CHAPTER II REVIEW OF RELATE LITERATURE

2.1. Speaking Anxiety

2.1.1. Definition of Speaking Anxiety

According to Tsiplakides (2009), speaking anxiety is the inability of an individual to engage in a conversation utilizing a specific language. Low performance and a lack of motivation are the causes. When learning English as a second language, speaking anxiety is a common occurrence. Due to their lack of proficiency and insufficient classroom experience, English language learners experience greater anxiety when speaking a foreign language.

Speaking is often used in to measured someone's ability and performance in language. Most people believe that speaking is one of the most important parts of learning a language. According to Miskam and Saidalvi (2019), students frequently rely on their speaking abilities to set the bar for success. Additionally, Gregersen and Horwitz (2002) clarify that it influences their attempts to give it more serious attention in comparison to other language learning components. Their desire to speak orally flawlessly causes them to become anxious. Furthermore, as explained by Karatas, Alci, and Bedemcioglu (2016), students push themselves to succeed and achieve their goals, which increases their anxiety during oral exams. Their irrational objectives further exacerbate their discomfort when learning a foreign language (Gregersen & Horwitz, 2002).

According to (Putri et al., 2020) Students who experience anxiety when speaking English often experience anxiety when they want to speak, answer questions, or even just give a short speech. Some students believe that they are perfect in front of their teachers and friends. This forces students to never use English when they are being taught or studying. Anxiety may arise within you due to a student's perspective. In accordance with the statements of several experts, anxiety is defined by researchers as a state of worry that makes a person believe that things will always go wrong in the future and being afraid of making mistakes when speaking English is unhealthy. In class, he helps students develop their speaking skills.

There are several reasons why anxiety is expressed in a foreign language. Students may experience anxiety, to start with, when they are expected to be able to communicate with others. This may be due to a combination of situational factors (like speaking in front of the class) and instructional factors (like the methods used in the classroom and the relationships between the lecturer and students). Psychological factors (like emotions, self-esteem, anxiety, attitudes, fears, and motivations) may also play a role. According to Woodrow (2006), some students experience language anxiety when learning a foreign language, which can hinder their ability to speak English.

Additionally, Brown (2000) stated in the Principle of Language Learning and Teaching book that there are two sorts of anxiety: trait anxiety and state anxiety. However, a number of scholars have chosen to replace the idea of state anxiety with the concept of situation specific anxiety. Individuals with trait anxiety have an innate, often stable personality trait that has been described as "a more permanent predisposition to be anxious" by Schovel (1978, cited in Nihal, 2010). In other words, they tend to be more apprehensive in many situations or scenarios. Each person may experience different reactions. Some people experience anxiety in response to various situations, while others experience relaxation. It has been demonstrated that trait anxiety affects memory, impairs cognitive function, causes people to flee from situations, and many other others (MacIntyre and Gardner, 1991).

A clearer and well in description of the components of foreign language anxiety has been outlined by (Horwitz et al., 1986). In their study, considered by many researchers are trusted to this theory in this topic. Horwitz et al., (1986) identify three related types of anxiety: communication apprehension, test anxiety and fear of negative evaluation. They argue that language anxiety has a relation with the performance evaluation within the academic and social context.

A. Communication apprehension

Communication apprehension may occur in several situations: in using L1 or in using a foreign language, or in both situations. It has been proved that persons who are usually talkative and relaxed in their L1 may become embarrassed or even silent when communicating in the foreign language (Horwitz et al., 1986). The anxious students are more likely to avoid the foreign language class or to withdraw from courses with several communication demands (Phillips, 1992). They prefer "mass lecture" (Daly, 1991) classes over smaller classes in order to be able to hide themselves in the back rows and to avoid any possible involvements in class activities which may

put the students face to face in front of their partners. Some researcher have attributed the origin of anxiety is from genetic factors (Kagan & Reznick, 1986) which might be transferred from parent to child; others have attempted to see whether there are gender differences concerning apprehension. The result is that only a slight correlation exists, and it is more consolidated among female subjects (Friedrich, 1970).

