninuk& Maria (2017) adds the psychological problems becoming the focus of the study are lack of confidence, lack of motivation, shyness, fear of mistakes, and anxiety. All these psychological factors are interrelated to each other.

1. Fear of Mistake

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Aftat (2008) in Juhana (2012:101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the students low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

Many experts argue that fear of making a mistake is a major factor in students' reluctance to speak English in the classroom. According to Ur (2009), one of the reasons why learners are often afraid to even attempt to speak in a foreign language is their fear of making mistakes. Nobody wants to look bad or foolish in front of the audience or their classmates. As a result, it is critical for teachers to persuade their students that making mistakes is neither wrong nor bad because students can learn from their mistakes.

2. Shyness

Gebhard (2000) believe that shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. In the other hand Baldwin (2011) believe further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

According to Baldwin (2011), as cited by Juhana (2012), speaking in front of people is one of the more common phobias that students experience, and the feeling of shyness causes their mind to go blank or that they will forget what to say. This theory is also supported by the findings of this study, which show that the majority of students fail to perform at their best when it comes to public speaking. According to them, their inability to demonstrate their speaking ability is also heavily influenced by their feelings of shyness. In other words, shyness can be said to play a significant role in students' speaking performances.

3. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, Horwitz et al (2001) in Juhana (2012:102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz (1991) in Juhana (2012), anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. By the explanation above, the teacher should make attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

Anxiety, according to the Oxford Advanced Learner's Dictionary (2013), is a feeling or fear that something bad will happen. It is regarded as one of the most common psychological issues affecting foreign language learning in students. This statement is consistent with Brown's (2001, p. 269) observation that "one of the major obstacles learners have to overcome in learning to speak is the anxiety generated by the risks of blurting out things that are wrong, stupid, or incompressible." When students are nervous, their speaking performance suffers. In some cases, anxiety causes a nervous breakdown in which students are unable to speak at all.

4. Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students

are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

Self-esteem is one of the most important factors influencing learning. According to Dornyei (2005), "the concept of self-confidence is closely related to self-esteem, both of which share a common emphasis on the individual's perception of his or her abilities as a person." They contended that self-confidence develops during childhood and is a result of both interpersonal and intrapersonal experiences. Furthermore, He and Chen, as cited in Juhana (2012), stated that students' lack of confidence is primarily due to their inability to speak English. When students are unable to communicate effectively in English, they lose confidence and feel embarrassed. According to Brown (2001), the teacher also influences students' speaking confidence. A teacher who does not encourage his or her students may cause them to lack confidence when speaking English.

5. Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (2008) in Juhana (2012:103) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learners process

it will enhance their study interest. So the students should to have the motivation so that their speaking performance will be successful.

Motivation is mentioned in the literature as a key factor in students' learning success (Songsiri, 2007). Nunan (1999) emphasizes the importance of motivation in learning, stating that motivation can influence students' reluctance to speak in English. In this sense, motivation is an important factor in determining learners' readiness to communicate.

E. Speaking Anxiety

Speech therapist in Basic (2011) describes speaking anxiety as something that has a great impact on one ' s self - confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, sweating, stumbling, and the inability to act are just a few of the symptoms that limit one's ability to act and speak. Meanwhile, speaking anxiety, according to Yong in Tasee (2009:17), is defined as "fear, worry, and nervousness" when a student in the class who is speaking is interrupted.

Based on the above explanation, it can be inferred that speaking anxiety is apprehension, worry, and nervous effect on one's self-confidence that causes one to feel like a failure when they are unable to speak up and display what they know in class.

