CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Speaking

Speaking refers to the act of giving speeches and talks and an interactive process of building meaning that involves both producing and receiving information. It requires specific language skills and is context-oriented. One of the English skills that can be done orally is speaking. According to Nunan (1995) speaking is saying words orally, communicating by talking, making a request, and making a speech. Most of all activity that is conducted with oral speech also makes people get knowledge and information about the topic that is being discussed. Humans are social creatures. It makes sense that humans are always speaking by conversation. Refers to Leong and Ahmadi (2017) humans are programmed to speak before they learn to read and write. In any given situation, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. Humans are naturally created to be a talkative person or humans are a social person. Richards and Renandya (2002) stated that speaking is a significant skill to expand knowledge of the language in communicating messages. Usually, every human or person always talks to each other by speaking. Speaking to others is a technique for someone to communicate their ideas. Speaking is also defined as a process of communication between at least two people. (Sabri, 2019). Communication can occur when two persons are talking with each other and sharing some several topics that are viral recently.

2.1.2 Public Speaking

In essence, humans have the skills to speak as well as communicate with other humans. In this modern era, many things are rising upward. One example is the human skill of public speaking which is used to present ideas, notions, and inventions in front of audiences. According to Lestari, (2021) public speaking is derived from the words "public" and "speaking," which indicate "to whom we will speak" and "how to communicate.". Public speaking is the act of giving a spoken message, presentation, or speech to an audience. It entails employing verbal communication skills to convince, enlighten, entertain, or inspire an audience. Public speaking can occur in a variety of circumstances, such as formal settings such as lectures, conferences, and business presentations, as well as informal ones such as social gatherings or everyday discussions. Tucker et al., (2019) argue that public speaking is an organized, face-to-face, prepared, intentional attempt to inform, entertain, or persuade a group of people through words, physical delivery, and visual or audio aids. In public speaking scope, the speaker is the focus of attention for a specific amount of time. There still may be some back-and-forth interaction, such as questions and answers with the audience, but the speaker usually holds the responsibility to direct that interaction either during or after the prepared speech has concluded.

Public speaking in English education courses is an introduction to speech communication that emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. In the context of learning public speaking for students in a university, students will learn the skills and strategies necessary to prepare and deliver ceremonial, informative, and persuasive speeches. This course emphasizes how to compose meaningful and coherent messages, conduct responsible research on

appropriate topics, and argue, develop, and polish effective presentation skills. This course emphasizes how to compose meaningful and coherent messages, conduct responsible research on appropriate topics, and argue, develop, and polish effective presentation skills. At the end of this course, students must achieve the goal that students need to gain more confidence in communicating in public contexts. (Silabus Public Speaking, 2020). By following the public speaking course, students should be followed and understand about the explanation in every material related with the public speaking activity in purpose to cope their speaking anxiety.

2.1.3 Public Speaking Anxiety

Anxiety is a natural phenomenon that has always been experienced by humans that deals with emotion, psychology, and fear. Anxiety also can be described as a mental state characterized by anxiety and dread about what might happen, both in terms of the current situation and odd happenings. People who feel anxiety will be affected by their tension and nervousness. Some students seemed hesitant to say something that would be conveyed through public speaking, but not only one or two but several students who experienced it and they seemed to show anxious gestures by shaking their hands and talking with neither clear nor smooth, tenseness, trembling, panic, jumbling, worry, palpitation, confusion, perspiring, sleep disturbance, and stuffing. According to Horwitz et al., (1986) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Students generally feel strongly that anxiety is a major obstacle to overcome in learning to speak another language, and several recent approaches to foreign language teaching, such as community language learning and suggestopedia, are explicitly directed at reducing learner anxiety. Horwitz et al., (1986) also stated that it is helpful to compare foreign language

anxiety to three other performance fears that are connected to it communication apprehension, test anxiety, and fear of receiving a negative evaluation. Foreign language anxiety concerns performance evaluation in an academic and social context.

Public speaking anxiety can also have several effects that can affect public speaking student. Kusumawat and Fauzia (2019) stated that language anxiety is considered an effective variable in language learning, which means language anxiety has become one of the reasons involved in the success of language learning, either it is in a positive or negative way. Also, anxiety in doing public speaking can occur every time. Siregar (2019) argued that anxiety is fear or worry in certain situations that are very threatening and can cause anxiety due to uncertainty in the future and the fear that something bad will happen. Students will naturally feel a situation that can cause anxiety but, in that situation, there is a way to deal with it and this research can reveal the strategy to overcome that.

In speaking, the speaker sometimes felt anxious when presenting the topic in public speaking. According to Lestari et al, (2021) public speaking anxiety occurs when a person thinks that he or she is not capable of controlling the situation he or she is facing, and because of it, unable to focus and feels restless. Some students lack knowledge when doing public speaking. Anxiety among students is a result of their lack of English class skills, such as vocabulary, grammar, pronunciation, and word use. (Mahmudi & Anugerahwati, 2021).

