

**An Analysis of Students'
Anxiety in Learning
English Speaking Skills at
the Tenth Grade Students
of SMAN 3 Singaraja**

Ni Made Yulinda Dwi Mahayuni

yulinda.dwi@undiksha.ac.id

Universitas Pendidikan Ganesha

Abstract

This study aims to describe students' anxiety in speaking English experienced by students of class X at SMAN 3 Singaraja. This study is intended to find the factors that cause anxiety in speaking English and the strategies that students use to overcome this anxiety in speaking. This study used descriptive qualitative method. The data was collected through observation, questionnaires and interviews. The questionnaire was developed by Horwitz and Cope's Foreign Language Classroom Anxiety Scale which the authors adapted from Najiha & Sailun B. which contains 31 items with a 5-point Likert-Scale. The results of this study found that the factors causing anxiety in speaking English experienced by students were ensuring in speaking a foreign language, feeling frightened for not understanding English, nervousness in speaking English, self-consciousness to speak in front of other students, feeling afraid for not understanding the sentences, feeling afraid of making mistakes, getting panicked to speak without preparation, feeling worried about failing English, afraid of being called, thinking other students have better skills, embarrassing to volunteer answers, worried of getting left behind, feeling afraid of being ashamed, fear of overestimation and threatening environment. Meanwhile, the strategies used by students to overcome speaking anxiety are keeping silent, avoiding eye contact, relaxation and control breathing, preparation, focusing on the learning process, and trying or practicing. Students also suggest teachers to create a calm classroom environment and correct students' mistake to help them overcome their speaking anxiety.

Keywords: *students' anxiety, speaking, speaking anxiety factor, strategy, English*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kecemasan siswa dalam berbicara bahasa Inggris yang dialami oleh siswa kelas X di SMAN 3 Singaraja. Penelitian ini dimaksudkan untuk menemukan faktor-faktor yang menyebabkan kecemasan dalam berbicara bahasa Inggris dan strategi yang digunakan siswa untuk mengatasi kecemasan dalam berbicara. Penelitian ini menggunakan metode kualitatif deskriptif. Pengumpulan data dilakukan melalui observasi, angket dan wawancara. Kuesioner dikembangkan oleh Horwitz and Cope's Foreign Language Classroom Anxiety Scale yang penulis adaptasi dari Najiha & Sailun B. yang berisi 31 item dengan Skala Likert 5 poin. Hasil penelitian ini menemukan bahwa faktor-faktor penyebab kecemasan dalam berbicara bahasa Inggris yang dialami oleh siswa adalah yakin dalam berbicara bahasa asing, merasa takut karena tidak

mengerti bahasa Inggris, gugup dalam berbicara bahasa Inggris, kesadaran diri untuk berbicara di depan siswa lain, merasa takut karena tidak memahami kalimat, merasa takut melakukan kesalahan, panik untuk berbicara tanpa persiapan, merasa khawatir gagal bahasa Inggris, takut dipanggil, mengira siswa lain memiliki keterampilan yang lebih baik, malu untuk menjawab secara sukarela, khawatir tertinggal, merasa takut menjadi malu, takut melebih-lebihkan dan mengancam lingkungan. Sedangkan strategi yang digunakan siswa untuk mengatasi kecemasan berbicara adalah diam, menghindari kontak mata, relaksasi dan mengatur pernapasan, persiapan, fokus pada proses pembelajaran, dan mencoba atau berlatih. Siswa juga menyarankan guru untuk menciptakan lingkungan kelas yang tenang dan mengoreksi kesalahan siswa untuk membantu siswa mengatasi kecemasan berbicara mereka.

Kata kunci: kecemasan siswa, berbicara, faktor kecemasan berbicara, strategi, bahasa Inggris

1. Introduction

Many Indonesians asser that English includes grammatical rules such as tenses that are thought to be used when speaking (Hamzah, 2021). Learning English involves developing a variety of skills, including listening, speaking, reading, and writing, in addition to grammar knowledge. Students should develop their speaking abilities after realizing that the goal of learning English is to develop communication skills. The most fundamental aspect of English speaking proficiency is speaking. Speaking up in class is one approach to achieving the learning objective of practicing speaking skill, though. Speaking plays a crucial role in spoken language when it comes to conveying messages, which differ from written language in various ways. Voice potentials, facial languages, signals, pitch, articulation, stress, rhythm, and halting can all be used to detect these. In actuality, it could not be simple for novices to speak English, especially EFL students like the Indonesian students (Wahyuningsih & Afandi, 2020).

