CHAPTER II

LITERATURE REVIEW

This part will explain the review of relevant theories used in this research that are theory about social anxiety disorder and theory about speaking. Theory anxiety disorder including the definition of anxiety, speaking language anxiety, social anxiety disorder and social anxiety in youth. Theory about speaking including the definition of speaking, speaking goal, the element of speaking skill, speaking ability and previous related study.

A. Anxiety

1. Definition of Anxiety

Anxiety is a negative emotion that a person can experience at any given time. Anxiety also a sensation that people get when they are unsure of their abilities or what they want to do. This anxiety can be defined as a lack of self-confidence that prevents someone from reaching their full potential in life. People learning a foreign language can experience anxiety, which caused both from internal or external factors. which can affect their ability to learn the language. Someone with high anxiety can create a negative effect, especially in a foreign language class. It is because to learn a foreign language we have to practice or perform the language to show the ability that we have. If the anxiety is had by students, it may be they will get low understad.

To know the nature of anxiety, the researcher will show the viewpoint about anxiety from the experts. According to (Lader, 1972 and Lewis, 1970), anxiety is described as a feeling of dread and anxiety about an unknown threat. The threat is often either physical, implying bodily harm or death, or psychological, implying threats to one's self-esteem and well-being. It means the anxiety made someone scared her/his self to an unknown threat.

After an extensive review of many of the historical and current definitions of anxiety, (Lewis, 1970) established the following list of characteristics common to most definitions of clinical anxiety: (1) it is an emotional state with the subjectively experienced quality of fear or a closely related emotion; (2) the emotion is unpleasant; (3) it is directed towards the future; (4) there is either no recognizable threat, or the threat is by reasonable standards, quite out of proportion to the emotion it seemingly evokes; (5) there are subjective bodily discomforts during the period of the anxiety; (6) there are manifest bodily disturbances. Anxiety disorders are also caused by cognitive disorders and dysfunctional emotions (Beck and Emery, 1985). Anxiety-related thinking disorders include difficulties with attention, concentration, and vigilance, as well as a lack of objectivity.

May (1977) saw it as "an emotional response to a threat to some value that the individual holds essential to his existence as personality. Anxiety is a subjective experience of anxiety, anticipation, nervousness,

and concern triggered by the autonomic nervous system's arousal. Many people intuitively understand that anxiety interferes with language learning; it's also rational because anxiety has been shown to interfere with many forms of learning and is one of the most well-studied causes in the anxiety area. There is a significant distinction between fear and anxiety. Anxiety is an uncomfortable mental condition characterized by feelings of fear, dread, depression, and uneasiness.

Anxiety and fear are identical, but fear has a distinct object. When a person's optimum level of relaxation or arousal is exceeded, anxiety arises. Anxiety manifests itself in three ways: in a person's thoughts (cognitively), in their behaviors (behaviorally), and in their physiological responses. Fear and anxiety are motivated by three factors from a cognitive standpoint: a loss of control, an inability to make a coping response, and state anxiety versus trait anxiety. Loss of control is a disorder in which a someone's life is disrupted by uncontrollable or unpredictable events that cause anxiety and/or depression. Anxiety may be caused by unpredictability associated with a mission (Seligman, 1975). The most powerful way to deal with anxiety, according to cognitive theory, is to turn anxiety into fear. Then one would be able to pinpoint precisely what is troubling them. Then a strategy for dealing with what is certain and what is not should be formulated (Baugmgaedner, 1990, cited by Franken, 1994). Students' ability to learn a foreign language can be

harmed if their anxiety levels increase in class. If students' anxiety levels rise in class, it may affect their desire to learn a foreign language.

