

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY USING ENGLISH IN THE
CLASSROOM**



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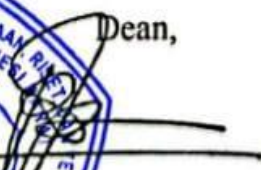
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FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRAK

Fitriani. 2023. Analisis Kecemasan Berbicara Siswa Menggunakan Bahasa Inggris di Kelas. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Sulawesi Barat.

Tujuan penelitian ini adalah untuk mengetahui faktor-faktor apa saja yang mempengaruhi kecemasan berbicara dan tingkat kecemasan berbicara pada siswa kelas III SMA Negeri 2 Majene. Juga, berusaha untuk mengurangi kecemasan yang disebabkan oleh pembelajar saat berbicara bahasa Inggris di kelas dan menemukan komponen yang mempengaruhi kecemasan berbicara. Penelitian ini bersifat kualitatif dan kualitatif. Semua 278 siswa kelas III dijadikan sampel penelitian. Metode purposive sampling digunakan untuk memilih satu kelas sebagai sampel. Peneliti menggunakan wawancara dan observasi checklist. Peneliti mewawancarai 10 siswa yang termasuk dalam kategori merasa cemas berlebih saat belajar dan menggunakan bahasa Inggris. Berdasarkan wawancara, berbagai faktor mempengaruhi gejala kecemasan siswa ketika mencoba menggunakan bahasa Inggris di kelas. Faktor-faktor tersebut menyebabkan siswa menjadi cemas dan benci menggunakan bahasa Inggris. Selain faktor personal yang dihadapi siswa, seperti diejek oleh teman sekelasnya ketika melakukan kesalahan dalam berbicara, ada juga siswa yang sudah mengetahui informasi tetapi belum siap, berusaha membuat gugup, takut pada guru, dan malu dengan teman sekelas mereka ketika mereka berbicara di depan kelas. Beberapa siswa cenderung tidak aktif saat pembelajaran berlangsung; mereka lebih suka berbicara dengan teman mereka daripada memperhatikan ceramah. Dari analisis data muncul dua unsur, yaitu unsur internal (tawa teman, pendapat siswa dalam berbicara, dan kurang persiapan) dan unsur eksternal (guru itu sendiri dan lingkungan sekitar). Kemudian, jenis kecemasan yang dialami siswa adalah ketakutan mereka terhadap kejadian buruk.

Kata Kunci: Berbicara Bahasa Inggris, Kecemasan

CHAPTER I

INTRODUCTION

This chapter presents the background, problem identification, research focus, research objective, and research benefits.

A. Background

English is an international language or the language of the world. So it is very important to be able to speak this language. In English there are several skill sections, starting from reading, listening, writing, and speaking. Of the four skills or abilities above, all of them are the most important part of learning. In a recent study conducted by Education First (EF) on the English proficiency index, Indonesia's ranking in 2017 dropped from the previous year, which was rank 32 (Medium Proficiency level), to rank 39 (Low Proficiency level). Based on data from the study, the average English proficiency score for Asian countries is 53.60. So, as a comparison, the average English proficiency score in Indonesia is 52.15, still below the average English proficiency score in the Asian region.

Speaking is one of the most important skills that students need to know, especially in communicating. Speaking based on a competency-based curriculum is one of the four basic competencies that students need to master well. Speaking is also a difficult skill for EFL (English Foreign Language) learners to master. In conclusion, speaking is one of the most difficult skills for EFL learners. Because it's not their first or second language. There are some students who really want to speak English in class but they lack vocabulary. Basically speaking is not only just saying words or sentences but our interlocutors must also understand what we are saying so that the message we convey can be understood by our interlocutors, this is the

same based on Andi Ahmad Fauzi (2011), Speaking is a skill which is useful. It cannot be isolated from the broadcast. When we speak, we create messages for the purpose of correspondence, enabling us to identify the speaker, listener, message, and response. Talking makes children comfortable with the sounds of English, so that articulation cannot be separated from speaking. Speaking must also use clear articulation so that the other person can understand what we are saying.

