

Students' Anxiety in English Speaking Class

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Students' Anxiety in English Speaking Class at A Private Junior High School in East Java, Indonesia

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Abstract: One of the difficulties, speaking anxiety, has a significant impact on one's capacity to speak a foreign language. Students are often hesitant to use English in class during their speaking performance. In line with this, the study aims to scrutinize the types of students' anxiety and the factors that affect the student's anxiety in English speaking class. Therefore, the case study as part of qualitative research design was employed to complete the study. The participants were the eighth graders of a private junior high school in East Java, Indonesia, that consisted of 22 students. The researchers obtained the data through observation, interviews, and documentation. The results show that the students experienced state anxiety, trait anxiety, and specific situation anxiety. Moreover, the factors that affected the students' anxiety were test anxiety, communication apprehension, and fear of negative evaluation. According to the findings, English for Foreign Language (EFL) teachers should not only identify that anxiety is a fundamental factor in students' failure to learn a new language but also help them cope with their feelings of unease and discomfort.

Keywords: student's anxiety, English speaking skill, speaking practice performance

INTRODUCTION

English is critical for all learners worldwide to master as an international language. This is because most people from different countries communicate using the universal language, English. Theoretically, English has four skills to learn: reading, writing, listening, and speaking. From the four skills mentioned, speaking is one of the most important skills to be improved by people who are learning English. In line with this, Ziping and Paramasivam [16] confirm that for English language learners, speaking is one of the important skills to be developed. It means that speaking is important to learn because it can be a communication tool. Especially in this global era, speaking English becomes important and helpful to interact with people all around the world.

In Indonesia, English is a compulsory subject at the junior high school level, as specified in the Minister of Education and Culture of the Republic of Indonesia's regulation number 35 of 2018 regarding the implementation of the 2013 curriculum [11]. English requires four skills: reading, writing, listening, and speaking. These skills are particularly important for students, especially for speaking skills. According to Ziping and Paramasivam [1], for English learners, speaking is one of skills that is essential for being developed. It means that speaking is important to learn because it can be a tool in our communication. Relating to this, junior high school students are expected to master speaking skills to ask and answer questions using English. For that reason, they are required to master quite a lot of grammar and vocabulary to improve their speaking skills. Corresponding to Rayani, Rasyidah & Kasyulita [3], the good results of English studies are that students should have good grammar and vocabulary. However, it would not have been accomplished if they have no sense of interest in speaking English. It means that if the students want to speak English fluently, they should always practice more and improve their grammar and vocabulary in their speaking.

In addition, to learn speaking skills, emotions have an influence on the students' learning success. Pishghadam, Zabetipor and Aminzadeh [4] affirm that emotion is one of the factors that significantly affect

learning outcomes because it is the basis of learning strategies and techniques. In other words, when students are disinterested and experience negative emotions such as anxiety when studying, this can obstruct the spoken learning process. On the other hand, if students have positive thoughts or are enthusiastic about learning this skill, the learning process will be more effective. 20

Further, Indrianty [5] asserts that anxiety affects students' motivation to speak confidently and clearly in speaking class. Moreover, she confirms that anxiety significantly impacts students' learning, particularly their speaking ability. Additionally, Woodrow [6] claims that anxiety is a state of mind that incorporates a person's emotions, including physiological reactions like shyness or heart palpitations and behavioral reactions like stammering and restlessness. In other words, when students experience anxiety, they become more agitated. On the contrary, when students feel confident in their ability to express themselves and consistently practice, they will be more effective in gaining this skill.

According to Ellis [7], there are three kinds of anxiety regarding speaking English: state anxiety, trait anxiety, and specific situation anxiety. State anxiety is the type that is not lasting and is frequently triggered by an unexpected event. Besides, trait anxiety is a type of anxiety that has become a character in a person's personality. As a result, if students feel this form of anxiety, they will feel apprehensive in any environment or circumstances. Finally, specific situation anxiety is a type of anxiety that manifests itself only in specific situations. For example, when students are given daily assessments or are required to take English speaking exams.