2.1.4 Strategies for Foreign Language Speaking Anxiety

Students might be needed to have a comfortable situation in the classroom. The first step to dealing with students' FLSA is to create a relaxed and welcoming classroom environment. The second step is to involve the students in classroom activities. A study related with this

theory conducted by Dolly et al, (1992) have done interviews talking about the strategies to cope with anxiety with FLSA that include the students were not forced to speak before they were prepared, the kids were calmed by using relaxation techniques, there was a lot of group practice, allowing students to have flexibility in doing speaking, give advice to students who have an interrupted speaking and focusing on students which have interested on some topic. Both teachers and students must take steps to reduce the anxiety of the students, therefore various coping mechanisms are available not only for the students themselves but also for the teacher.

Students frequently feel anxiety when speaking in a foreign language, which could impact their efforts to learn the language. The researcher must find out the reason that causes anxiety during learning a foreign language in the classroom. Many methods to cope with speaking anxiety have been researched by various researchers. According to Kondo (1994) The development of strategies of speaking anxiety that are used by undergraduate students there are six strategy types; Relaxation, Preparation, Positive Thinking, Audience Appreciation, Concentration, and Resignation. Further research that related with the study above who conducted by Kondo and Ying-Ling, (2004) shows that the research identified 70 basic coping strategies for anxiety, which were divided into 5 categories: preparation, relaxation, positive thinking, peer seeking, and resignation. The differences between the first study and second study are the second study conclude that the strategies are reduced from six strategies into five strategies, and the study has changed the name of the strategy from the previous study.

Students in public speaking already have some strategies to cope their speaking anxiety. Students also must have some improvement to increase their speaking skill. According to Asysyifa et al., (2019) students can overcome their fear of public speaking by practicing pronouncing the

words in English. Besides from that, students would practice speaking in front of a mirror to urge themselves to speak in front of their classmates. Furthermore, when their teachers ask them to talk in English, they will create and cultivate a positive mindset. With following the strategies that can be done by the students, students hopefully can overcome their speaking anxiety and doing a lot of practice the students would not be anxious anymore. Sulastri and Ratnawati, (2018) also stated that Speaking anxiety can be decreased by focusing on English study and self-motivation. Students feel more confident when they are given some motivation by themselves, and support by their friends in classroom.

2.2 Study of the Relevant Research

Much research discusses strategies to overcome public speaking anxiety, there is a study written by Stewart and Edwards Tassie (2011) which discussed many public speaking classes that followed by students in schools or universities created situations that can cause stress, nervousness, and tension in undergraduate students. The objective of this research is to discover effective teaching approaches for public speaking instructors to improve their students' communication skills. The research takes place in a public speaking classroom where students are expected to give speeches and presentations. The study's findings suggest that public speaking teachers could improve their teaching skills by clearly explaining evaluation criteria, striving for fair grading, and finding a balance between high academic standards and recognizing the diversity of student experiences. The article suggests that instructors give students classroom time to practice their speeches and presentations, which can help them gain confidence and track their development.

Another research by Siregar (2019) shows the aim of this study is to discover students' anxiety when speaking in English in front of the public at SMK Teruna Padangsidimpuan. This study used qualitative and

descriptive methods. Data is gathered through questionnaires and student interviews. The findings of this study indicate that students have moderate to severe anxiety because each student has varied talents, this indicates that even when a student talks in front of a group of people, they are nervous, especially if they are not confident, cannot speak English, and rarely appear in public.

Another study written by He (2017) The study's goal is to investigate and evaluate ways for coping with Chinese university students' foreign language speaking anxiety (FLSA). China has a high number of English learners, currently the most of them experience FLSA while speaking the language in speech. The research was divided into two phases. In the first phase, questionnaire surveys and focused interviews were used to collect data and investigate FLSA perspectives. These two cross-validated study methods discovered 32 techniques for reducing students' FLSA. In the second phase, 60 anxious students were chosen and divided into experimental and control groups. The study findings showed that consistent adoption of such strategies is critical in reducing students' FLSA while also making their studying more enjoyable. The strategies identified in this study would have significant pedagogical implications for English-based foreign language education.

Another study that written by Damayanti and Listyani (2020) The study aimed to learn what made students anxious and what circumstances provoked students' speaking anxiety in an Academic Speaking class in an English Language Education Programme (ELEP) at a private institution in Central Java, Indonesia. This research conducted in academic speaking class because students must take an Academic Speaking class to master English language components through speaking. This class also offered activities to help them enhance their speaking skills, such as presentations, intellectual discussions, interviews, and academic consultations with their

lecturers. The method that used in this research is qualitative analysis method. According to the findings, students' speaking anxiety in English speaking class was triggered by three major anxiety factors: communication apprehension, test anxiety, and fear of negative evaluation. Furthermore, as showed by questionnaire responses and interview data, students' anxiety in speaking was worsened by a lack of vocabulary, an underestimation of their competence, a lack of preparation, a fear of making mistakes, and a fear of being embarrassed in front of their peers.