Most of the students think that speaking is a difficult skill due to several reasons such as lack of confidence, and lack of vocabulary, they also think about grammar. Students can feel nervous and uncomfortable when the teacher asks them to speak English in front of the class. This becomes the dominant factor when a student learns English. This also affects why Indonesia is still below the average because some students think that speaking English is difficult and are stuck there without wanting to learn more. As the writer found in the field, speaking is indeed one of the most difficult skills compared to the other four skills, especially speaking English. As we know that English is not a second language in Indonesia but a foreign language.

Anxiety is a subjective sense of restless psychological tension, an inability to deal with problems, or a lack of security. These volatile emotions are generally unpleasant and lead to physiological changes later on. Tremors, sweating, increased heart rate, mental; panic, nervousness, confusion, lack of concentration, restlessness, and stuttering in communication. Furthermore, this paper aims to provide deeper insight into the psychology of communicators so that they can transform ideas into discussions and create an interactive, creative, intuitive, and innovative atmosphere for discussion. (Aryadillah, 2017).

One of the psychological phenomena with the most research is anxiety. In response to a particular scenario, anxiety typically manifests in the human body. Anxiety is usually characterized as a feeling of unease, dread, tension, or worry. Anxiety is one of the most well-documented psychological phenomena. In general, anxiety appears in the human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry. There are certain terms for anxiety associated with language performance. The terms speaking anxiety and speaking English anxiety are specific anxiety-related to the learning and use of language. (Farhan, 2019). Students can feel many things as a result of this challenge. They will lack opportunities to practice speaking English in a school environment, which will give them confidence. In this technique, worry can prevent children from mastering English. In addition, they can reveal other negative traits including passive presence, sitting back, and even skipping class. This is very influential on students' ability to speak English in the classroom.

Before deciding the title that the researcher would propose, the researcher first made observations at SMAN 2 MAJENE, and met the English teacher and several students. This observation was carried out with the aim that the researcher knew some of the anxiety experienced by students when they were using English in the classroom. They have limitations because they are too anxious to make mistakes. In addition, they are also afraid of being laughed at by their classmates for lack of vocabulary. their teacher also explained that some of them were not active while the lesson was in progress. Based on the above background, the researcher conducted research entitled *"An Analysis of Students' Speaking Anxiety Using English in the Classroom"*.

B. Problem Identification

According to the study's backdrop described above, the following formulation of the problem study is possible:

1. Most students have anxiety about speaking English in the classroom
2. Most students are not confident to use English in the classroom
3. Most students are not active in the process of learning English in the classroom.

C. Research Focus

Based on the problems that the researcher has found above, the research aims to identify factors that affect students' speech anxiety.

1. What are the factors that influence students' anxiety in speaking English?
2. What are the levels of anxiety experienced by the students in English speaking in the classroom?

D. Research Objective

Based on the problems that the researcher has found above, the research aims to identify factors that affect students' speech anxiety.

1. To identify the factors that influence students' anxiety in speaking English
2. To identify the levels of anxiety experienced by the students in English speaking in the classroom.

E. Research benefits

1. For Students

The findings of this research should encourage students to speak up and help them become better speakers. Reducing student anxiety when using English and increasing student confidence when speaking English in the classroom. In addition, students are expected to be confident in speaking English and actively ask questions and

communicate in class. The researcher really hopes that this research can have a good impact on students so that they are more active in learning and improving their English skills in the future because apart from being in the world of school. English is also very important in the world of work, currently, many other majors are taking English courses because they realize that competition in the world of work by relying solely on IT skills or majors alone is not enough. The researcher really hopes that the students can take advantage of their high school years to hone their English skills so that when they go to college they already have a basic level of English.

2. For Teachers

The teacher realizes that students have anxiety about speaking and the teacher must be able to overcome students' anxiety by implementing interesting learning in speaking class. Teachers must know the characteristics of their students. Students are also more confident in using English in the classroom. The teacher also has an important role for students, when they are wrong in pronunciation or lack vocabulary, their classmates are not laughed at so that students are not embarrassed to use English in the classroom.

3. For the Next Researcher

The researcher expects that the findings of this research will serve as a guide for other researchers performing additional research on the same or related themes in the future. The researcher also really hopes that, if future researchers find weaknesses in this study, they can improve it so that the next research is better and more accurate.