The types of anxiety that arise when students carry out English-speaking practice activities can be influenced by several factors. Horwitz [8] says that the three factors influence anxiety in speaking English are test anxiety, fear of negative evaluation, and communication apprehension. The first factor is test anxiety, where students will feel anxious when the teacher holds a speaking test or exam. The next factor is the fear of negative evaluation, where students will feel anxious about negative assessments that come from the teacher or students when they practice, such as a situation where students who practice speaking make mistakes and other students will mock and laugh. The other factor is communication apprehension where students will experience panic attacks because they lack good communication. So, when they practice speaking in front of the class, they will experience anxiety to make mistakes and not be confident. As a result, it will affect the students' speaking performance.

There are some previous studies focusing on students' speaking anxiety. The first is the study of Zhiping and Paramasivam [1]; the study results indicated that Iranian and Algerian students suffer from anxiety because they were afraid of being in public, shyness, and inaccuracy when speaking. They had some common coping strategies including staying still and avoiding eye contact. In this problem, the teacher's strategy for dealing with students who experienced anxiety was to help students cope and feel comfortable in class through verbal and nonverbal techniques. It was done by not calling students' names so as not to feel nervous, several times giving jokes so as not to feel tense, and appreciating each student's answer even though it was not completely correct.

The second one is Siagian and Adam's [9] study. In this study, it could be concluded that students' anxiety was caused by being less familiar with tasks, fear of making mistakes, low motivation, unable to understand input, lack of confidence, and then low English proficiency. The reasons were collected from the results of questionnaires distributed by researchers to students. This study also explained students' strategies in overcoming speaking anxiety, namely looking for peers, preparing, relaxing, thinking positively, and surrendering. Researchers had concluded that students' highest strategy to overcome speaking anxiety is to look for peers. All students stated that looking for a partner is the best strategy for dealing with speaking anxiety in class. This conclusion was drawn from the results of student interviews by researchers.

Third, Januariza and Hendriani's [10] research that explained that two factors could affect the nature of anxiety in students when learning to speak English, namely anxiety from within, which the students themselves caused, and the anxiety of students from outside, which is caused by the lecturer teaching the speaking course. The factors that come from themselves include students were afraid to make mistakes, students felt unprepared, students felt lacking in vocabulary, students lacked confidence, lack student motivation, and students also felt ashamed. Then, the factors that come from outside were caused by the teacher's teaching method and attitude during speaking class.

There are many studies that have been done on students' anxiety in learning English. However, understanding the types of anxiety that students experience when studying a foreign language, especially in speaking class is critical since each student experiences anxiety differently. Furthermore, it is critical to

understand better the elements that contribute to students' anxiousness. To address this gap, this study should be conducted to discover the types of anxiety students feel and the factors that impact the onset of this anxiety. When the teachers can identify the many types and causes of anxiety in students, they may work with them to make the necessary changes in learning English, which will help the teacher meet their learning goals. For these reasons, the following research questions are covered in this study:

1. What types of anxiety are experienced by private junior high school students in English speaking class in East Java, Indonesia?
2. What factors cause the students' anxiety in English speaking class at a private junior high school in East Java, Indonesia?

METHOD

Research Design

This study is qualitative research. Additionally, Cresswell [11], says that qualitative research entails developing research questions and procedures, collecting data in the natural environment of the participant, analyzing the data inductively by progressing from particulars to broad themes, and the researcher providing interpretations of the meaning of the data through a flexible structure report. In other words, qualitative research examines descriptive data collected in the form of a natural object's condition. By evaluating descriptive data, the researcher answered the question in analyzing Students' Anxiety in Speaking English.

Population, Sample, Sampling

The population of the study were the eight-grade students from a private junior high school in East Java, Indonesia. Here, the researchers chose class A as the sample of the study. This class was chosen as the research subject because the researchers found that there were problems faced by the students concerning English speaking class. For this reason, the researchers decided to interview all the students of the class, 22 students, to find out the reasons from each student as the results of the study.