B.   Test Anxiety

Originators of test anxiety theory are Mandler & Sarason (1952) in order to measure the self-oriented responses experienced by students prior to and during examinations, evaluative and stressful situations. They found that high levels of test anxiety have an significants effects on students' task performance. In test-anxious subjects have the tendency of shows their attention inward, thought and worries about speaking performance, instead of focusing more fully on the task itself. Based on context of a foreign language class, where exams and tests are frequent, highly test- anxious students will experience several difficulties. In Young (1990) questionnaire about foreign language anxiety in speaking, she inserts items such as "I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up." This was formulated in order to observe any sense of tension in evaluative situations. The result is almost a half of the subjects agree with this statement. The anxiety experienced in test situations has also been related to the more general anxiety felt on other occasions (Gordon & Sarason, 1955), being described as a personal problem rather than as a feeling in the specific situation.

C.   Fear of Negative evaluation

The third main component identified by (Horwitz et al., 1986) as relating to foreign language anxiety is the Fear of Negative Evaluation. Watson & Friend (1969) define this factor as the "apprehension of other's evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively." Fear of negative evaluation differs from test anxiety in that it is a tension which is not limited to testing situations; rather, it may occur in any social, evaluative context, like a job interview or speaking in public (Horwitz et al., 1986).

2.1.2. Low proficiency characteristics in speaking skills

There are moments when poor communication skills cause the listener to understand something different from what the speaker intended. There are a number of factors that contribute to poor speaking proficiency, (Boediono, 2010)

1. Lack of proficiency in speaking (not confident).
2. Inadequate speech (especially in public).
3. Lack of knowledge.
4. lack of confidence.

2.1.3. Factors that influence speaking anxiety

The factors mentioned can generally be classified into three main factors: (Daud & Hardian, 2021)

(a) social factors (how participants react to society's responses when they practice speaking,

(b) linguistic factors (lack of English language skills: grammatical, lexical problems, and pronunciation),

(c) individual factors (personal problems).

Details of the findings can be seen in the following section:

a. Social Factor

The outcomes of the social environment review are one of the things that lead to students' anxiety when they talk to them. This demonstrates that six students selected by (Wahyudi, 2015) , and they are nervous because, The language used in the student environment is not English on a daily basis. One Saudi man who is learning English says in Lightbown and Spada (2006:30) that there is "no shortage of opportunities or exercise practice...difficulty when you find an opportunity to speak."

The social environment can become a speaking source of anxiety for a number of reasons. Because they have a hard time finding someone to talk to, students are less comfortable speaking in English. Unfavorable opinions expressed by others are another factor. Many students use English exclusively in the classroom. Nevertheless, they don't communicate in English when they are at home (Wahyudi,2015).

b. Linguistic Factors

The linguistic problems when speaking in English are another factor that contributed to their speaking anxiety. There are four extremely nervous speakers who are afraid to speak because they are not sure of their English proficiency. The nervous participants said they felt they had poor English pronunciation, a lack of vocabulary, and a lack of grammar or structure.   One of the main reasons why some Indonesian students

studying English as a foreign language are afraid to speak the language is that they worry about making grammatical mistakes. For a considerable amount of time, grammar has been a significant problem for English language learners in Indonesia. This could be because grammar has dominated English instruction in Indonesia for a long time. People frequently assess and use your English based on how accurately you use grammar. If not, you might occasionally feel intimidated or that your English is not as good.   It is now extremely difficult for students to speak English due to a lack of language proficiency. more so for learners of English as a second language. Learners of the English language in Indonesia frequently struggle with vocabulary. It makes sense that someone with a small vocabulary might be anxious and choose to keep cool during class speaking exercises.

With insufficient lexical resources, people will be unable to communicate.

c. Individual Factors

Personal factors: Fear that native speakers will not understand what students are saying, their fear of not understanding what native speakers say, and their belief that other people are better at public speaking all contribute to the personal and interpersonal factors that make speaking difficult. uncomfortable.