CHAPTER II

LITERATURE REVIEW

This chapter just focuses on the previous related and theoretical framework.

A. Previous Related Studies

Parupalli (2019) With the title "The Importance of Speaking Skills in English Classrooms", this study used a descriptive method, for data collection using an instrument questionnaire. Every English student needs to improve their speaking skills to compete in the global market because it is a serious world. In addition, most decision-making jobs depend on people's interpersonal skills, especially communication. People's ability to speak in a short amount of time gives the interviewer another insight into their capacity. The largest positions in their profession will belong to applicants who can verify their skills on a moment's notice. The research above is the research of a writer named Parupalli who conducted research at a university in Saudi Arabia. The research that they are researching is different from the research that the researchers will examine later in terms of the object and also the subject. English is the language of unity throughout the world, according to the author, not just in the world of education but also in the world of labor. The competition in the outside world is really fierce, thus everyone needs to enhance their English speaking abilities.

Abdillah (2018) with the title "Factors of Student Anxiety in Speaking English" uses a qualitative method with a case study approach and observation instruments and structured class interviews. The findings revealed both internal (attitude, lack of preparation) and environmental (teacher personality, surroundings) aspects. These results imply that teachers need to be more aware of children's anxiety

in order to encourage them to speak. Teacher must be able to provide lessons that can build the potential of students. The teacher is supposed to be able to design an effective learning process while presenting the material to indirectly encourage students to participate in class learning. The difference between Abdillah's research and the research that the researcher examine is that the previous researcher focused on teachers and students, while this research is more focused on students about how to control themselves.

Adelia Nathasyach et all (2022). In the title “An Analysis Students’ Anxiety Factors in Speaking English As Foreign Language of Tenth Grade At Sma N 2 Blora”. A qualitative descriptive method is used in this investigation. Several interviews and questionnaires are used in this study to gather data. The population consisted of 28 students from X MIPA 2, and the writer employed a random selection technique to choose 6 of those students for the research sample. This study uses many types of data analysis, including descriptive analysis, data reduction, data presentation, conclusion drafting, and verification. Most students find it difficult to grasp foreign languages because they struggle with vocabulary mastery and grammatical understanding, which contributes to their degree of anxiety when speaking foreign languages, particularly in English. The teacher employs three strategies—group work, presentations, and role playing—to assist pupils who are shy about speaking English. For group work, this is applied to students to help students build self-confidence while for presentations and role plays the teacher prepares strategies by carrying out continuous preparation and practice every day with simple things such as vocabulary used in everyday conversations, music, and films so that with these activities, they can build their confidence to speak English and not get bored learning.

Al Farisy and Miftakhullail Nur (2019) in the title “Students’ anxiety on speaking English in spoken English course: a case study at the English language”. This study uses qualitative research. The participants in this study were second-semester English study program students at UIN Sunan Ampel Surabaya in 2019. This study employed an interview guide and a questionnaire to gather data. The first tool was a questionnaire on foreign language class anxiety that was given to 30 students who had taken spoken English lessons. Interview data were also collected from 6 student representatives, and the data were then evaluated using a variety of techniques. According to the study's findings, 4 students have a high level, 9 students have a medium level, and 6 students have a low level.

This indicates that the majority of students had anxiety levels that are in the middle of those identified in this study. The study also discovered a number of student beliefs about the causes of speaking English anxiety, including test anxiety, communication anxiety, and fear of receiving a poor grade. Most students believe that their fear of communication is what makes them anxious when speaking English. So, it may be inferred that students in their second semester are classified as intermediate-level students and that their speaking anxiety is brought on by a lack of vocabulary, a lack of vocabulary mastery, and a lack of preparation. It can be inferred from some of the above studies, most students are anxious when speaking but anxiety factors are different. Researchers made direct observations of students and questioned them about concerns about using English in the classroom. as well as asking their subject teachers about their activeness in the classroom when learning English.