According to Horwitz, Horwitz, and Cope (1986), anticipation, worry, even dread, trouble focusing, difficulty grasping the material of target language, avoidance actions, forgetfulness, sweat, tenseness, shaking, perspiring,

palpitations, and sleep disruption are all psycho- psychological symptoms of speaking anxiety. According to Occhipinti (2007), anxiety signs, physiological manifestations, and symptoms are often easy to identify since they are obvious. Learners who report feeling worried or even panicked while performing in a foreign language experience palpitations and sweating. Instructors are well-acquainted with students squirming in their chairs, fidgeting, playing with their hair, clothing, or manipulating objects, stuttering or stammering as they speak in the second language, feeling "intimidated," "dumbfounded," and anxious when explaining their affective responses to the oral exam. Also sound distortions, as well as an inability to mimic the language's intonation and rhythm, may be interpreted as signs of distress in speaking. Students can laugh nervously, avoid eye contact, or joke.

In a foreign language classroom, especially in speaking, students often reported about their state of being anxious. This issue is likely supported by some researches done by the experts. Brown (2007) argues that one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid, or incomprehensible. Students tend to believe that it is better to keep their mouth close and have others thought they are ignorant than to open mouth and remove all doubt to deliver their ideas into a speech. In addition, Rafada (2017) revealed test anxiety and peer anxiety to be the main causes of students' speaking anxiety. The participants of her study referred their speaking anxiety to the fear of failure. In fact, students were afraid to fail in English speaking test; therefore they got anxious especially during their speaking assessment. Meanwhile, for the peer anxiety, half of her respondents of interview showed their fear of negative evaluation from their classmates.

Adult learners perceive themselves as reasonably intelligent, socially adept individuals, sensitive to different sociocultural mores (Horwitz, Horwitz and cope: 1986). Meanwhile, Hammer (2001: 40) states that adult learners are notable for a number of special characteristics;

1. They can engage with abstract thought.
2. They have a whole range of life experiences to draw on.
3. They have expectations about the learning process and may already have their own set patterns of learning.

F. The Effect of Anxiety On Learning Achievement.

As discussed previously, anxiety that deals with a psychological condition in which people experience extreme distress and anxiety in testing situations is namely test anxiety. While many people experience some degree of stress and anxiety before and during examinations, test anxiety can actually impair learning and hurt test performance. Akinsola & Nwajei (2013) cited Zeidner (1998) and Carver & Scheier (1984) in arguing that test anxious persons are likely to have strong and chronic doubts about either producing adequate performance on examinations, being evaluated favorably by others, or being able to control their feelings so that they would not be overwhelmed by them. The high level state of anxiety among test anxious people activates worry conditions stored up in memory and these conditions interfere with test performance. To support the claims, Alidoost, Mirchenari&Mehr (2013) found that anxiety and English achievement were correlated in terms of test anxiety, and they were negatively correlated. Tuncer& Dogan (2015) revealed that the students' anxiety, at the end

of education, accounted for the academic failure with its speaking anxiety in language class dimension. Although the respondents generally perceived test anxiety to be more facilitating rather than debilitating, Zhang & Liu (2013) in their study proved that oral test anxiety did exist during the oral English test and significantly debilitated their test performance.

G. Strategies to Overcome Speaking Anxiety

Class that too formal sometimes makes students feel scared and lack of confident when they want to speaking in English, this statement supported by Tanveer (2007), argued that the most general idea to reduce anxiety was to make the language classroom environment less formal and more pleasant, where students can make faults without looking or sounding unskilled. It is essential for teachers to be friendly and make some fun class activities rather than being strict and uncared with the students. Indeed teachers should be more aware of the existence of anxious students and show empathy to them (Liu, 2009).

Anxiety is negative feeling that must be avoided in the speaking classroom even it is so difficult. Because if students do not want to avoid it, it will give bad impact to them. Students have many strategies to avoid it. Kondo & Ling (2004: 262) cited in Faizah (2017) said that there are four strategies to less students' tension in the language classroom. Those are:

1. Preparation

It refers to the learners' endeavors to avoid threat in the classroom by improving learning and study strategies. Many students feel worried when they do not have much preparation. There are many ways to prepare

including reading the materials before class, taking second language courses provided in or out of school, asking help from friends and teachers, focusing on specific areas which cause anxiety.

2. Relaxation

It indicates means that aim at reducing anxiety symptoms the learners experience such as taking a deep breath and trying to calm down. Some students forget that they should be relax when the lecturer ask them a question, when the ae relax they can think freely without the pressure.