The first is self-perception, which is brought on by language problems (vocab shortage, anxiety over grammar and proper English speech), concern over how other people perceive you, low self-esteem, lack of drive, poor communication, and fear of making mistakes. The reason for their lack of preparation, fear of other students' questions, and attention-grabbing nature are the reasons behind their second-place presentations in class. The third is the fear of making mistakes, which stems from their poor pronunciation and lack of vocabulary in the subject matter.

According to (Nevid, 2005) cited in (Praditha, 2014, p. 7- 8), there are some factors which can make people feel anxiety :

a.   Over self-prediction toward fear

b.   Irrational faith

c.   Over sensitivity of anxiety

d.   Wrong attribution body signal

e.   Low self-efficacy

Jeffrey also mentioned about the emotional symptoms of anxiety, they are:

a. Feelings of tension

b. Apprehension

c. Cognitive Symptoms

d. Worry and thoughts about inability to cope

e. Psychological Symptoms

f. Increased heart rate

g. Muscle tension and other autonomic arousal symptoms.

h. Behavioral Symptoms

i. Avoidance of feared situations

j. Decreased task performance

k. Increased startle response

Furthermore, speaking anxiety can manifest as symptoms like nausea, sweating, weak knees, and a dry mouth, according to Boyce (2007). Students may also skip class, act disruptively in class, or give up on studying altogether.

We can conclude that the elements and manifestations of anxiety include things like excessive self-production of fear, illogical faith, excessive sensitivity to threat, incorrect body signal interpretation, and so forth. People who experience anxiety will exhibit emotional, cognitive, psychological, and behavioral symptoms, among others.

2.2. Speaking Performance

2.2.1. Definition of speaking performance

According to Brown (2007), speaking proficiency is primarily focused on two areas: language form and function. The use of language in accordance with pattern, structure, vocabulary, and language elements will be the main focus of language form. The language function will then concentrate on the application of language elements and purpose.

Based on Brown (2009) there are five types of speaking; (1) imitative speaking (2) intensive speaking (3) responsive speaking (4) interactive speaking and (5) extensive speaking. This research was focused on extensive speaking because it include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Speaking, according to Nunan, is a productive oral ability that involves using words to convey meaning (Nunan, Practical English Language Teaching, 4th Edition, 2003, p. 2). This indicates that when the speaker effectively conveys the idea to the listener or when a positive

relationship is developed between them, an effect occurs. Speaking fluently enables students to build strong interpersonal relationships, contribute to discussions and effectively explain concepts, obtain the knowledge they require from a variety of sources, and succeed even more in their future careers (Debbie Cole, 2007, p. 2). Speaking is also seen as the key to an English learner's success in the context of English language instruction (Afrianto Daud, 2019).

Talk as performance is another purpose of speaking, according to Richards (2008). It refers to speaking which is performed in front of people. It can be group presentations, classroom presentation tasks, and public speakers. This is usually done in monologue form and is closer to written language than spoken language. So this performance function refers to talking in public, announcements, speeches, and so on.

Another definition given by Richards and Renandya (2002, 204) is that the capacity to use language appropriately in social interactions involving not only verbal communication but also paralinguistic components of speech like pitch, stress, and intonation is necessary for effective oral communication. Furthermore, nonlinguistic cues like body language, gestures, and expressions are necessary when communicating ideas clearly without the need for spoken words. As per Nunan (1989: 32), effective oral communication comprises the following elements:

We can conclude from the two definitions above that a successful speech performance is about bringing together, including clear communication, engagement with the audience, organization, self-confidence, adaptability, and effective time management. so that the message is successfully conveyed to the listener. This makes speaking a complicated skill to master.