The four studies above, focus on how to overcome the anxiety of students speaking English in class because most students are anxious when speaking but the anxiety factors are different. Therefore,

researcher assure whether this study provides the same results as previous studies or different. The sample is focused on second-grade language majoring students SMAN 2 Majene. The researcher really hopes that the findings of the previous researcher can further strengthen the results of further research so that the results obtained by researchers are stronger and researchers are more accountable. The population taken by the researcher was second graders majoring in language at SMAN 2 Majene, while the sample taken was a maximum of 10 students.

Based on the previous research findings mentioned above, it has contributed to the researcher to develop ideas about this research. The first and second studies helped the researcher to solve the problems experienced by students why they did not want to use English in class. It also helps researchers gather information about how to solve problems. While in the third and fourth studies assist the researcher in developing research ideas and help determine how the research steps will be carried out. From all the research above, the researcher gets more sources of information from various previous researchers. Therefore, researcher are encouraged to conduct research based on the same theory. The researcher chose to conduct this research at SMAN 2 MAJENE.

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is one of the four core talents that children should develop well, according to the Competency-Based Curriculum. It plays a crucial part in communication. Speaking can find in the spoken cycle, especially in the Joint Construction of Text stage (Departemen Pendidikan Nasional, 2004). Students have some challenges when speaking, one of which is related to the language itself. In reality, despite having a large vocabulary and excellent writing skills, the majority of pupils have trouble speaking. The issues are terrified of blunders made by students.

According to Aseptiana Parwati (2018), Speaking is the highest target in English because speaking is the basis of communication which becomes the function of learning. The Analytic Teams Method is one of many methods for honing speaking abilities. In order to examine the classroom environment when the Analytic Teams Technique is used in the speaking class, the researcher is interested in learning whether the Analytic Teams technique may help students' speaking abilities. This study employs collaborative classroom action research and is designed to be observed and analyzed for two cycles or longer in order to identify all the facts, including the action's success and failure. This means that depending on the chosen success criteria, the action must either be stopped or continued and amended to the next cycle.

As required by Harmer (2001:269), “The ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information and language on the spot”. Teachers frequently find it challenging to involve students in speaking activities, which is a problem that frequently arises in speaking lessons. In truth,

it takes a lot of effort on the part of English teachers to get their students to communicate a lot in class. This occurs because many EFL students struggle with personality issues, making it difficult for them to practice and use their English.

b. How to Teach Speaking Skills

Shafaat Hussain (2017) categorizes How to teach speaking skills into six categories:

1) Introduction

Lessons in grammar and vocabulary appear to be worthwhile and call for greater focus than the abilities needed to use grammar and vocabulary. Of course, communication ability is a function of skills. The skills themselves, however, are frequently not explicitly taught but instead are left up to the language learner to pick up via usage and practice of the language.

2) Language Learners Do Not Talk

Language instructors frequently claim that students in conversation classes don't speak at all. Finding the source of the issue and starting there is one of her strategies for solving it. If the issue is cultural in nature, for example, if it is uncommon in your culture for a student to speak aloud in class or if the kid is really nervous about speaking in front of other students, then that is likely the cause of the issue. If so, creating a classroom environment where speaking English aloud is the norm will help you to overcome this cultural barrier.

3) Language Input and Communicative Output

Teachers can employ activity-based approaches that blend verbal input and communicative output to boost students' oral communication skills. Discussions with the teacher, listening exercises, reading comprehension, and language heard and read outside of the classroom are all examples of language input.

4) Strategies for Developing Speaking Skills

Language learners who lack the self-assurance to participate successfully in oral encounters may remain silent while others speak. One of her ways of engaging such learners is by helping them build a minimal stock of responses that can be used in different kinds of exchanges. Answers like this are especially helpful for newbies.

5) Speaking Activities

Conventional speaking exercises in the classroom frequently consist of one person posing a question and another person responding. He frequently only has one preset right answer to questions, and his questions and answers are regimented and predictable.

6) Conclusion

It is not enough for language learners to familiarize themselves with a pool of vocabulary and grammatical explanations for the development of language skills. Unfortunately, the majority of language instructors who are charged with leading conversation classes nevertheless occupy their students with non-communicative activities for the majority of the class period. To help language learners increase their communicative efficiency in speaking, teachers can use activity approaches to combine linguistic input with communicative output.

c. Obstacles in Speaking

Rababa'h (2005) stated that there are many factors that cause difficulties in speaking among EFL (English Foreign Language) learners. According to Dil in Hosni (2014), in his research that investigated Turkish EFL learners' communication obstacles in English language classrooms, and reported that anxiety and unwillingness during the English-speaking process are considered two of the biggest obstacle for EFL learners. Anxiety and unwillingness

are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends.