Most people think that speaking is a crucial skill that a student must have in order to know how well they understand the language they speak. This factor makes some students compare their speaking ability with others; they also raise their standard of success in mastering English speaking skills (Miskam & Saidalvi, 2018). Because of that, many students experience anxiety about failing to learn this language skill. They often force themselves to achieve unusual targets that even exceed their own abilities. This is what makes them uncomfortable when developing their English speaking skills and causes anxiety in learning.

Anxiety is a major problem for English Foreign Language (EFL) students in learning, especially in mastering speaking skills. Fear, often known as anxiety, has become one of the factors that contribute to communication problems. When unable to talk and unable to demonstrate that they genuinely understand English well enough, anxiety frequently causes a person to fail (Husna, 2021). Anxiety is one of a phase of restlessness and difficulty in thinking that arises due to the emergence of fear of misfortune or danger and the emergence of fear of failure. Students will feel anxious regardless of their preparation in the language; even students who have prepared everything thoroughly can feel this anxiety (Suleimenova, 2013).

The COVID-19 pandemic, which is affecting many countries, is the reason why the anxiety experienced by students is increasing, especially in learning speaking skills. Changes are being made to the way that education is typically delivered. According to the United Nations, COVID-19 has forced the closure of schools, preventing 1.6 billion children from 190 nations from participating in their regular educational activities (Husna, 2021). Some students experience anxiety and depression as a result of using online learning in their studies. Due to the teacher's generous assignment load, students may work on tasks from morning to night (Oktawirawan, 2020). One of the contributing elements to the formation of anxiety during the present COVID-19 pandemic was the quantity of responsibilities assigned by the teacher and the pressure that comes from the outside environment (P. Sari et al., 2020). Students'

anxiousness is a result of the pressure and the volume of assignments.

Several studies related to this anxiety issue have been carried out previously. Research conducted by Saputra (2020) about the symptoms of panic and anxiety that occurred due to the COVID pandemic that was carried out in Yogya-Aceh showed resilience in dealing with COVID-19, the ability of students to deal with situations calmly and think properly in taking rational steps in various actions and facing all challenges with a positive outlook is a way of overcoming this anxiety in speaking (Saputra, 2020).

Not only in online learning, anxiety also increases in transitioning learning methods such as blended learning, even face-to-face learning. The study conducted by Indrianti (2021) states that when given the task of speaking English in front of other people during the face-to-face learning process, many of the students in MAS Raudhatul Akmal's tenth grade appear anxious. They may appear to be showing signs of English speaking nervousness when they speak out in front of the class. More perspiration due to anxiety and nervousness are the symptoms. The students showed symptoms of anxiety, according to the researcher. A few of them developed high blood pressure, experienced rejection, and had lower classroom engagement. Due to their lack of confidence and many of them being passive learners of speaking, the students found it difficult to speak up in class. They were coerced into speaking by an eager associate. They returned to speaking up in English out of fear, they were upset by a manufacturing error.

The researcher looks for further evidence to support the practical research difficulties that were discovered during the preliminary study in addition to those problems themselves. According to Creswell (2012), the "issue" will be predicated on a need for additional study because a gap exists or because we need to broaden the scope of the research into other areas. The researcher includes research-based problems to clarify the issues that will be covered.

Based on the results of the previous study, the researcher hypothesizes that students may not be aware of the precise causes of their anxiety or how to deal with it, which prevents them from being able to stop

the worry they are feeling. Knowing a student's anxiety is crucial since it can have a significant impact on their ability to learn English as a second language. Therefore, in order to better understand the issue of anxiety in English as a Foreign Language, the researcher is interested in learning what factors make students experience anxiety in learning English speaking skills and the strategy of how to overcome that speaking anxiety. The researcher is interested to conduct the research in SMAN 3 Singaraja because there was lack of research on anxiety in this school. Based on the experience of the researcher while studying there and based on the information from the English teacher, there are still many students who are hesitant and do not want to speak English during English lessons.

2. Research Question

From the described background above, this research seeks to address the following questions:

1. What are the factors contributing to students' anxiety in learning English speaking skill at tenth grade students SMAN 3 Singaraja?
2. How do the students overcome the students' anxiety in learning English speaking skill?

3. Research Method

A descriptive qualitative research methodology is used to conduct this study. In order to accurately explain settings and conditions in a study report, descriptive research focuses on doing so (Suharsimi Arikunto 2010). Creswell (2009) adds that qualitative research is a method for examining and understanding the significance that individuals or groups ascribe to a given social or human circumstance.