Anxiety related to learning a second or foreign language is known as language anxiety (Young, 1991). Anxiety affected feelings, cognition, and behaviour, according to MacIntyre (1999). People who suffer from state anxiety have higher arousal levels and a more sensitive automotive nervous system, all of which affect emotions. Even if they have a low level of anxiety, they are likely to feel anxious. Anxiety, along with self-esteem, extroversion, inhibition, and empathy (Brown, 1994), is one of the affective variables in human behavior that influences how a person responds to any situation (Gardner and MacIntyre, 1993). Communication apprehension, test anxiety, and fear of negative assessment are three components of language anxiety defined by (Horwitz et al. 1986). People who are fearful of communicating with others are shy and have difficulties speaking in public or listening to spoken messages. In language classes, students are expected to communicate with one another, and they are often asked to speak in pairs, groups, or in front of the class. Students who are afraid of speaking also suffer from language anxiety.

Language anxiety is related to test anxiety because students have unrealistic language achievement standards. Even if others consider a grade under excellent to be a passing grade, nervous students would consider it a loss. Since language classes often use tests and quizzes, students with test anxiety can develop language anxiety. Test anxiety is

similar to negative evaluation anxiety, but it is more common among students. In language classes, evaluation is not restricted to a test-taking situation. It may occur in any evaluative situation, including group discussions and public speaking. Language anxiety can grow in students who are afraid of receiving negative feedback from others. One of the most common affective factors in foreign language learning is language anxiety. That is, fear acts as a filter, preventing students from receiving language feedback and preventing them from progressing in their language acquisition (Horwitz et al. 1991). We can't deny that learning English as a foreign language is difficult for Indonesian students. Students studying it must put in a lot of effort in the learning process because they are starting from the beginning. They must learn how to comprehend the language and communicate in order to transmit their emotions. Students who doubt their ability are unable to take on further responsibilities. Students who are shy and unable to speak in a speaking or foreign language class would miss out on the opportunity to practice their oral skills (speaking) and gain input from the teacher on their progress in learning the language. Some students, on the other hand, have a deep interest in English but are unable to develop their skills because of shyness, worry, or anxiety. They will fail or receive a low grade in this subject as a result of this problem.

2. Signs and Symptomps of Anxiety

Many anxiety disorders are characterized by a subjective sense of distress, as well as disturbances in sleep, concentration, social, and/or occupational functioning. Despite their similarities, the presentation, course, and treatment of these disorders may vary. someone with anxiety often complain about their physical health as their main concern. This is especially common in panic disorder, which is marked by a brief period of intense fear and a sense of impending doom, as well as physical symptoms like chest pain, dizziness, and shortness of breath (Markowitz et al., 1989).

The following examples of anxiety symptoms may indicate an anxiety disorder based on (Neil A. Rector et al., 2005, 2008):

a. Cognitive: anxious thoughts (e.g., "I'm losing control"), anxious predictions (e.g., "I'm going to stutter and humiliate myself"), and anxious assumptions (e.g., "Only weak people get anxious").

b. Physical: out-of-control physical responses in relation to the situation (e.g., heart racing and feeling short of breath in response to being at the mall). Anxiety's physical symptoms can be confused with those of a physical disorder, such as a heart attack.

c. Behavioural: Avoidance of feared conditions (e.g., driving), as well as behaviors that evoke feelings close to those felt while nervous (e.g., exercise), Subtle avoidances (distracting behaviors, such as talking more during anxious periods) and protection behaviors (habits to

reduce anxiety and feel "secure," such as always keeping a mobile phone on hand to call for help)

3. **Factors Contributing to The Occurence of Anxiety**

Although research suggests that a number of factors may be involved, there are no clear-cut answers as to why some people develop anxiety disorders. According to (Neil A. Rector et al., 2005, 2008) Anxiety disorders, like most mental health issues, appear to be caused by a combination of biological, psychological, and difficult life experiences, including:

a. traumatic or stressful life events

b. a history of anxiety disorders in the family

c. issues relating to childhood development

d. a medical or psychiatric problem

e. alcohol, medications, or illicit substances

4. **Diagnostic Criteria of Anxiety**

According to (Timothy J. Legg, 2017 at Healthline) an anxiety diagnosis depends a lot on the description of the symptoms experienced. The "Diagnostic and Statistical Manual of Mental Disorders" (commonly referred to as the DSM) is used by mental health practitioners to identify anxiety and other mental disorders based on symptoms. Every anxiety disorder has its own set of criteria.