2. Anxiety

a. Definition of Anxiety

Howritz (2014), the challenge for language learners who are learning a second language is not just communicating or speaking smoothly to others, but also understanding the message that has been communicated by the speaker and employing grammar when speaking. Concerning exam anxiety, the student feels under pressure to talk in a foreign language because, when speaking at the same time, they must construct a lot of English grammar.

Freud (Alwisol 2005), anxiety is the ego's ability to warn individuals about potential risks that will occur so that they can prepare appropriate adaptive responses. Fear acts as a mechanism to protect the ego from fear. Signals of danger exist, and if not handled properly, increase the danger until the ego is defeated. According to Mujiadi's fundamental principle, social support is an interpersonal relationship that offers support to individuals in the form of emotional attention and practical aid. Freud also said that in the Psychoanalytic theory quoted by Justin: Anxiety is a signal addressed to the ego that there is an unacceptable urge to urge out to enter consciousness. As a signal of anxiety, it awakens the ego to take action to defend itself against pressure from within. Anxiety is a symptom of an unresolved subconscious conflict. Freud also said that the ego (Psychological) must become the id (Biological). Thus, only the ego can produce anxiety, but the id, superego, and outside are involved in one of the three types of anxiety that Freud identified. According to Freud in Yustinus Semium's book, there are three types, namely, ego dependence on the id causes neurotic anxiety, fear of himself if he makes a mistake and will get punished, dependence on the superego causes moral anxiety,

fear of conscience superego) feels guilty or embarrassed if you make a mistake or think something that is contrary to morals and the last, dependence on the outside world causes realistic anxiety, namely fear of real threats or dangers around the environment (Semiun, 2006: 88).

It can be concluded, that anxiety is someone's feeling worried about something or someone's nervous about when to do something. In this case, someone is worry facing an English course or class and many factors contribute to speaking anxiety.

a. Types of Anxiety

As said by Leal P (2017), there are three types of anxiety:

1) Trait Anxiety

Generally, trait anxiety is a kind of anxiety where a subject is generally anxious about many things. Brown in Masyi'ah (2001) indicated that a more enduring propensity for anxiety is trait anxiety.

2) State Anxiety

A person will typically experience state anxiety when they are in a risky or hazardous situation. It indicates that a person only feels anxious in a specific circumstance. This type of anxiousness is likewise transient.

3) Specific-situation anxiety

(Spielberger, 1983) states that situational anxiety is defined as an individual's tendency to be anxious at a certain time and agreement. As a subtype of trait anxiety that manifests itself in particular circumstances, situation-specific anxiety can be proposed. As a result, worries related to a given circumstance can include linguistic fears.

This is also why, anxiety can be classified into three types: state, nature, and situation-specific anxiety, depending on the

duration and situation. Trait anxiety manifests in all circumstances, including non-threatening ones, unlike state anxiety, which only manifests in threatening situations. For example, someone who is scared of the rain will experience this anxiety as it starts to rain. Particular scenario anxiety typically manifests in specific settings.

b. Levels of Anxiety

Everyone goes through periods of anxiety, and some anxiety is common. Yet, severe anxiety that impairs daily functioning is what is referred to as an anxiety disorder. One of the most prevalent mental diseases is anxiety. Due to genetic, biochemical, or life experience variables, anxiety can start young or develop later in life. There are four levels of anxiety:

1. Mild anxiety

Social anxiety symptoms overlap with those of mild anxiety, including persistent worry such as nausea, shaking, and sweating. Usually, these symptoms can still be ignored and have no effect on everyday life. Moderate anxiety. Normal anxiety serves as motivation. In other words, it encourages you to concentrate on overcoming the difficulties you encounter. For instance, you can locate a secure location to seek instructions if you become lost in a strange area. When you know where you're going, your fear will rapidly go away. Mild situational anxiety frequently looks like this.