When choosing the subject of the research, qualitative sampling is the act of choosing a small group of people in such a way that the chosen people would be able to assist the researcher in understanding the phenomenon being studied (Shaheen et al., 2018).

Therefore, in selecting the sample for the survey questionnaire, the researcher

chosed the sample deliberately based on the teacher's suggestion because according to the teacher this class has many activities for speaking English and has a variety of different student anxiety characteristics. This class is class X.C and X.G SMAN 3 Singaraja with a total of 61 students.

Additionally, the research included interviews after gathering survey data; the researcher also employed purposive sampling to select ten students. In order to know the strategy for overcoming speaking anxiety, the researcher chose ten students for the interview. These students were then guided through the outcomes of students' speaking anxiety while studying English. In Horwitz and Cope's theory, students who experience speaking anxiety are divided into three levels of anxiety: high, medium, and low. Students who have high anxiety level have the highest level of anxiety because they have a score higher than 130 in the questionnaire. That's why these ten students were selected because they had high anxiety levels. In addition, the interview subjects were selected based on the teacher's informations which said that the ten students experienced the most anxiety among their friends in the class.

This study used a qualitative method and the researcher herself acted as the research tool because it requires researchers to be present in the field because they are the main research instrument, as well as action planners, data collectors, data analyzers, and presenters of research conclusions. Apart from the researcher as an important human instrument in this research, there were also several other important instruments needed in research. These instruments were observation sheets that be used when the researcher made observations in class to find out in general the anxiety experienced by students while learning English speaking skills, interview guides with questions to be asked of research subjects, research questionnaires for subjects in Google Form in the form of a Likert scale to find out more about students' anxiety in learning English speaking skills.

The outcome of the students' interview was the subject of the second analysis. The purpose of these interviews is to find out the students' strategies to overcome their anxiety in learning English speaking skill. In analyzing

qualitative data, there are six steps to analyze the data adopted from Creswell (2012, p. 261-262), namely: preparing and organizing the data for analysis, exploring and coding the data, coding to build descriptions, representing the reporting qualitative finding, interpreting the findings, and validating the accuracy of the findings.

4. Finding and Discussion

1. Factors Contributed to Students' Speaking Anxiety

For answering the first research question or the factors that cause speaking anxiety in students, the researcher used observation, questionnaires, and interview methods to find the data.

From the results of the observation, it can be concluded that all the anxiety points were found in the class that the researcher observed. From these observations, the researcher found that there was sign of anxiety from the movements shown by the students while speaking in English in front of the class. From the students who came to the front, the researcher could see the anxiety they were experiencing. It can be seen that the students memorized the procedure text they made instead of understanding because they were afraid of making mistakes. When speaking in English, students also seem to stammer in pronouncing vocabulary and often pause to find the words they want to say. Students also look unconfident and often look away in other directions and avoid the teacher's gaze and the stares of their classmates. Apart from students who are presenting in front, students who are waiting for their turn also experience anxiety. The rest of the students looked very nervous waiting for their turn to be appointed by the teacher to the front of the class to present their procedure text. After finishing the lesson, the teacher reviews the material they have learned and gives advice to students to be more confident in speaking English in front of the class.

After finding a sign of anxiety in the observed class, the researcher distributed a questionnaire to find out the factors that cause speaking anxiety in students. The researcher used a close questionnaire called Foreign Language Classroom Anxiety Scale (FLCAS).

The questionnaire adopted from Najiha & Sailun B. (2021) which assessed the degree of learner's anxiety during English class. The FLCAS consists of 31 questionnaires on how anxious foreign language learners feel in the classroom.

FLCAS' Aspects	Strongly Agree	Agree	Disagree	Strongly Disagree
Communication Apprehension	123	131	72	44
Test Anxiety	180	148	97	57
Fear of Negative Evaluation	162	135	85	79

Based on the table, the researcher found that: the communication apprehension aspect had the highest score on Strongly Agree (123 responses) and the lowest score on Strongly Disagree answers (44 responses), the anxiety test had the highest answers on Strongly Agree (180 responses) and the lowest answers on Strongly Disagree (57 responses); and fear of negative evaluation had the highest score on Strongly Agree (162 responses) and the lowest score on Strongly Disagree (79 responses).