The following conditions for generalized anxiety disorder (GAD) are listed in the DSM:

a. for at least six months, you've had excessive anxiety and concern over a variety of things

b. you've had trouble managing your worry

c. you've had three of the following six symptoms: restlessness, exhaustion, irritability, muscle pain, sleep disturbances, and difficulty focusing are all symptoms of restlessness.

d. Symptoms that are messing with your life;

e. Symptoms that are not caused by the direct psychological effects of drugs or medical conditions

f. the signs aren't triggered by another psychiatric condition (e.g. anxiety about oncoming panic attacks with panic disorder, anxiety due to a social disorder, etc.)

B. Speaking Language Anxiety

Language is a system of communication that helps people to communicate with each other. Language allows people to express their feelings. Students were asked to use oral language to show their comprehension of a foreign language. They are not only concerned with reading the language, but also with responding to it or expressing their anxiety of it. Foreign language anxiety is described by (MacIntyre and Gardner, 1994) as "tension related to the fields of the second language,

including speaking and listening." As previously reported, anxiety is usually confined to the skills of speaking and listening, both of which are required for learning a foreign language. Furthermore, language anxiety has been defined using two approaches: the first suggests that language anxiety is a fundamental effect involving situational factors (MacIntyre, 1995), and that it can occur in any situation, including social and functional situations in life.

When it comes to communicating, students face a variety of barriers, and one of those is language. Despite having a large vocabulary and excellent writing skills, the majority of students find it difficult to communicate. There's also the problem of students' fear of making mistakes. The majority of students in public speaking courses are nervous or anxious when they appear in front of an audience. Students would not be able to succeed because they are uncomfortable being watched by others. Learners who are nervous about learning a foreign language can find it difficult to enjoy their studies.

(Horwitz and Cope, 1986) pointed out that, Since speaking in the target language appears to be the most frightening aspect of foreign language learning, the current focus on communicative competence presents particularly difficult challenges for the anxious student. Speaking anxiety is a fear of speaking and performing the language learned in a foreign language class. Speaking anxiety has a huge effect on people's self-esteem and it often contributes to feelings of disappointment when they are unable to express themselves and express their thoughts. This speaking anxiety causes learners

to lose confidence in their ability to perform in front of or in front of others, and as a result, the learner is unable to comprehend the teacher's explanations.

"It is associated with feelings of uneasiness, self-doubt, fear, or concern," (Tsui, 1996) says. Anxiety can be triggered by a variety of factors. Some of the reasons that can make language students nervous are as follows:

1. Having trouble pronouncing unfamiliar sounds and terms

2. Not knowing the meaning of words or sentences

3. Inability to comprehend and answer the questions

4. Reputation of the language class as a place for failure

5. Peer criticism

6. Not knowing or comprehending the course's objectives

7. Testing, especially oral testing

8. Previous unsuccessful language-learning attempts

9. Encountering different cultural values and behaviors

Various factors that trigger speaking anxiety in foreign language students are intertwined, making the process extremely difficult. Psychology and sociology theories may help foreign language teachers devise methods to help students overcome their fear of speaking. It is impossible to overstate the value of maintaining a positive relationship between students and society. The teacher's job should be to help students improve social interaction and communication skills in society by improving and coordinating relationships between students and their families. To support this strategy, researchers such as (Bernstein et al. 2008) point out that social phobia sufferers have

poor social skills, poor leadership skills, less focus, and more learning disabilities. Therefore, teachers must help their students in designing learning strategies in order to improve their performance.

When language learners are anxious, it is unlikely that they will succeed in learning a foreign language. Language learners' achievement is harmed by anxiety "indirectly by worry and self-doubt, and specifically by declining involvement and causing overt avoidance of the language," according to researchers (Oxford, 1999). In a similar vein, Arnold and Brown (1999) reported that classroom anxiety has a downward spiraling effect. They were implying that students' negative feelings and poor performance are linked in a vicious circle.