3. Positive Thinking

This means that each student must think positively to avoid confusion in their concentration. Always keep positive thinking with the situation that will happen in a classroom will help students to avoid anxiety and make them more confident.

4. Peer Seeking

It is characterized by the learners' willingness to look for others who seem to suffer from anxiety in the language classroom just like him or her. If students want to share about their experience about their own strategies to reduce anxiety to other students, it will give good impact for them. They will not feel alone.

H. Previous Studies

Previous study is the result of the research from the previous researchers related to this study. There are some researcher who are interested to discuss about the Speaking Anxiety.

The first researcher is AbdunNasihirAlbadri (2019) entitled Investigating Thai Student's Anxiety In Speaking Class At English Language Education Department Of University Of Muhammadiyah Malang. This research characterizes the kinds of anxiety found in Speaking class. It extreme to recognize the kinds of anxiety faced by Thailand students additionally the components which influence Thailand students experienced speaking anxiety. This research used descriptive design and qualitative research approach. The research subject was the 6th semester students of Thai students' anxiety of English Language Education Department. In collecting data, the analyst conducted Focus Group Discussion (FGD). There were 3 total members involved in FGD session. After analyzing the data, the researcher has found two of the three kinds of anxiety that faced by 6th semester students of Thai students in Speaking class, they are state anxiety and situation-specific anxiety.

The second researcher is KhusnuQurbayati (2019) The result of this research showed that students had many problem in daily English speaking activity, particularly in vocabulary, students often forget the vocabulary when they will speaking. They are need vocabulary, because they are the first grade. Then there are problems in pronunciation, students must be habit to speak English so the pronunciation is good and clear. Then the problems in grammar are also very important for them. If there is no grammar, there is a misunderstanding when they talk to each other. There are psychological issues that have an effect on it. Parents, teachers, and children may all have the same aim, but they may achieve it in different ways. They confuse each other because of these differences. Then the

problems they're dealing with become more serious, and the problem's primary aim is to hurt a child. They have this issue for a number of reasons.

The third researcher is DesyTrisdianti (2018) Different types of tasks, the position of the language lecturer, fear of making a mistake, self-perception, competence gap, and limited exposure to English were found to be the causes of speaking anxiety during classroom interaction. And the strategies that is used by the students to overcome their speaking anxiety were preparation, relaxation, positive thinking, peer seeking, and knowing our audience. The researcher also found the students' reason of using those various strategies. Preparation is used because the students should prepare everything before the class. Without preparation, everything will be worse. Relaxation is used because when the students' body is relax, it can reduce speaking anxiety. Positive thinking is used because it makes the speaking performance will be good. Peer seeking is used because the students can get advice and suggestion about their difficulty from their friend. And the last knowing our audience is used because it makes the students are ready to speak up with an expert or common people.

The forth researcher is Regi Esa Sura Pratama (2019) The participants in this study were first-grade Accounting and Management S1 students. Both classes had a total of 86 students. The goal of this study was to figure out how to use educational YouTube videos to help accounting and management students at STIE Kesuma Negara Blitar improve their speaking skills. This study's research was qualitative, with data collected through interviews and observation. Based on interviews and observations, the researcher learned that learning preparation occurs

at the start of the semester before active learning begins, but that the lesson plan, which has been signed by the rector, is prepared one week before active learning begins. To run effective and efficient learning, English lecturers are guided by syllabus and lesson plans that have been prepared in advance. LCD projectors and laptops are frequently used by English lecturers to aid in the learning of educational YouTube videos. Then, English lecturers have a unique assessment format that allows for more effective and efficient assessment. The criterion of students who are considered successful in speaking learning using this YouTube instructional video consisting of academic values as the key values and non-academic values with a minimum score B- are used by English language lecturers as a basic guide in the evaluation. When students were taught speaking using instructional YouTube videos, they were more involved and scored higher than when they were taught speaking using traditional methods.