2.2.2. The Purpose Of Speaking

The main purpose of speaking is to communicate. Speaking is aimportant tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. Basically, there are three important aims of speaking (Tarigan, 2008: 30-36) namely :

a. To inform

   To inform is to convey to the listener thoughts, feelings, opinions, and facts while also imparting knowledge for a specific goal (Tarigan, 2008:30). The speaker's intention in this instance is merely to inform about a truth. b. To entertain

   When someone entertains, they want to make the listener feel better about the things they have chosen, which are mostly chosen for their entertainment value (Tarigan, 2008:32). For

instance, parents would tell their kids a humorous story after the instructor delivered it to the class. Speaking will be more engaging for the audience if you do this.   c.To persuade

In order to persuade someone, one must attempt to convince them to engage in a particular activity (Tarigan, 2008:35). The instructor must set a good example for the pupils by presenting the topic in an effective manner. Students can grasp the lesson's mindset and actively participate in it by looking at the example. In order to pique the listener's attention and encourage them to take the desired actions, the activities require the actions.   d. To discuss

Discussing something indicates that the speaker wishes to talk about it because speaking is meant to help with planning and decision-making (Tarigan, 2008:36). Discussion activities are thought to draw in more students because they require them to work through an issue from the assigned task.

From the previous remarks, it can be inferred that people can communicate their feelings and learn about others' feelings by asking them during a conversation and when making decisions.

2.2.3. Types of speaking

A. imitative

It involves concentrating on pronunciation while repeating a brief linguistic segment. If the test creator is not concerned with the test taker's ability to comprehend and communicate meaning or engage in interactive discourse, they may think about utilizing this kind of evaluation. Only phonetic, prosodic, lexical, and grammatical (pronunciation) ability is evaluated.

B. intensive

The production of long stretches of oral language intended to show proficiency in a limited range of grammatical, lexical, phrasal, or phonological links is a speaking task that is commonly used in this assessment context. Understanding meaning is important in this kind of evaluation, whereas interacting with the counterpart is not very important.

According to Brown (2010), when making assignments for intensive speaking performances, speakers should provide short discourses (no more than one sentence) that demonstrate their linguistic abilities at a certain language level.

C. Responsive

Brief dialogues with the interlocutor are part of the assessment process for the responsive speaking task. Unlike interactive speaking, responsive speaking requires the test taker to use

creativity with limited utterance lengths. In contrast to the other two categories, responsive speaking requires students to jabber. The conversation should be authentic.

D. Interactive

Sentence complexity and number of participants are the primary distinctions between responsive and interactive categories of speaking; for example, if responsive speaking involves two speakers, interactive speaking involves many people. The two categories of speaking that follow are extensive and interactive, and they involve tasks that contain relatively long stretches of interactive discourse (interviews, roleplays, discussions, oral presentations).

E. Extensive

It's a lone speech. It includes oral lectures, lengthy speeches, and storytelling. There's hardly much interaction between speaker and listener. Often, the register is formal.

Extensive speaking activities typically require lengthy, complex discourse segments.

2.2.4. The Elements Speaking

Teachers need to be worried with a number of English language aspects. Learners must be proficient in phoneme articulation, appropriate stress and intonation, and related speech if they hope to develop strong speaking skills. In order to develop a comprehensive spoken language competency, learners must also master certain speaking components. Leong asserts that speakers ought to be aware of the following important speaking components:

A. Pronunciation

Pronunciation is the act or manner of pronouncing the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability, an accepted standard of the sound and stress patterns of a syllable, word, phrase, etc (Dictionary Webster).

Pronunciation errors can lead to unclear meanings, hence language users should be able to pronounce words correctly (Masbiran, 2017). It implies that in order to effectively convey a message, a speaker of a spoken language should be able to pronounce words with a variety of sounds, focusing on intonation, stress, and noises.

B. Grammar

According to Harmer (2001), grammar is the study of the classes of words required to form a sentence well. It is the definition of language that tells us how to combine words, arrange them in a sentence, and modify words based on their meaning in the sentence. A person who understands

grammar will be able to form a good sentence that involves the tense and sentence structure, making grammar one of the crucial components of spoken language.