C. Social Anxiety Disorder

1. Definition of Social Anxiety Disorder

According to the National Institute of Mental Health (NIMH), social anxiety disorder, also known as social phobia, is a severe fear of being judged and humiliated by others. This fear can be so strong that it prevents people from going to work, school, or engaging in other everyday activities. At some point in their lives, everybody has felt nervous or ashamed. Meeting new people or making a public speech, for example, may make someone nervous. People with social phobia, on the other hand, think about these and other problems for weeks before they occur.

People with social anxiety disorder are afraid of completing mundane activities in front of others. For example, they can be reluctant to sign a check in front of a chaser, speak in front of a class, or use a public restroom. The majority of people who suffer from social anxiety disorder are conscious that they should not be as fearful as they are, but they are unable to control their fear. They will avoid locations or activities where they feel they will be pressured to do something that will embarrass them. Social phobia affects certain people only in specific circumstances, while others experience symptoms in almost any social situation. When it comes to social anxiety or phobia, it usually starts in the teenage years. If a person has had symptoms for at least 6 months, a doctor may diagnose social phobia. Social anxiety disorder or social phobia may last for years or even a lifetime if not treated.

2. **The Signs and Symptoms of Social Anxiety Disorder**

According to (Franklin Schneier, 2003) Someone who suffer from social anxiety disorder have common symptoms such as:

a. Cognitive: -Self consciousness (appear foolish, awkward)

-Social Inferiority ("I won't measure up to....")

-Fear of negative evaluation (She won't like me")

b. Physiological: - Blushing, sweating, tremor

-Panic attack may occur only social situations

c. Behavioral: -Avoidance, Poor eye contact, passive

3. The Caused of Social Anxiety Disorder

Social phobia can run in families, but no one knows for sure why some people experienced it, while others don't. Experts have found that fear and anxiety are linked to many parts of the brain. By learning more about fear and anxiety in the brain, scientists will be able to create better treatments.

According to (Bridges to Recovery, 2002) social anxiety disorder can hit someone because:

a. Physical, sexual or emotional abuse

b. Bullying or teasing by pears

c. Family conflicts, domestic violence, and divorce

d. Maternal stress during pregnancy or infancy

D. Social Anxiety in Youth

1. Definition of Social Anxiety in Youth

Social anxiety disorder is a term that represents a clinical population because its features are excessive, developmentally inappropriate, avolitional, persistent, resistant to rational contrarious arguments, and related to avoidance or maladaptive interference in different areas of daily life functioning (Albano, 1995; Silverman & Rabian, 1993). Children with social and performance anxiety, for example, often become nervous when confronted with a new evaluative situation, gradually become accustomed to social and evaluative situations through repeated exposures, and usually

attend social events, albeit with trepidation. On the other hand, Children with social phobia have debilitating and developmentally inappropriate panic attacks and other symptoms in social and performance situations, fail to become accustomed to these situations despite repeated exposures, avoid them excessively, and as a result, suffer impairment in key areas of academic and social development (Albano & Detweiler, 2001).

2. Social and performing Anxiety

Social and performance anxiety is characterized as an abnormal physiological arousal in social or performance situations that involve the possibility of being judged by others, as well as worry or fear of psychological harm and a desire to flee or avoid these situations (Schlenker & Leary, 1982). In children, social and performance anxiety is often used to describe fear of negative appraisal, social distress, and social avoidance (La Greca & Stone, 1993). Starting and maintaining conversations, playing and cooperating with others, expressing affection, and negotiating solutions to problems are all common social situations. Tests, recitals, games, workshops, and athletic demonstrations are all examples of common performance situations.