2. Moderate anxiety,

Moderate anxiety is stage 2 anxiety. This includes symptoms that are more common or persistent than mild anxiety but are still able to function in daily life compared to severe anxiety and panic disorder. Moderate anxiety tends to focus only on the stressful situation at hand and ignore other tasks. If you lose

your bike key, you will continue to focus on looking for it. after you get your motorbike keys back, then your symptoms subside.

3. Severe anxiety

Diagnostic standards for a clinically severe anxiety disorder or generalized anxiety disorder are met by the symptoms (GAD). Severe anxiety sufferers frequently rate lower on functioning tests and higher on distress scales. Severe anxiety symptoms are frequently linked to severe depressive symptoms, and they can increase disability and social isolation. Unexpected job loss is an example of a situation that can trigger this symptom. Serious anxiety disorders might make it difficult for you to focus and think clearly, which will only make you feel more anxious. Even your own wants might not be able to be recognized or met. The attempts of others to divert your attention are unlikely to be successful.

4. Panic level anxiety

Panic disorder, one of the four degrees of anxiety, is characterized by recurrent and unpredictable panic attacks. Panic levels of anxiety are the most upsetting and difficult because they exceed your ability to function normally. It is also common in people who have experienced trauma such as being hit by a car. And when he sees a car driving fast, the person immediately remembers this and has a panic attack.

c. Factors of Anxiety

(Horwitz, 1986) Argues that in the context of foreign language learning, a learner may feel anxious due to problems related to the three dimensions of anxiety. First of all, communication anxiety Second, concern over criticism Third, an overall sense of unease The

explanation of these elements will create the groundwork for the concept of foreign language anxiety and provide the reader a better understanding of where the fear comes from. While speaking abilities are the main focus of this survey, the following explanations will focus on those elements:

a. Communication Apprehension

Tanver (2007: 13) noted that communication anxiety can be present in most everyday communication deals and is a common occurrence occurring in numerous facets of a person's and learner's life. Individual characteristics including shyness, composure, and reserve are thought to trigger communication anxiety.

b. Fear of Negative Evaluation

The second aspect of foreign language anxiety, the fear of receiving a poor grade, extends to other contexts as well. Rather, it can occur in any social evaluation situation, such as a job survey or speaking in a foreign language class (Horwitz et al., 1986: 127).

c. Test Anxiety

Discussing foreign language anxiety is similar to understanding test anxiety. According to Horwitz et al. (quoted in Tanver, 2007: 12), test anxiety is a form of performance anxiety that results from a fear of failing. Due to its ongoing performance evaluation, testing is fairly common in language schools. Examining the attitudes in English oral communication classes can concentrate on the other two factors since test anxiety is handled differently when it comes to oral communication.

3. Speaking Anxiety

According to Ziaeh Suleimenove (2013) "Anxiety arousal second language communication could be impacted by anxiety arousal at the output stage. Many people experience the experience of "freezing up" on a critical test; they know the correct answer, but it will not come to mind. This worry interferes with the recovery of information. Whenever writing or speaking in a foreign language, impacts can be observed. It's possible that the accurate word is no amount of effort, though, will bring it forward". Many students become anxious when they learn English. Most of them think that learning English is a scary thing especially when they are told by their teacher to explain something using English in front of the class. This condition is very often encountered, they are anxious because they do not know what to say or they are afraid of being wrong when they speak English. Horwitz and Cope (2012) also believe that foreign language anxiety is not simply a combination of anxiety related to foreign language learning. A further hypothesis put forth by them was that "foreign language anxiety is a discrete complex of self-perception, beliefs, feelings, and actions associated with classroom language acquisition resulting from the particularity of the language learning process.