Based on the questionnaire distributed to the students, the researcher found that there were three factors contributing to the students' speaking anxiety. Those three factors are:

1. Communication Apprehension

A form of shyness known as "communication apprehension" is characterized by fear or uneasiness when speaking to others Nur et al. (2021). Students frequently experience this fear in English classes. When speaking English with the teacher or their peers, students experience embarrassment. Some kids experience anxiety when asked to speak in English because they

believe someone is watching them and looking out for grammar errors. Students believe their English language skills fall short of those of their peers. In the aspect of communication apprehension, several factors were found to cause students' speaking anxiety according to the FLCAS questionnaire filled out by students. The factors that cause students' speaking anxiety in the aspect of communication apprehension are ensuring in speaking a foreign language, feeling fearful for not understanding English materials, nervousness in speaking class, self-consciousness to speak in front of their students, and feeling afraid for not understanding the sentences.

2. Test Anxiety

Test anxiety, on the other hand, is a form of performance anxiety brought on by a fear of failing. When students take an English language test, especially an oral test, this issue typically manifests itself. Students in this situation feel under pressure and uneasy. Even students who have perfected their preparation for an oral English test can nevertheless make mistakes. During the test, they appear to lose their abilities. Students make unusual mistakes and appear to be unsure of their assignment for the test (Nur et al., 2021). In the aspect of test anxiety, several factors were found to cause the speaking anxiety experienced by students. The factors that cause students' speaking anxiety in the test anxiety aspect are feeling afraid of making mistakes, getting panicked to speak without preparation, feeling worried about failing English, being afraid of being called to speak, and feel afraid of being corrected.

3. Fear of Negative Evaluation

Fear of negative evaluation is described as being concerned about how others will see you, avoiding circumstances where you might be evaluated, and expecting that people will have an unfavorable opinion of you. Due to their fear that their peers will criticize them, students find it difficult to express themselves clearly in English because of this aspect. Students experience anxiety when they receive criticism from their teacher since it lowers their self-esteem in front of their peers (Nur et al., 2021). The factors that

cause students' speaking anxiety in the fear of negative evaluation aspect are thinking that other students have better skills in speaking English, finding it embarrassing to volunteer answers, worrying about getting left behind, and feeling ashamed when speaking English.

The researcher scored and categorized each student based on their responses to the FLCAS questionnaire in order to determine the level of students' nervousness during speaking performances and to find students with high levels of anxiety to be interviewed more deeply about the factors they feel contribute to their speaking anxiety.

Range	Level	Result
130-155	High Anxiety	10 respondents
108-129	Medium Anxiety	13 respondents
33-107	Low Anxiety	39 respondents

Based on the results of the questionnaire and also on the range of anxiety levels in the FLCAS questionnaire, it was found that ten students had high anxiety, 13 respondents had medium anxiety, and the remaining 39 students had low anxiety. Then, these ten students with high anxiety became resource persons for interviews regarding factors and strategies for overcoming anxiety in speaking English.

Apart from using a questionnaire to find the factors that cause speaking anxiety in students, the researcher also uses the interview method to find in-depth answers to these factors.

Example (1)

7th Respondent: Tidak yakin

8th Respondent: Karena merasa kurang percaya diri sama kemampuan diri sendiri sama juga ngeliat temen-temen yang udah lebih bisa.

From the statements on Example (1), there are two students who feel not sure of themselves which causes anxiety in speaking abilities. This self-doubt will make them even

more afraid to try speaking and their English speaking skills will not develop. Students' restricted vocabulary frequently caused them to feel insecure. They consequently began to doubt their own competence. Speaking became difficult for them, and speaking in front of others became unsettling. The second factor, lack of confidence factor is shown in Example (2).

Example (2)

2nd Respondent: Dan teman-teman juga udah pada pinter sedangkan saya ngga.

6th Respondent: Malu sama temen

8th Respondent: Karena merasa kurang percaya diri sama kemampuan diri sendiri sama juga ngeliat temen-temen yang udah lebih bisa.

From the statements of these three students, a lack of confidence was occurring because they thought their friends had better skills than them. The students believed they lacked their classmates' proficiency in speaking a foreign tongue. They disregarded their potential and felt inferior to their peers. They didn't seem to be at ease in class as a result, it appeared. Students never felt comfortable speaking in front of their peers because they believed their English language skills lagged behind those of their classmates (Sari, 2017). Feeling afraid of not understanding the lesson is the third factor, as can be seen from Example (3) below.

Example (3)

5th Respondent: Yang saya rasakan pas pelajaran bahasa Inggris yaitu saya rasa takut, gugup, dan kurang mengerti.

9th Respondent: Gugup terus gemeter gitu karena ngga terlalu biasa bicara bahasa Inggris.

8th Respondent: Mungkin saya belum terlalu bisa menggunakan bahasa Inggris.