3. Social Anxiety in Adolescents

These phenomenological variants of social anxiety in children and adolescents, as well as its clinical form, social anxiety disorder, are similar but distinct (Klaus Ranta et al. 2015). What in childhood is manifested, or perhaps just communicated, as more of a pure what appears in childhood

as more of a pure fear and associated social avoidance turns into a vivid inner experience characterized by self-centeredness, concerns about being different, and feelings of inferiority and embarrassment in adolescence. Adolescents' perspectives are certainly influenced by their increasing cognitive capacity, as well as the increased importance of peer comparisons and peer relationships. During childhood and adolescence, fears of social circumstances, negative evaluation, and embarrassment – all primary symptoms of SAD – go hand in hand. The severity of these symptoms reaches the point where they cause significant suffering or functional impairment in approximately 3–9% of adolescents, and thus meet criteria for a clinical disorder (Klaus Ranta, Annette M. La Greca et al. 2015).

Youths' experiences of social anxiety are often influenced by developmental transitions that occur during childhood and adolescence: not only do adults expect greater independence in social functioning in youths, but peers also require standing up and speaking for oneself, and avoidant or shy behavior may be poorly tolerated. As a result, the social environment in which adolescents grow changes dramatically and permanently. The fundamental DSM-5 criteria state that an individual with social anxiety disorder almost always experiences marked fear or anxiety in one or more social situations (e.g., social relationships, being observed, performing in front of others), fears negative assessment (either

as a result of the individual's own behavior or as a result of showing anxiety symptoms), and experiences fear of being judged negatively.

E.   The Liebowitz Social Anxiety Scale for Children and Adolescents

To assess social anxiety psychologist and clinicians need to distinguish between performance anxiety and social interaction anxiety in order to make an appropriate diagnosis. The Liebowitz Social Anxiety Scale (LSAS) was the first clinician-administered scale for assessing social phobia fear and avoidance (Liebowitz, Michael R, 1987). There are two other kinds of this scale which are LSAS- Self Report questionnaire and LSAS for Children and Adolescents.

Similiarly to the regular LSAS, LSAS for children and Adolescents also has a clinician administered version of the rest and a self-report version (LSAS-CA-SR). The self-report version of the Scale has been extensively tested on several country with results high in validity and reliability. An examination in spanish (José Olivares, Raquel Sánchez-García and José Antonio López-Pinathe, 2009) components' loadings showed the existence of medium item-trait correlations, which ranged correlation (.52) was between the fear and the avoidance subscales. The correlation between subscales, which assesses fear and avoidance in social relations, was .67, the same as the correlation between the subscale assessment for fear and avoidance in social performance.

Picture 2.1 Factor loadings for LSAS-CA-SR

Table 2
Factor loadings for LSAS-CA-SR (self-report) fear and avoidance scales

Items (in both subscales)	Component LMT*	Component LME*
1. Talking to classmates or others on the telephone	.536	.587
2. Participating in work groups in the classroom	.640	.684
3. Eating in front of others (e.g., school cafeteria, restaurants)	.572	.587
4. Asking an adult you don't know well, like a store clerk, principal, or policeman for help (e.g., for directions or to explain something that you don't understand)	.650	.636
5. Giving a verbal report or presentation in class (e.g., show and tell for younger children)	.658	.641
6. Going to parties, dances, or school activities	.642	.709
7. Writing on the chalkboard or in front of others	.588	.613
8. Talking with other kids you don't know well	.666	.588
9. Starting a conversation with people you don't know well	.676	.616
10. Using school or public bathrooms	.463	.408
11. Going into a classroom or another place (e.g., Church, food court seating) when others are already seated	.683	.678
12. Having people pay close attention to you or being the center of attention (e.g., your own birthday party)	.688	.618
13. Asking questions in class	.710	.696
14. Answering questions in class	.699	.703
15. Reading out loud in class	.665	.620
16. Taking tests	.577	.452
17. Saying «no» to others when they ask you to do something that you don't want to do (like borrow something or look at your homework)	.612	.562
18. Telling others that you disagree or that you are angry with them	.671	.572
19. Looking at people you don't know well in the eyes	.648	.640
20. Returning something in a store	.650	.629
21. Playing a sport or performing in front of other people (e.g., gym class, dancing school recital, musical concert)	.653	.605
22. Joining a club or organization	.684	.653
23. Meeting new people or strangers	.683	.657
24. Asking a teacher permission to leave the classroom (like to go to the bathroom or to the nurse)	.679	.605
λ (% explained variance for each component)	9.948 (41.5%)	9.190(38.3%)