Instrument

Researchers used three types of research instruments in data collection. First, the researchers conducted observations during the speaking class practice. The researchers observed the class three times. The first-week students did the usual learning where the teacher explained the material and interacted with the students in English. For example, the teacher randomly selected the students to give the questions and required them to respond in English. The second week the teacher gave examples of conversations according to the material that could be used by the students to practice speaking in front of the class without assessment. And the third week, during which the teacher administered a daily test for speaking practice based on the material presented in the form of conversations with their partner. This test included an assessment that can provide additional scores for students.

The second instrument was documentation where the researchers documented the learning process through photographs and video. This study used the documentation to ascertain the students' expressions during the speaking class. Following observations, the third instrument was the researcher conducting interviews with 22 students to discover why they felt anxious when performing speaking practice in front of the class. The researcher then identified the different types of anxiety and the factors that influence students' anxiety when speaking English using Ellis [7] and Horwitz's [8] theory. The data obtained from the analyzed object is getting bigger and more complex. As a result, the data set must be reduced. The researcher summarized, highlighted important points, and focused on students' anxiety in English speaking class to find out the answers related to the research problems. The researchers, then, minimized the amount of data obtained and analyzed only the most relevant facts.

Ethical Approval

Before conducting the research, the researchers ask the permission from the headmaster of the school. Then, the researchers continued to send the consent letters for the participants of the study. When the participants approved, the research was conducted. The researchers maintain the confidentiality of participants in this study.

RESULTS AND DISCUSSION

Results

Types of Anxiety

Based on the results of observations, interviews, and documentation of the research subjects, the researcher found that the types of students' anxiety in the English speaking practice class were:

State Anxiety

Some students stated that their anxiety was transient; in other words, their fear may disappear within a short time.

"Sometimes, I feel nervous when the teacher wants me to perform in front of the class. However, when I'm done, I'll sit calm again." –DS

"When I was requested to speak English, I initially felt nervous, but as I completed, I felt fairly relaxed and my anxiety was quite low." –BS.

"My anxiousness will come unexpectedly if I learn English language acquisition, particularly in speaking abilities. But, after the speaking class is over, my nervousness will go away." –IFI.

"If the teacher suddenly gives the question to me, I will be nervous, but after it is completed, my anxious feeling will also vanish." –NWS.

As could be observed from the reasons given for the students above, students suffer transitory speaking anxiety. They experience anxiety, fear, and confusion when the teacher asks unexpected questions or requests to practice speaking English. However, this state of anxiousness will pass quickly.

Trait Anxiety

Some students said that feeling anxious had become a character where they already thought that speaking English was very difficult.

"The point is that my response about English is really tough, especially while speaking practice which causes me constant anxiety." –NA.

"I believe that being able to communicate in English is critical, yet it is quite difficult for me. As a result, whenever I was required to speak English, I felt fearful, apprehensive, and not confident. I cannot pronounce English words and that can also be my reason." –ZAF.

"I'm immediately anxious when confronted with English also for speaking English since I believe it's quite tough, especially with the way the language is spoken and written, which leaves me perplexed and fearful of making mistakes. Additionally, I have less experience with English language learning." –IFI.

"I will feel scared too when asked to practice speaking English. Because, I think speaking English has become a very difficult thing for me. starting from how it is pronounced, which is very different from the writing, so that I am afraid of being wrong." –SB.

"While I believe that being able to communicate in English is critical, I still get anxiety and fear when I practice speaking English. Because I believe I also lack a command of proper vocabulary and grammar. So frequently confused about what to say regarding fear of being incorrect and not fluent." –BS.

"In my opinion, English is already difficult, especially the practice of speaking. Immediately worried me. What a way to say it." –RPA.

"When it comes to communicating in public, I'm definitely anxious and nervous. Moreover, speak English as usually asked by the teacher. It makes me sweat. Fear of being wrong when speaking." –SM.