C.Vocabulary

The portion of the language that stores all of the meaning-related information is called vocabulary. Richard (Willy, 2002, p. 255) asserts that vocabulary is the most important aspect of language acquisition since it provides a solid foundation for learners to talk, listen, read, and write. Gaining proficiency in vocabulary enables us to form sentences and improves our ability to communicate both orally and through listening. Vocabulary is "a set of lexemes, including single words, compound words, and idioms," according to Richard and Schmidt (Richard, 2001).

D.Fluency

Fluency should be taken into consideration when speaking. Fluency can be defined as the ability to speak accurately or the capacity to speak confidently, fluidly in at a rate consistent with the norms of relative native speaker community (Nunan, Practical English Language Teaching 4th Edition, 2003, p. 5). The ability to speak in a reasonable speed with few mistakes at the start and without any doubt in delivering ideas to the audience. It is important to give the students some feedbacks or correction about their pronunciation, grammar, and vocabulary after they practice speaking. It will provide them the opportunity to develop their knowledge (Nunan, Teaching English to Speakers of other Languages, 2015).

E.Comprehension

Understanding is a component of speaking that we employed to prevent misunderstandings between the speakers and listeners. In the teaching and learning process, the instructor must speak simply to help the students comprehend the topic. Furthermore, phonological skills, speech function, interactional skills, and extended discourse skills are the four components of language proficiency as described by David Bohlke in Nunan 2000 (Nunan, Teaching English to Speakers of other Languages, 2015, p. 53).

2.3. Self Confidence

2.3.1. Definition of Self-Confidence

Self-confidence is a very important thing that is often needed by each individual, especially students. In the process ability Speaking in public is certainly very necessary for students Have confidence when speaking in public. The meaning of Self-confidence is a behavior in one's competence when doing something those who are liked can also be responsible for their actions,

capable respect and accept others, have a warm and polite attitude when interact and be able to recognize strengths and weaknesses itself (Lauster, 2002). Self-confidence has a big influence on individuals and tends to change, this is caused by each person's interpersonal experience individual. Individuals who have self-confidence in the high category It is described that he has the characteristics of an optimistic, unselfish or individual selfish, and does not need help from encouragement other people (Lauster, 2002).

According to the Oxford English Dictionary confident is having strong belief, firm hope, or certain expectation, feeling positive, fully assured, 'self-reliant' and having no fear of failure. Confidence level varies between people in the same situation and that people have a non-uniform range of confidence in different situations. Thus, someone who is highly confident in a known and recognizable setting, for instance, may lose confidence in an unfamiliar and challenging environment.

Confidence level varies between people in the same situation and that people have a non-uniform range of confidence in different situations. Thus, someone who is highly confident in a known and recognizable setting, for instance, may lose confidence in an unfamiliar and challenging environment.

According to Taylor (2013) self-confidence is a person's belief in their ability to display behavior certain goals or to achieve certain targets. With In other words, selfconfidence is how we feel about ourselves, and our behavior will reflect without us realizing it. Trust Self is not a talent (innate), but rather mental quality, meaning selfconfidence is achievements resulting from the educational process or empowerment.

In addition, Kumara added, having self-confidence allows one to solve difficulties in the most trying circumstances and make things enjoyable for other people. A person who has doubts will find it difficult to handle any issue, and as a result, their life will continue to be filled with issues. According to Angelis, a person who is confident in themselves can follow through on all of their initiatives, feel capable of handling any challenge, and believe they can overcome all of their personal setbacks.22 Additionally, Burton and Platts clarified that self-confidence is a belief in one's own abilities held by individuals.

Based on the statement, the researcher deduced that self-confidence is the capacity to take action as a personal attribute with faith in one's own abilities, as well as being upbeat, impartial, accountable, reasonable, and practical.

2.3.2. Factor of Self-Confidence

There are two factors regarding self-confidence:

Self-confidence is influenced by various internal factors, which are personal attributes and characteristics that play a significant role in shaping an individual's confidence levels. Here are some key internal factors related to self-confidence:

1). Internal Factors

Mindset: Self-confidence may be influenced by a growing mentality as opposed to a fixed mindset. Individuals that have a growth mindset believe in their potential to progress and improve through hard work and learning, which can boost their confidence.