Source: José Olivares et al. Psicothema, 2009

F. Speaking

1. Definition of Speaking

In everyday life, everybody uses speech to convey everything. People may communicate knowledge, messages, ideas, opinions, and feelings orally through the activity of speaking. Based on (Eckard and Kearny et al. 1981) Speaking has been described as a two–way process in which true communication of beliefs, information, or emotions occurs. From the top down, spoken texts are seen as the result of contact between two or more people in a shared time and space. Speaking ability is an important aspect in learning a certain language especially English, as

(Theodore Huebner, 1960) states, "language is essentially speech, and speech is communication by sounds".

Oral communication can be complicated at times. However, to have a strong speaking ability, students must acquire certain speaking aspects. (Lai mei- Leong et al, 2017) note down that Speaking English is a difficult task because it necessitates a thorough understanding of many important aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension. As a consequence, whoever talks should know exactly what they're talking about. (Brown, 2001) stated that some components should be recognized by the learner in learning speaking:

a. Pronunciation

Pronunciation is one of the most challenging skills to master, and students should dedicate a considerable amount of time to developing their pronunciation. (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016).

However, it is not the intention of pronunciation instruction to have students pronounce like native speakers. Instead, the primary goal of oral communication should be to communicate intelligibly. If students want to change how they pronounce English words, they must first change how they think about those words' sounds. (Abbas Pourhosein Gilakjani, 2016).

b. Grammar

(Yule, 2006) stated that the method of explaining the arrangement of phrases and sentences in a language by considering their order is known as grammar. Since grammar is made up of the arrangement of phrases and sentences, it can be inferred that grammar is one of the most important aspects of learning a foreign language such as English. According to (Harmer, 2007) There are two different approaches to learning grammar that are contrasted: deductive and inductive approaches. Students would be given an interpretation of grammar formulas in the deductive approach to learning grammar. Students construct a phrase or sentence in the language he has learned based on this interpretation. The inductive method is the inverse of the deductive method. When learning grammar using an inductive approach, students are given examples of sentences before learning the formula.

c. Vocabulary

Vocabulary is one of the most crucial elements of speaking. Students cannot express themselves if they lack vocabulary. According to (Richards and Renandya, 2002), Vocabulary is an essential component of language proficiency because it serves as the foundation for how students speak, listen, read, and write. If the students have a large vocabulary, they can form a sentence or communicate effectively

what they want to say. Thus, vocabulary means the appropriate diction used in communication.

d. Fluency

Fluency is used to assess someone's ability or inability to use a language. (Fillmore, 1979) determine fluency as the ability to speak for an extended time with few pauses. A speaker can express his or her ideas coherently and deal with lexical and syntactic items quickly. (Brumfit, 1984) regarded fluency as natural language use in the same way that native speakers do. (Nation, 1989) defined fluency in three ways: the first is the speed and flow of language production; the second is the degree of control over language items such as pausing, rhythm, pronunciation, and stress; and the third is the method of content interruption.

e. Comprehension

In English learning, comprehension is the ability to comprehend and process long stretches of discourse, as well as to formulate representations of meaning sentences. (Brown, 2007). It involves the ability to immediately acknowledge what other speakers say in oral communication.

Based on the theories above, it can be concluded that speaking is an activity that involves uttering words or using language by producing a sound that becomes a speech in an ordinary sound to convey or communicate someone's thoughts, emotions, ideas, and willingness.

Pronunciation, grammar, vocabulary, fluency, and comprehension are the five items that make up speaking skills. When speaking, the speaker uses the sound of their voice as a signal to communicate their thoughts.