As seen by the students' statements above, students exhibit trait anxiety, in which anxiety has been their personality of its own. Because some students believe that speaking in English is tough. Additionally, some of them have a character that is perpetually anxious, afraid, and embarrassed when asked to practice

speaking in front of the class. It is because students believe they are extremely incompetent in English. Starting with a lack of command of vocabulary and grammar. As a result, students were occasionally confused when the teacher unexpectedly asks a question or requests practice in front of the class.

Specific Situation Anxiety

Some students claimed that their nervousness showed itself in specific situations from the students' interviews.

"If the teacher suddenly asks me to answer a question using English, I am more nervous. For that, I prefer to hide behind my friends, so the teacher doesn't ask me to answer questions." – DS.

"I'll feel more anxious when I take the speaking test. Because even though I have memorized everything I intend to discuss, I am still fearful of being incorrect, as I frequently forget what I have prepared. Additionally, English words have different ways to pronounce it." – MRM.

"When the teacher unexpectedly asked me to respond to questions in English, I was terrified and anxious. Because I'm confused about how to respond because I don't understand what the teacher's English question means." – NR.

"I was once asked by a teacher and had to answer in English, and I was very scared. It's different from the exam that we have prepared. So, I sometimes choose to look down if the teacher wants to select students to answer questions. For that, I hope I will not be selected." – NWS.

"When there is a practice of speaking English being assessed, I am very anxious. Also, when the teacher asked questions using English suddenly, I was afraid of being wrong." – MDK.

"I felt very anxious at that particular time as the teacher suddenly gave a question that had to be answered in English. In that situation I was required to answer in English as well. For that, I often avoid by lowering my head so as not to be selected. Because my vocabulary is lacking, my grammar is also messed up." – BS.

As observed from the students' responses above, some students experienced anxiety in a specific situation. For instance, when the teacher administered a speaking test or exam or asked a question to a selected student. And the teacher asked them to respond in English to the question. This anxiousness developed due to students' inability to comprehend the topic and their lack of vocabulary. As a result, they were fearful of making mistakes.

According to the interview results mentioned above, students experienced three distinct types of anxiety when speaking English. The first is state anxiety, in which they will feel anxious and fearful when unexpectedly asked to respond and communicate in English. However, this emotion is transient because it does not continue for an extended time. The second type of anxiety is trait anxiety, which occurs when some students believe English is difficult. Additionally, they exhibit nervous, fearful, and insecure personalities when interacting with friends and practicing in front of the class. The final type of anxiety was specific situation anxiety, which occurs when students were placed in certain situations. For example, when students took a speaking examination or the teacher selected them to respond to questions in English. Consequently, the interview findings demonstrate that these students exhibited this form of anxiety following Ellis's (1994) theory.

Factors Of Anxiety

From the reasons the researcher interviewed students, the results of the interview revealed the fact that several factors, namely caused students' anxiety in speaking English:

Test Anxiety

According to some students, examinations or tests can affect their anxiety level like students' reasons discussed in the following interview.

"I feel anxious when there is a daily speaking test or exam. Even though it has been held many times but still feel afraid and anxious. Because, I'm afraid of making mistakes and automatically if my performance is bad, my grades are also bad. So I just feel more nervous." – BS.

"Even though I got the highest score in speaking, I still feel anxious when I practice speaking. Especially when the daily test is speaking which can be an additional value for my exam. I will try to

memorize, prepare by practicing several times. But still I feel anxious, embarrassed and confused for fear of being wrong. Different when the practice is not assessed I will be more trivial." – SMH.

"When there is a speaking practice test, I will feel scared and nervous. Even though I have prepared beforehand, when I'm already scared, it allows me to forget what I wanted to say. For that, I often carry texts and I read them. And it's not just me, many of my friends are like that. I'm nervous about practices that aren't graded, especially when it comes to practices that get grades." - AMJ.

"I feel nervous if there is a speaking test or exam, I will memorize and practice repeatedly so that I can perform optimally during the exam. Like not doing anything wrong, speaking fluently and not being laughed at by friends. However, I can forget what I prepared when I feel nervous." - CPSA.