From the statements on Example (3), students stated that they feel afraid of not understanding the lesson, which leads them to grow anxious about speaking English. Students were concerned they could not understand the materials because they did not use English on a daily basis. This factor also has a connection with the first factor, ensuring in speaking foreign language. The ensuring in them can make the students not be able to understand the materials in class. The fourth factor that was found from the interview is

feeling afraid of making mistakes that shown in the Example (4).

Example (4)

1st Respondent: Takut salah aja, bu.

3rd Respondent: Perasaannya yang pertama tuh sudah pasti gugup dan takut salah dalam pelafalan bahasa Inggris tersebut.

6th Respondent: Agak gugup, takut salah.

From the statements on Example (4), students said that they feel afraid of making mistakes, which makes them afraid to try to speak English in class. The students were concerned about appearing foolish in the oral language lesson. Due to their fear of making mistakes and feelings of embarrassment, students remain silent until they are compelled to speak in English. Their aversion to speaking incorrectly stems less from their concern about being negatively evaluated by their teachers and peers and more from the satisfaction they derive from using perfect syntax and vocabulary in a variety of sentence patterns. They would rather not speak because they believe they lack this, and they find it disappointing to make mistakes. Beside the fourth factor, the fifth factor, which is feeling fear of a negative evaluation, was also found in the interview. It can be seen from the Example (5).

Example (5)

10th Respondent: Saya sih grogi ya kak ngomong bahasa Inggris tuh didepan, karena kan pasti diliatin banyak orang gitu. Jadinya grogi.

From the statement from this one student, students can also feel fear of negative evaluations from the people around them which causes anxiety to occur. Students believed that their peers would judge them poorly and have negative impressions of them, which is why it happened. The sixth factor is fear of overestimation that shown in the Example (6) below.

Example (6)

3rd Respondent: Karena gurunya juga sih, karena gimana ya, terlalu dituntut untuk bisa gitu.

The researcher found that the last factor that causes speaking anxiety is the fear of overestimation experienced by students. The high expectations given by the teacher to students to be able to understand learning make students feel burdened and anxious

about their abilities. Beside the internal anxiety factors that students experience while speaking English, there are also external factors that contribute to anxiety. The external factor that students experience is a threatening environment as shown in Example (7).

Example (7)

4th Respondent: Karena gurunya terlalu galak mungkin, ya

6th Respondent: Takut dimarahin sama guru.

9th Respondent: Ditatap sama gurunya tuh, jadi kayak serem gitu, langsung blank otaknya

Most students feel anxious about the tense environment created by the teacher and the teacher's attitude during the teaching and learning process. These students said that the teacher's glare and behavior make them more nervous to speak English in front of the class. Those are the factors that cause speaking anxiety to occur in students. These factors do not only come from within the students; the role of the teacher also influences the occurrence of speaking anxiety.

2. Strategy to Overcome Students' Speaking Anxiety

There are several strategies to overcome the speaking anxiety that students experience. To find out those strategies, the researcher conducted interviews with ten students who had high anxiety levels during the questionnaire. This interview aims to determine, based on their opinions, the strategies used by students to overcome anxiety. There were four questions that the researcher asked the students. Data was collected through structured interviews with students who were considered anxious in English class. The interview was conducted in two sessions. The first session was held on Monday, March 6, 2023, with eight students from class X.G. The second session was held on Wednesday, March 8, 2023, with two students from class X.C. Both of these interview sessions were conducted in the library of SMAN 3 Singaraja.

Example (8)

1st Respondent: Biasain aja, bu.

2nd Respondent: Cara mengatasi saya itu ya cuma diem aja.

The students on Example (8) familiarize themselves during the lesson and become neutral as a strategy to deal with the anxiety they experience. They kept a low

profile and remained silent during class so as not to become the center of attention with the anxiety they experience. They kept a low profile and remained silent during class so as not to become the center of attention. They did it on purpose to seek protection and avoid becoming the focus of the class attention. The second strategy is avoiding eye contact with others; there is one student who uses this strategy, as can be seen from Example (9).

Example (9)

9th Respondent: Mungkin mengalihkan pandangan.

The student on Example (9) said that looking away was a strategy she used to overcome anxiety while speaking in front of the class. There are occasions when students fail to look at the teacher when they are asking questions. Instead of looking at their teacher or their classmates, they turn their heads in another direction. In public speaking, ignoring or not caring about the audience can help students feel less anxious. Some students made an effort to avoid looking at their teachers and classmates' faces or eyes while speaking English in class. When speaking English in front of the class, the students also do not pay attention to the reactions of the audience. While they talk in class, some students will occasionally look for the door or window. Aside from this strategy, trying to be more relaxed is also a strategy that students usually use in class. Example (10) is the proof of this statement.