2. **Speaking Goal**

Speaking is the way to communicate from the speaker to the listener. To understand the target language/communication, someone who speaks should be able to express their feelings. By this communication, people can interact with others by language. Speaking is the main point of the success of learning a language. With the incorporation of the other language skills, the importance of speaking is illustrated. Speaking helps students improve their vocabulary and grammar skills, which in turn helps them improve their writing ability. Students can communicate their feelings and thoughts, tell stories, make requests, and speak about, debate, and demonstrate the different functions of language. (Lai mei- Leong and Seyedeh Masoumeh Ahmadi, 2017) and these statements have been supported by (Baker and Westrup, 2003) which said that students who speak English fluently have a better chance of having a better education, finding good jobs, and getting promoted.

3. **The Element of Speaking Skill**

This part is to review the related criteria of speaking ability to measure speaking skills that are accuracy, fluency, and appropriateness.

a. Accuracy

Learners should be able to communicate fluently in a foreign language. As a result, teachers should emphasize accuracy in their

instruction. When speaking, learners should pay careful attention to the consistency and completeness of language forms, such as grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

b. Fluency

Fluency is also a criterion to measure speaking competence. According to (Hughes, 2002), Fluency refers to a learner's ability to communicate understandably to prevent communication failure because listeners may lose their interest. (Hedge, 2000) expressed that fluency is the ability to respond coherently by linking the words and phrases, pronouncing the sounds clearly, and using stress and intonation. more particularly, Thornbury (2005) identifies the factors to consider when determining fluency. They as follow:

1) Lack of hesitation: Students speak in a smooth, natural way. They do not hesitate for long periods, and it is easy to understand what they are saying. In this criterion, students talk naturally, not too slowly or too quickly.

2) Length: Students may combine their ideas to create a message or an argument. They will complete the task using not only the simplest but also the most complex sentence patterns. The speaker of what he has to say in this criteria. It means he arranges the words, sentences, and sentences as required.

3) Independence: Students should express themselves in a variety of ways, keep talking and asking questions, and engage in a variety of

other activities to keep the conversation going. Fluency, in other words, is a person's ability to share his or her thoughts and interact with others without pausing and wasting time to think of a word while speaking.

c. Appropriateness

When someone speaks to another person, appropriateness is linked to the degree of formality. Appropriateness is also a criterion for determining speaking capacity. According to (Spratt, Pulverness, and Williams, 2005), appropriate speaking shows the different levels of formality determine that the speaker is polite or not. In the speaking activity, appropriateness is very important to be mastered by the students. It is because it will reveal whether the students understand what they have said and who they are conversing with. their ability to understand the meaning and circumstances of an English conversation can be demonstrated by their ability to speak appropriately informal, casual, and neutral situations in a conversation.

4. Speaking Ability

The most important skill is speaking because it is one of the capabilities required to carry on a conversation. (Brown, 2004) believes that speaking is a productive skill that can be tested directly and empirically; nevertheless, such findings are inevitably colored by the consistency and effectiveness of a test taker's listening ability, undermining the reliability and validity of an oral production test.

Speaking is a useful ability that cannot be distinguished from other abilities such as listening and pronouncing.

Speaking has some distinct characteristics when compared to writing and reading skills (commonly referred to as written language, receptive skills). In speaking, speakers do not typically speak complete sentences; useless specific vocabulary than in written language.

Speaking is important for students learning English because it helps them apply the language. Humans' ability to connect has always been crucial to their success. The importance of speaking ability can be seen in people's everyday activities. Speaking is a collective process that takes place under time constraints. That is, people can use terms and phrases fluently without having to think about it. Individuals with good speaking skills can create sentences for real communication; in other words, they prefer to communicate in language to achieve specific goals (McDonough & Shaw, 1993).

The ability of students to converse is a key component of teaching speaking, and it becomes even more important in language teaching and learning success if language serves as a system for expressing meaning. As described by (Nunan, 1991), progress in speaking is measured by someone's ability to carry on a conversation in the language. We admit that numerous proponent variables affect teaching speaking performance, as well as numerous obstacles that cause it to fail. Speaking is merely an oral trail of abilities derived from structure and vocabulary. According to

(Freeman in Risnadedi, 2001), speaking ability is more nuanced and complicated than most people believe, and study speaking, like other cases in language study, naturalizes many cases to language teachers.