"If there is a test that is assessed, I also feel nervous. Even though I've tried my best to memorize. But, when I perform in front of the class, I will forget it. And if my performance is bad, it will affect my grades." - AW.

"I am always afraid and nervous when there is a practice test of speaking English. My feelings are increasingly indescribable. I don't know how to pronounce it, so I'm getting scared." - NA.

"For me, the practice of speaking English that is graded and that is not graded equally makes me nervous. Moreover, if there is time for a speaking test, I will feel very anxious and nervous. Because, I'm really afraid of saying the wrong thing." – KT.

"When the speaking test was carried out, I could be nervous because I was afraid of being wrong in front of me and embarrassed. Moreover, my friends are ignorant. I will be dropped even before I go to the front of the class. So, I do not believe in myself." - RPA.

As a result of the interviews done above, it is clear that students experience anxiety when confronted with tests or examinations requiring them to speak English. They recognized how tough it was to communicate in English. Even if they had memorized and studied for the subject matter covered on the test, they continued to be nervous and concerned about their looks, though. The students stated that they felt confused about English pronunciation. They are worried that their performance will not go as planned. They felt worried about forgetting their notes, making mistakes, and performing poorly. As a result, when students cannot perform properly, their grades will be bad.

Communication Apprehension (CA)

Some students said they experienced anxiety when they had communication apprehension. Their reasons proved it in the interview.

"I did not understand well what the teacher explained. Usually when I do not understand the teacher has told me to practice or answer questions suddenly. So in that position I would feel anxious and nervous about not being able to answer. Even though I feel confused, I don't know what to say and what to do." – NR.

"I do not understand the explanation from the teacher. Because I'm slow to understand an explanation of the material. And the teacher is usually very fast in explaining the material. I'm also afraid if I want to ask the teacher or ask my friends for help to explain what I don't understand." - MRM.

"I am really slow when it comes to understanding the material, where each material is usually used as a conversation topic for practice speaking. The teacher was too quick to explain. If I ask my friends, it still doesn't make me understand. Because, my friends also don't really understand the material for the same reason. The reason is that the teacher is too fast in explaining the material or instructions." - ARA.

"Even though I have practiced speaking with friends several times, I still feel nervous when I speak English in front of friends. My reason is because I am afraid that I will make a mistake later, I am afraid that my friends will be angry with me because my performance is not good." - AM.

"I don't understand the teacher's explanation. Because I think when the teacher explains the material too quickly. Originally, it was slower so that students with slow comprehension like me could slowly understand as well. If I want to ask the teacher again, I'm also afraid because sometimes the teacher's explanation has come a long way. And if something like this happens, I will be more nervous if I

practice speaking English. Because I don't understand the material and directions, but I have been asked to answer questions and do a speaking test." - RPA.

"As for the teacher's explanation, I really didn't understand because it was usually too fast to explain. So, I feel more and more confused. I want to ask other students, I am also afraid." - KT.

"My nervousness also arises when I do not understand what the teacher explains. So, I was afraid because I didn't understand the material. However, in this condition the teacher suddenly asks questions using English and must be answered using English as well as oral practice. I can no longer calm down in that condition. And so far, I still feel embarrassed if I practice talking and face to face with my friends. I am afraid of making mistakes and my friends will be ashamed of my mistakes." - DS.

From data gathered during students' interviews. Their responses indicate that they were nervous because they could not grasp the teacher's explanation. After all, the teacher presented the material and directions to students quickly. It can contribute to increased student anxiety because students are at a loss for what to do in this situation. And the teacher unexpectedly began asking questions in English and requested that students practice speaking in front of the class on the topic of discussion, which the students were still confused with the materials. According to the students' statements, they were afraid to approach the teacher if they did not comprehend the subject or directions. And inquiring about other students would not help them grasp, as many students did not understand the teacher's explanation due to its quickness.