Example (10)

6th Respondent: Lebih santai belajar, ngga tegang-tegang

7th Respondent: Lebih santai belajarnya.

9th Respondent: Terus tarik nafas, berlatih biar rileks.

The third strategy that students use to overcome their speaking anxiety involves tactics that aim at reducing somatic anxiety symptoms. With relaxation, the students feel calmer when anxiety symptoms appear. Students may benefit from relaxing because it can be such a powerful stress reliever for our mind, body, and spirit. The researcher discovered a few relaxing techniques that the students utilized based on the data they provided. One of the techniques is controlled breathing. Other than relaxing themselves during learning, some students also prepare

before the lesson starts. It can be seen from Example (11).

Example (11)

3rd Respondent: Mungkin mempersiapkan matang-matang cara membaca bahasa Inggris itu.

10th Respondent: Mungkin saya butuh belajar lebih dalam lagi dalam menggunakan bahasa Inggris biar ngga grogi gitu, kadang suka lupa.

The two students on Example (11) stated that preparing by trying to read and learn more about English was a strategy they usually used to overcome their speaking anxiety. Other common preparation techniques include asking friends for help, consulting a dictionary, searching online for information, posing questions to the teacher, practicing English in one's head, paying close attention to what the teacher says, trying to perform better, making English study a daily habit, better preparing oneself, paying attention while reading, focusing in class, etc. Beside the strategy before the learning process, the students also had strategies to follow during the learning process. The strategy that they had was to focus on the teacher and the learning process. Example (12) is the proof of this statement.

Example (12)

2nd Respondent: Cara saya mengatasi itu ya cuma diem aja, memperhatikan.

5th Respondent: Paling di sekolah mendengarkan guru, tapi agak ngga ngerti sih.

8th Respondent: Mungkin belajar lebih giat lagi walaupun saya masih malas, ya.

The strategy that can be used by students is to focus on learning and fully concentrate. According to Sayin (2015), the speaking part of the exam can be the most difficult and demanding. Students are tested individually or in pairs, and discussion of the assignments is expected. Hence, a variety of factors, including focus, confidence, time constraints, and the test administrator's attitude, have an impact on students. According to the students, when they were nervous about giving a speech, their knowledge of the subject decreased and makes the performance less ideal. Therefore, students concentrate hard and focus on the lesson to overcome the anxiety they experience when speaking. Another strategy that the student

uses during the learning process is trying, as can be seen from Example (13).

Example (13)

4th Respondent: Mencobanya sekali lagi, maju ke depan.

The student on Example (13) stated that trying to come forward was his strategy in overcoming the anxiety he was experiencing. According to Of & In (2013) in their study, although the kids are autonomous and motivated, anxiety nevertheless interferes with their performance. Hence, they indicated that learning and using English outside of the classroom will help students become more knowledgeable and skilled in the language, which will make them feel less anxious and more confident. Therefore, it is important for both students and teachers to properly handle anxiety-inducing situations and put these ideas into practice. There are five different ways to practice, but practicing naturally is probably the most important one. The others include repetition, formal sound and writing system practice, formula and pattern recognition, and practicing naturally (Darmawati, 2021).

The students not only had their own strategy to overcome their speaking anxiety but they also had suggestions for the teacher to do to help them overcome their speaking anxiety.

Example (14)

1st Respondent: Mengulangi lagi dikit aja mungkin

The first strategy suggested by students was to repeat the learning that was done so that students could understand what their teacher taught. According to Putra (2017), to give language and content support, this strategy can take the form of substituting missing words, finishing sentences that the teacher has started, and posing beneficial questions. Repetition is another effective strategy for giving encouragement. Speaking could be challenging at first, but repetition makes perfect. Other than the first strategy, the students also hope the teacher will create a calm classroom environment for them. Most students had this statement in Example (15).

Example (15)

2nd Respondent: Yang harusnya dilakukan adalah lebih sabar, jangan terlalu sering marah.

3rd Respondent: Mungkin memberi tahu saya secara pelan-pelan, halus, supaya saya bisa dan tidak gugup untuk didepan.

4th Respondent: Ngajarnya biar ngga galak-galak terus ngomongnya biar ngga terlalu keras.

5th Respondent: Lebih sabar ngajarin anak-anaknya.

6th Respondent: Santai aja belajar.

7th Respondent: Gurunya lebih santai mengajar.

8th Respondent: Mungkin ngajarnya biar lebih sabar, lebih santai, biar ngga terburu-buru.