G. Previous Related Study

In this research, the researcher takes review from other thesis or journal related to this research as the principal or comparative of the case in this research.

First previous study is from (Tri Listiyaningsih, 2018) entitled *"Students' Anxiety in Speaking English Class at The Eleventh Grade of MAN 4 Bantul in Academic Year of 2017/2018"*. In this study the researcher found that more than half of the students in the open questionnaire answered, they feel anxious when they have to speak in front of the class. The interview, questionnaire, and observation of the students were conducted to gain data about the factors contributing to students' anxiety in speaking performance. Students reported many reasons and factors.

Second previous study is from (Yuliana Mauludiyah, 2014) entitled *"The Correlation Between Students' Anxiety and Their Ability in Speaking Class"*. In this study, the researcher found a positive correlation between both two variables in very low correlation. But the hypothesis testing showed there was no correlation between the two variables because N.Sig>5%, so it means Ho accepted and Ha rejected.

Third previous study is from (Nur Isnaini, 2018) entitled *"An Analysis of Students' Speaking Anxiety Students of English Foreign Language at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year of 2018/2019".* In this study, the researcher found about the factors and the causes of students' speaking anxiety in English Foreign Language (EFL). It can be concluded that the factor and causes of students' speaking anxiety were fear, worry, heart breathed, over self prediction toward, irrational faith, over-sensitivity toward the threat, sensitivity of anxiety, wrong attribution of body signal, and low self-efficacy in speaking especially in English foreign language (EFL).

Fourth previous study is from (Dewi Mariam, 2018) entitled *"An Analysis of Speaking Anxiety in English Classroom".* In this study, the researcher found about the number of data of respondents that has speaking anxiety in English classroom.

Fifth previous study is an international journal from (Firooz Sadighi and Mehdi Dastpak, 2017) entitled *"The sources of Foreign Language anxiety of Iranian English Language Learners".* In this study, the researcher found about the possible sources of students' anxiety, the three most significant causes of students' anxiety were: fear of committing mistakes, fear of being negatively evaluated, and limited knowledge of vocabulary.

Sixth previous study is from (Mulyani, 2011) entitled *"The Correlation Between Students' Anxiety Level And Their Speaking Ability at The Second Year of Senior High School 1 Enok Indargiri Regency"* from this study, the

researcher can conclude that there is a significant negative correlation between students' anxiety level and their speaking ability at the second-year students of SMAN 1 Enok.

Seventh previous study is an article from (Heri Susanto et. al) entitled *"The Correlation Between Student Anxiety and Student Speaking Skill at English Department Students of Muhammadiyah University of Ponorogo"* from this article, the researcher found that the result from Karl Pearson Product Moment and SPSS showed that there was a correlation between students' anxiety and students' speaking achievement with the correlation scores 0.518 and 0.065 in SPSS.

Eight previous study is a journal from (Elfina Putri Nanda Hasibuan et al.) entitled "*Description of Social Anxiety Based on Liebowitz Social Anxiety Scale (LSAS) on Late Adolescents"* from this journal, the researcher knows that there is 31,2% of late adolescents with high social anxiety in University X. this result indicated that the percentage of social anxiety in Indonesia is increasing at that time compared with the results of the research conducted by Vriends which is 15,8%.

Ninth previous study comes from (Risa Suryanti et al.) with their journal entitled *"Description of Social Anxiety Based on Liebowitz Social Anxiety Scale (LSAS) on middle adolescences".* The measurement results show that adolescences in high school X Surakarta experience social anxiety as much as 30,54%.

From the previous study above, there have been similarities and differences between these research. The similarity between this research and other research is the dependent variable used which is speaking English. While the difference is the Independent variable used. Most of them are focus on speaking anxiety while this research is focused on social anxiety as an internal factor that might influence students' speaking ability . And also the setting of the research. This research is conducted in MA Ma'arif Udanawu Blitar in the academic year 2020/2021.