Fear of Negative Evaluation

Some students said that their anxiety would be more visible because of the fear of negative evaluation factors. In this case, students were afraid of getting negative evaluations from the teacher and other students. The results of student interviews below can prove this statement.

"For me, the evaluation from friends will make me more anxious than the evaluation from the teacher. Because, they always laugh, yell and cheer when I or other friends try to practice speaking English in front of the class. So, I feel more nervous about being wrong and then my friends will laugh at me." - AMJ.

"I am very afraid of being ridiculed by my friends. Moreover, I already think that English is difficult. So, instead of trying, I prefer to stay silent. The teacher's assessment made me nervous, afraid that he would be angry because I often made mistakes. But, even so, I was more nervous about the reactions of my friends." - DK.

"If my friends make fun of me, especially when I am asked to come forward by the teacher to practice speaking, it makes me more embarrassed and less confident. I am more afraid of being laughed at and ridiculed by my friends than the grades given by the teacher. It made me very uncomfortable." - AR.

"The teacher's assessment also had an effect on my anxiety. I am afraid of making mistakes and getting bad grades and afraid that the teacher will think I lack practice. Even though I have been practicing really hard. However, the judgment of friends also matters. Sometimes when I want to try to come forward to practice speaking as the teacher asks but they laugh, I choose to go back to my chair and not try." - NWS.

"I have tried several times to practice if the teacher asks a representative from the students to try speaking in front of the class. However, if I stood up wanting to go ahead and get started, my friends started mocking me. So, it made me feel ashamed and scared. For that, I prefer to return to the chair and be passive." - CPSA.

"I think the teacher's assessment also scares me and makes me anxious when practicing. However, I am even more worried if my friends have started cheering and even mocking me. That made me nervous and lost all my memorization. For that reason, I would feel better to be silent and avoid speaking if there was speaking practice." - SB.

"I will feel embarrassed and more nervous and not confident if my friends start mocking me if I or my friends want to try to do what the teacher tells me to do. Like when answering questions or trying to practice conversation in front of the class. So, I think it's better for them to give encouragement. If you can't give encouragement, it's better to be quiet and listen, don't laugh." - ES.

"When my friends laugh or tease when someone is doing speaking practice, it's normal but it can make me more nervous and make me not focus. It's better for friends to be silent or better to support them when their friend comes forward so they won't be embarrassed and nervous."- BS.

"I am more worried about being bullied by friends during my speaking practice. My every move will be made a joke. That makes me nervous and uncomfortable. So, sometimes I will choose to speak very slowly so they don't know my mistake. And to be honest, conditions like this make me unable to develop in terms of speaking English. In fact, sometimes I also want to be able to speak English and always improve my progress." - MRM.

According to the findings of student interviews, their anxiety will increase when they receive a negative evaluation. The assessment comes from their teacher, and negative evaluation from other students had a significant impact. For instance, they laughed, mocked, and even yelled at students who desired to practice in front of the class. This results in students who wish to practice speaking English preferring to remain silent and passive because they are shy, apprehensive, and fearful of ridicule and mockery from their peers.

From the interviews above, students can conclude that students' feelings of anxiety could arise with the influence of three factors. Namely, test anxiety felt anxious when a test or exam was held to speak English. The second communication apprehension was where students could not understand the explanation from their teacher. Students felt afraid if they wanted to ask the teacher and other students. Third, negative evaluation, where students feel anxious about getting an unfavorable review from the teacher. However, most students said that the negative assessment of students was more influential. They mocked, shouted, and laughed if there were students who wanted to try to speak English in front of the class or to answer questions from the teacher using English. These three factors significantly influence students' anxiety when they wish to practice speaking English. For this reason, this can have a significant impact on the development of students in speaking English which can hinder students' performance from improving speaking skills in English.