9th Respondent: Santai dalam ngajarin, terus tuh dikasi penjelasan gimana yang salah gitu biar kita bisa dan ngga terlalu serius. Rileks dalam mengajar.

More than half of students suggest teachers be more relaxed in their teaching and not too hard or fierce in their teaching. Teaching in a tense classroom atmosphere threatens students, which makes them feel more anxious about speaking in class. This strategy was suggested by many students because the anxiety factor they experienced was also caused by their teacher, who was too fierce and demanding for them to be able to speak well. According to Gregersen (2003) and from Darmawati (2021), a learning community that supports "optimal motivation" and a "collaborative atmosphere" can be developed by establishing a learning community and a supportive learning environment in the classroom. This can make students feel less anxious about making mistakes. In a similar vein, teacher-student relationships emphasize indirect correction as opposed to direct criticism, and students embrace the need for teacher availability, self-worth protection, and the provision of praise as outlined in their research. The last strategy is helping students correct their mistakes. It can be seen from the Example (16).

Example (16)

9th Respondent: Santai dalam ngajarin, terus tuh dikasi penjelasan gimana yang salah gitu biar kita bisa dan ngga terlalu serius. Rileks dalam mengajar.

10th Respondent: Mungkin bantu dalam memperbaiki kata-kata yang salah dalam menggunakan bahasa Inggris.

The last strategy that students suggest for teachers to use in helping students

overcome their speaking anxiety is to help students correct the mistakes they make. The fear of mistakes that students might make when speaking is one of the biggest factors experienced by students, so students suggest the teacher help them correct their mistakes, of course, with a friendlier attitude. Brandl (1987: referenced in Hamzah, 2021) claimed that if a teacher corrects a student's error improperly, it may cause the student to fear receiving a poor grade, as previously stated. It follows that fear of speaking English fluently is not caused by students' attitudes about language acquisition, but rather by the lecturer's assumptions about the teaching and learning process in the classroom.

Those were the strategies that the students used and were suggested by the students to be done by their teachers to help them overcome their speaking anxiety. These strategies are expected to help them overcome problems in learning speaking skills that they experience.

5. Conclusion and Suggestion

After making observations in classes, several signs of speaking anxiety were found by students. From the observations, the researcher found that there was a sign of anxiety in the movements shown by the students while speaking in English in front of the class. It can be seen that the students memorized the procedure text instead of understanding it because they were afraid of making mistakes. When speaking in English, students also seem to stammer when pronouncing vocabulary and often pause to find the words they want to say. Students also look insecure and often look away in other directions to avoid the teacher's gaze and the stares of their classmates. Apart from students who are presenting in front, students who are waiting for their turn also experience anxiety. The rest of the students looked very nervous, waiting for their turn to be appointed by the teacher to the front of the class to present their procedure text.

From these signs that students showed, the researcher distributed a questionnaire to find the factors contributing to the speaking anxiety. Three factors were found as the result of the questionnaire. From the communication apprehension aspect, the

factors that contributed to students' speaking anxiety are: ensuring in speaking a foreign language, feeling frightened for not understanding English, nervousness in speaking class, self-consciousness to speak in front of others, and feeling afraid for not understanding the sentences. From the test anxiety aspect, the factors that contributed to students' speaking anxiety were feeling afraid of making mistakes, getting panicked to speak without preparation, feeling worried about failing English, and being afraid of being called. From the aspect of fear of negative evaluation, the factors that contributed to students' speaking anxiety were thinking other students have better skills, finding it embarrassing to volunteer answers, being worried about getting left behind, and feeling ashamed. Beside those factors, other factors the researcher found that contributed to students' speaking anxiety were fear of overestimation from the teacher and a threatening environment in the classroom.

Other than factors, the researcher also found strategies that students use to overcome their speaking anxiety. They also suggest to their teacher some strategies to help them overcome their speaking anxiety. Strategies that students usually use to overcome their speaking anxiety are keeping silent, avoiding eye contact, relaxation and control breathing, preparation, focusing on the learning process, and trying or practicing. Meanwhile, strategies that they suggest the teachers to do to help their speaking anxiety are repetition, creating a calm classroom environment, and correcting students' mistakes.

The results of this study, despite the fact that it was conducted quickly and with a limited sample size, offer some useful information that teachers and other stakeholders can utilize to raise the standard of English teaching and learning.