The obvious signs of anxious students described by the participants were blushing, rubbing the palms, perspiration, staggered voice, reluctance, poor performance in spoken activities, less enthusiasm or willingness to speak, less interpretativeness, less-eye-contact, reading from the script while giving a presentation, either too fast or too slow speed of speech, etc (hashemi & abbasi, 2013, p.641) Getting sweaty, vomiting, weakness and dry mouth are also experienced by anxious student (Boyce, Alber Morgan, & Riley, 2007)

a. The Cause of Speaking Anxiety

According to Micah Abraham (2020), There are a number of reasons why someone might experience anxiety about public speaking:

1. Hyperarousal, Anxiety patients go through a heightened state of arousal that might leave them feeling overwhelmingly afraid. It is challenging for them to feel at ease in front of others, which makes public speaking challenging. According to some studies, those who are concerned about public speaking are more likely to be anxious in general.
2. Inexperience with Socializing, Great socializers also become great public speakers, though this is not always the case. It stands to reason that if socializing is difficult for you, public speaking will likely be as well. Speaking in front of an audience might become easier for you as you converse with people more frequently.
3. Lack of Experience, More social interaction can help you feel greater at ease speaking in front of others, just like more public speaking experience can. The more comfortable you become speaking in front of a group of people, the less nervous you may feel because you will be more assured in your abilities.
4. Harsh Self-Talk For those who are anxious about public speaking, this is a major issue. They create the worst-case conditions. They could overthink what happened when speaking in front of an audience, attempting to figure out all the ways they went wrong.
5. poor planning They struggle mightily to control their nervousness as they practice. Regrettably, it might make them less ready.

6. Insufficient friendships Strong friendships boost confidence, according to studies. More anxiety may be felt by individuals who don't feel totally supported by those around them than by those who are confident that their friends will back them no matter what.

b.Impact of Speaking Anxiety

Since English is a foreign language, many experts claim that speaking with nervousness during class might negatively affect pupils' speaking ability. Foreign language anxiety is typically thought to have a negative impact on language acquisition since pupils will experience anxiety and may be more susceptible to stress or despair. As a result, pupils will fall behind and not succeed in school. Hopko (2019) states that "students with high levels of anxiety may struggle academically because they are plagued by linguistic anxiety and lack confidence in completing projects".

The conclusion is that speaking anxiety comes from students' fear or anxiety of not knowing how to start a conversation or speak in English and communicate with other people using English. This can be bad if the student does not want to get out of his comfort zone. but it can also be a good impact if the student wants to continue learning and practicing speaking English with his friends in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Many students become anxious when they learn English. Most of them think that learning English is a scary thing especially when they are told by their teacher to explain something using English in front of the class. This condition is very often encountered, they are anxious because they do not know what to say or they are afraid of being wrong when they speak English. Horwitz and Cope (2012) also believe that foreign language anxiety is not simply a combination of anxiety related to foreign language learning.

The students' speaking anxiety factors are. Internal issues include preconceived notions about public speaking, a lack of preparation, and error-proneness anxiety. They were hardly ever asked to speak in class, which makes them uncomfortable when the teacher does. External variables like the surroundings and the teacher also contribute to their anxiety. Anxiety experienced by students is the fear of negative judgments. Insecure and shy. We can see from the conclusion of student interviews, students said that they were anxious if they did not have the preparation and they were afraid of getting negative assessments. Furthermore, their friends would laugh at them if there was a mistake while they were talking. But their anxiety is reduced when the teacher helps them when they make mistakes. and students also feel more relaxed and calm when the teacher tells other friends to be quiet. And the teacher's strategy for reducing students' anxiety in speaking was successful.

B. Suggestion

Based on the aforementioned findings, it is anticipated that this research will be helpful for instructors and students by letting them know the causes and forms of speech anxiety. The importance of speaking with confidence and not being scared to make errors should be emphasized to students. The teacher also provides interesting techniques when speaking in class, which will reduce students' speaking anxiety and create group discussions, so that students can learn from each other.

The weakness of this study is that the method of data collection only uses checklist observations and interviews as well as the limitations of the authors so that the results do not represent the whole. Suggestions for future researchers when making observations do not only use interviews and observation checks, they can be added by conducting a pre-test and a million tests after the observation to make data collection simpler and the data that is gathered more concrete. The fact that the researcher proceeded right to three meetings to make observations and one meeting for the interview stage is actually one of the research's strengths. While the researcher was extremely attentive to check for any signs of the students' anxiousness during the observation, the data she collected was quite accurate. So that when the researcher conducts the interview there is already a target that the researcher has seen during the observation process.

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