Self-Awareness: Knowing oneself, including one's own talents and limitations, values, and aspirations, is essential for developing self-confidence. Being aware of one's own strengths and limits enables for a more realistic self-evaluation and a more accurate grasp of one's potential.

Personal Value and Beliefs: Aligning one's behaviors and ambitions with one's own values and beliefs may create a feeling of purpose and direction, boosting selfconfidencse positively.

2). External Factors

Social Support: The presence of a supporting network of family, friends, coworkers, and mentors can boost self-esteem. Others' encouragement and good remarks add to a sense of validation and belief in one's own talents.

Workplace Environtment: Culture and climate can have an impact on confidence. A good and welcoming work atmosphere develops a sense of belonging and encourages individuals to express themselves freely.

Networking: Expanding social networks can expose individuals to diverse perspectives and experiences, contributing to personal growth and confidence. While external factors like social support can influence self-confidence, it's essential for individuals to also cultivate internal factors such as self-awareness, selfcompassion, and a healthy self-image to maintain a balanced and resilient sense of confidence.

2.3.3. Aspect of Self-Confidence

According to Rini in Nur & Rini (2012:35-37), people who have a high level of self-esteem will be able to move around freely, have a high level of tolerance, have a positive outlook on life, and will not be able to harm others while they are doing so. Individuals that have strong self-esteem will be happier, have less anxiety, and will be able to demonstrate their self-esteem at all times.

According to Lauster (1992), those who have positive self-esteem are those who have the following characteristics:

1. Confident in your abilities

An attitude regarding your talents and abilities. It implies that you accept and trust yourself, and that you have a sense of control over your life. You are aware of your own talents and weaknesses and have a favorable self-image. You have the ability to set realistic objectives and goals, speak assertively, and take criticism.

2. Optimistic

Believes the finest possible thing will occur and wishes for it even if it is unlikely.

3. Objective

An achievable aim you set oneself with the final goal of personal improvement.

4. Responsible

They are loyal, dependable, and trustworthy, and they appreciate the significance of completing their duties and keeping their promises.

5. Realistic and Rasional

A rational and realistic analysis of a problem, item, or an event is one that uses concepts that can be accepted by reason and according to reality.

Based on the description, we may infer the features of Positivity is not selfish; it is the capacity and conviction that one possesses to act and think in a realistic manner.

2.3.4. The Indicators of Self-Confidence.

According to Burton and Platt (2006), there are ten core fundamental signs of confidence that warrant investigation. When they project confidence:

a. Direction and Values:

They're viewed as directions, as opposed to goals, which serve as endpoints. b. Motivations:

The urge to take action in support of a purpose. It's the essential component for determining and achieving our goals. c. Emotional Stability:

A basic personality characteristic related to maintaining composure, especially in the face of difficulties and dangers. d. A Positive Mindset:

Expecting success and maintaining an optimistic outlook on the world. Individuals with a growth mindset think that with perseverance and hard effort, they can accomplish great things. e. Self-Awareness:

The capacity to pay attention to oneself and determine whether or not your behaviors, ideas, or feelings are consistent with your internal standards. f. Flexibility in Behaviour:

The capacity to modify behavior in reaction to environmental shifts. g. Eagerness to develop:

Instead of behaving like an expert with nothing new to learn, you enjoy pushing yourself and viewing every day as a learning opportunity. You apply what you've learned to new situations. h. Health and Energy:

You are aware of your physical state. Feel as though your energy is flowing freely and with respect. You control tense circumstances without turning into. i. A willingness to take risks:

Establishes the degree to which an investor is willing to accept losses and price fluctuations.

j. A sense of purpose:

A feeling that what you do matters and advances or benefits something you care about? That's what your mission is.