There is a recommendation that can be applied to lessen speaking anxiety in English class based on the findings of this study. The teacher should first be informed about language anxiety. This study suggests that there is a lack of awareness among teachers of students' worry. Since anxiety is a significant component that impacts students' speech, it is imperative to increase teachers' understanding of the issue. The teacher's ability to treat the

students fairly will be greatly influenced by their ability to acknowledge that a student has fear when speaking English.

In order to eliminate speaking fear in the classroom or outside of it, students must participate. In order to foster a welcoming atmosphere, students must respect one another. While struggling, they must assist medium-level kids rather than making fun of them. They will get more at ease with one another as a result. Also, worried students must understand that making mistakes is a normal part of learning to speak; therefore it shouldn't deter them from using English.

Furthermore, more research is required to analyze the students' fear in speaking English because of the limitations of this study. It will be helpful to conduct comparable research in the future with larger populations or various student groups to better comprehend the problem of language anxiety. Also, this study suggests that classroom activities or approaches play a significant role in determining whether students feel worried or not. However, the current study does not particularly address this problem. Hence, more research into specific strategies or techniques that can ease speaking English-related anxiety is required.

References

- Darmawati. (2021). the Strategies in Reducing the Students' Anxiety in Speaking English At Sma Pergis Yapki Maros. Paper Knowledge . Toward a Media History of Documents.
- Hamzah, A. (2021). A Study of Student's Anxiety in Speaking Skill A Case Study in Islamic Criminal Law Student. *Darussalam English Journal*, 50–67. <https://ejournal.iaida.ac.id/index.php/dej/article/view/1235%0Ahttps://ejournal.iaida.ac.id/index.php/dej/article/download/1235/799>
- Husna, N. G. (2021). The Correlation Between Speaking Ability and Anxiety At the Eighth Grade Students of Smpn 06 Kotabumi. *Griya Cendikia*, 6(2), 298–306. <https://doi.org/10.47637/griya-cendikia.v6i2.105>
- Indrianty, S. (2016). Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung). *Eltin*, 4(I), 28–39.
- Miskam, N. N., & Saidalvi, A. (2018). Investigating English Language Speaking Anxiety among Malaysian Undergraduate Learners. *Asian Social Science*, 15(1), 1. <https://doi.org/10.5539/ass.v15n1p1>
- Nur, M. A., Baa, S., & Abduh, A. (2021). Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies. *Pinisi Journal of Art, Humanity and Social Studies*, 1(4), 18–26.
- Of, X., & In, T. (2013). An Investigation Of English Language Anxiety – Dissertation Submitted to the Department of English and Humanities Supervisor : Shenin Ziauddin.
- Oktawirawan, D. H. (2020). Faktor Pemicu Kecemasan Siswa dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(2), 541. <https://doi.org/10.33087/jiubj.v20i2.932>
- Putra, A. S. (2017). The Correlation Between Motivation and Speaking Ability. *Journal of English Language Education and Literature*, II(1), 36–57. <https://journal.stkipnurulhuda.ac.id/index.php/Channing/article/view/87/60w>
- Saputra, T. A. (2020). Bentuk Kecemasan Dan Resiliensi Mahasiswa Pascasarjana Aceh-Yogyakarta Dalam Menghadapi Pandemi Covid-19. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 6(1), 55. <https://doi.org/10.31602/jbkr.v6i1.2941>
- Sari, D. (2017). Speaking Anxiety As a Factor In Studying EFL By Darmaida Sari 1 Syiah Kuala University, Banda Aceh. *English Education Journal (Eej)*, 8(2), 177–186.
- Sari, P., Bulantika, S. Z., Utami, F. P., & Kholidin, F. I. (2020). Pengaruh Manajemen Stress dan Kelola Emosi Terhadap Tingkat Kecemasan Siswa di Masa New Normal. *Bulletin of Counseling and Psychotherapy*, 2(2),

- 62–67.
<https://doi.org/10.51214/bocp.v2i2.44>
- Sayın, B. A. (2015). Exploring anxiety in speaking exams and how it affects students' performance. *International Journal of Education and Social Science*, 2(12), 112–118.
<http://www.ijessnet.com/uploads/volumes/1598624113.pdf>
- Shaheen, M., Pradhan, S., & Ranajee. (2018). Sampling in Qualitative Research. *July* 2021, 25–51.
<https://doi.org/10.4018/978-1-5225-5366-3.ch002>
- Suleimenova, Z. (2013). Speaking Anxiety in a Foreign Language Classroom in Kazakhstan. *Procedia - Social and Behavioral Sciences*, 93, 1860–1868.
<https://doi.org/10.1016/j.sbspro.2013.10.131>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977.
<https://doi.org/10.12973/EU-JER.9.3.967>