Discussion

The researcher concludes that there are three types of anxiety experienced by students when speaking English in class at private junior high school in east java. The types of students' anxiety to speak English in class are state anxiety, trait anxiety, and specific situation anxiety as Ellis's [7] theory. First, Indrianty [5] notes that state anxiety is a brief state of nervousness that occurs in response to external stimuli. In other words, the type of students' anxiety in speaking English is temporary anxiety where the anxiety does not last a long time, such as when they are asked to speak in front of the class. They will feel anxious and confused, but these feelings will disappear quickly once they have tried it. Second, Indrianty [5] adds that trait anxiety is the type of anxiousness that is difficult to change about a person's character. As explained by the theory above, students have experienced this type of anxiety. This anxiety has become the character of students when they think that everything related to English is difficult, so they already feel they will not be able to speak English. Third, as Rajitha and Alamelu [12] study, specific-situation Anxiety is triggered by a specific incident or condition, and it might resurface when a similar situation arises. And the students showed this type of anxiety where they felt anxiety at certain times, such as when a test or speaking test was held and when the teacher suddenly gave questions that must be answered in English.

Relating to the students' anxiety in speaking English in class, it is caused by three factors, namely: test anxiety, communication apprehension, and fear of negative evaluation as Horwitz's [8] theory. First, according to Vitasari et al. [13], the most significant element affecting the amount of self-anxiety during the learning process is when the teacher administers a test or exam. And the students showed this type of anxiety where they felt anxiety at certain times, such as when a test or speaking test was held and when the teacher suddenly gave questions that must be answered in English. The students felt nervous and afraid of being wrong because they had minimal vocabulary and grammar. Thus, they would be anxious to make mistakes and affect student grades. Second, according to Al-Tamimi [14], communication apprehension is a dread of communicating that causes people to avoid interacting with others. For example, students were frightened to speak with the teacher or other students to ask questions about anything they did not understand. Because the teacher's explanation was really quick, and other students would respond that they did not understand either with the teacher's explanation. As a result, students were hesitant to speak English since they were unfamiliar with both the explanation and the subject. As a result, they avoid practicing communicating English with friends for fear of

making mistakes. Third, Aydin [15] states that fear of negative evaluation creates a sense of not being able to make a positive social impression, making foreign language learners fearful of receiving negative feedback from others. Additionally, it is broader in scope in that it encompasses not just the teacher's judgment of students but also the perceived reaction of other students. The students felt afraid of being laughed at, ridiculed, and shouted at when they made mistakes during their practice of speaking English in class. Based on the results of this study, the dominant students' anxiety to speak English is caused by negative evaluations from other students. The ridicule and laughter of students significantly affect students' success in improving these skills confidently and adequately.

7 CONCLUSION

It can be concluded that the types of anxiety faced by the students in the study are state anxiety, where students feel anxious and confused when the teacher asks unexpected questions or requests to practice speaking English, but it is temporary. Trait anxiety, where anxiety has become the character of students so that students will feel anxious in any situation and condition while practicing speaking English. The last type of student anxiety is specific-situation anxiety. Students feel anxious at certain times and conditions, such as when doing daily tests, speaking skill tests, and when the teacher suddenly asks questions. The factors of anxiety faced by the students in the study are Test anxiety where students will feel anxious when carrying out daily tests or speaking English exams. Fear of negative evaluation where students are afraid of getting a low score. In this study, the most dominant is that students are afraid of getting a negative assessment from their friends, such as being ridiculed and laughed at. And the last factor is communication apprehension, where students are afraid to ask the teacher and other students when they do not understand the explanation of the material. Thus, students feel anxious and fearful of making mistakes when speaking English because they do not understand the material that has been explained.

The researchers suggest that nervous students build their confidence in speaking, and it is believed that students will improve their capacity to communicate in English. Besides, the students are expected to increase their self-confidence in English speaking class. It is hoped that students can improve their ability in speaking English.

The teacher may provide more explanations clearly and not too quickly. Thus, students will better understand the materials and instructions in learning activities, especially in speaking practice. And for students who always laugh and ridicule, it is better to be more supportive when a friend tries to practice speaking English in front of the class even though they will make mistakes later. This is very important and it will help others to learn English better.

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