According to Lauster (1997), there are several indicators of self-confidence as follows:

    a. Believe   in   your   own   abilities.

    b. Independent of making decisions c. Dare to express opinion

  d. Have a positive self-concept

Furthermore, self-confidence involve belief in one's own abilities to perform. In this research, the researcher will use self- confidence's indicators by Lautsers

(1997) consist of believe in your own abilities, independent of making decisions, dare to express opinion, and have a positive self-concept. The researcher will be forming a questionnaire in the form of several lists of questions that are in accordance with the above aspects in order to measure the level of student confidence.

So, Self-confidence is crucial for student and helps those who still lack confidence in themselves. This can be accomplished by the combined effect of parents, teachers, classmates, and the community at large (Dian Oktary 2019). According to Hakim (2002) self-confidence as a person's belief in all of his strengths, which enables him to accomplish his objectives in life and adjust to his surroundings. In addition, those with strong self-esteem are able to handle all of their

needs, including educational with a positive outlook and independence. Tasdih, Japar, and Awalya (2020), selfconfidence is the profound belief that one can make a positive impact on one's family, community, country, religion, Confidence is one of the characteristics of individuals with high or good levels of self-esteem. Rostian, Wibowo, and Purwanto (2018), those who possess high or good levels of self-esteem are known for their confidence. Along with feeling free to do as they like, being accountable for their actions, being kind and patient with others, being driven to succeed, and being aware of their own advantages and disadvantages, the individual will also (Lauster, 2002).

In summary, the ability to talk in public with confidence is an individual skill that is defined by inner confidence. express ideas, information, and views to a large audience while being able to make decisions on their own. Aside from that, people who are well-liked, accountable for their own deeds, possess a positive self-image, dare to voice their thoughts without fear, and communicate more courteously and amiably also have the freedom to do anything.

2.4. Previous Study

The first study was carried out by Petrus Kondo (2018). The research is titled "Contributing Factors to Students' English Speaking Performance at Universitas Klabat". This research applied an exploratory analysis method, using data collected from the questionnaire. The findings of this study indicate that environmental variables had the greatest influence on students' English speaking performance. The objective of this study was to identify the variables that influenced the English speaking performance of students enrolled in Universitas Klabat throughout the academic year of 2015/2016.

The Second study was adapted by Gaya Tridinanti (2018). The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang , The objective of this research was to find out whether there was a significant correlation between students' speaking anxiety, self-confidence, and their speaking achievement. The research used correlation design. The data were collected through interviews that were scored by two raters and two questionnaires that were administered to fifth semester students (n = 28) from a Teacher and Training Faculty in Indonesia. The data were analyzed using descriptive and correlational analysis. The results indicated that speaking anxiety has no significant correlation with speaking achievement. Self-confidence has a significant correlation with speech achievement (p = .01). That is, students with self-confidence have higher achievement. So, it is important for teachers and lecturers to encourage students and practice

speaking English in front of class, especially to improve the selfconfidence when the students are communicating in English.

The third research show that Helda Pebriyana (2017) have a title THE CORRELATION OF STUDENTS' ANXIETY AND SELF- CONFIDENCE TOWARD THEIR SPEAKING ABILITY . The study was conducted at the second grade students of MTs NW Tanak Maik in academic year 2017. The total of population was 28 students in one class. The total of sample was 28 students. The technique of data analysis was Pearson Product Moment formula and Multiple Linear Regressions to know the correlation between students' anxiety, self- confidence and speaking ability. The result of computation between speaking and anxiety was 0,683, speaking ability and self-confidence was 0,557, anxiety and self-confidence was 0,437. The result of anxiety, self-confidence and speaking ability was 0,549. It means that those variables were there a correlation, because t-test was higher than t-table. The alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. The result also showed that the value of significant correlation was very high.

The previously mentioned research shows the significance of the variables speaking anxiety and self-confidence in relation to students' speaking performance. Early and subsequent research has demonstrated a correlation between language anxiety and students' speaking performance and self-confidence. From the findings of previous researchers, it appears that there is a relationship between these variables.