

## AN ANALYSIS OF ENGLISH-SPEAKING ANXIETY ENCOUNTERED BY STUDENTS IN ENGLISH EDUCATION DEPARTMENT

ELLI MARLIANA<sup>1)\*</sup>, YAYU<sup>2)</sup>

STKIP Paracendekia NW Sumbawa, Indonesia

*ellilzh1981@gmail.com (corresponding)*

### ABSTRAK

Penelitian ini berfokus pada analisis kecemasan berbicara bahasa Inggris yang dialami oleh mahasiswa semester dua jurusan pendidikan bahasa Inggris di STKIP Paracendekia NW Sumbawa. Melalui metode kualitatif deskriptif, penelitian ini bertujuan untuk mengetahui faktor-faktor yang menyebabkan kecemasan berbahasa Inggris, upaya mahasiswa mengatasi kecemasan berbahasa Inggris, dan kategori kecemasan yang dialami mahasiswa tersebut. Responden yang dipilih secara purposif dalam penelitian ini terdiri dari sepuluh mahasiswa kelas A dan B semester dua Jurusan Pendidikan Bahasa Inggris STKIP Paracendekia NW Sumbawa. Penelitian ini menggunakan teknik wawancara dan observasi untuk mengumpulkan data yang kemudian data dianalisis dengan menggunakan tiga teknik yaitu reduksi data, display data dan penarikan kesimpulan atau verifikasi.

Hasil penelitian ini mengungkapkan faktor-faktor yang menyebabkan kecemasan berbicara bahasa Inggris yaitu kurangnya kosakata, kemampuan bahasa Inggris yang rendah, kurangnya latihan, kurangnya persiapan dan ketakutan membuat kesalahan dan ditertawakan. Selain itu, strategi yang digunakan siswa untuk mengatasi kecemasan berbahasa Inggris mereka adalah persiapan, relaksasi dan berpikir positif. Selanjutnya kategori kecemasan yang dialami siswa dalam penelitian ini adalah kecemasan keadaan.

---

**Kata kunci:** Kecemasan Berbahasa Inggris, Faktor Kecemasan Berbahasa Inggris, Strategi Mengatasi Kecemasan Berbahasa Inggris.

### ABSTRACT

*This research focused on analyzing English speaking anxiety that experienced by the second semester students of English education department at STKIP Paracendekia NW Sumbawa. Through a descriptive qualitative method, this research aimed to find out factors that cause English speaking anxiety, students' efforts to overcome their English-speaking anxiety, and category of anxiety that is experienced in the students. The respondents who are selected purposively in this research consisted of ten students from class A and B second semester in English Education Department at STKIP Paracendekia NW Sumbawa. This research used interview and observation techniques to collect the data which later the data analyzed using three techniques: data reduction, data display and drawing conclusion or verification.*

*The result of this research reveals the factors that cause English speaking anxiety are lack of vocabulary, low English proficiency, lack of practice, lack of preparation and fear of making mistakes and being laughed at. In addition, the strategies used by the students to overcome their English-speaking anxiety are preparation, relaxation and positive thinking. Furthermore, the category of anxiety experienced by the students in this research is state anxiety.*

---

**Keywords:** English speaking anxiety, factors of English-speaking anxiety, Strategies to overcome English speaking anxiety.

### INTRODUCTION

Language is a medium of communication for people to connect with each other. In fact, there are many languages used around the world, such as, Indonesian, Japanese, Korean, Spanish, French, Arabic, and English. Among these languages, English is one of the most widely used languages in the world. In other words, English holds a status as a global language or an international language. English is known as a global language because it depends on how much English is spoken or used. According to Crystal (2003), the number of people who speak

English as their first language (L1) is estimated just 329 million while 430 million use it as a second language (L2). Meanwhile, recognized from one-third, 750 million people use English as a foreign language in the world.

With the existence of English as international language, this language can be a second language, a second official language or even foreign language for the countries that adopt it. Among these countries, Indonesia places English simply as a foreign language. Lauder (2010) illustrates the history how English turns to a foreign language in Indonesia. This language become the first foreign language in Indonesia since this country declared its independence on the 17<sup>th</sup> of August 1945 from the Dutch and Japanese colonialism. The fact that Indonesia had been occupied by the Dutch colonial for more than 350 years and Japanese (approximately 3,5 years) did not guarantee that these two languages were used as foreign languages in Indonesia after the independence. On the contrary, that English was chosen as the first foreign language to be used since the Indonesian independence showed the importance of this language. Due to the global status of English, this language has affected almost all aspects of human life including education sectors around the world. Lauder adds English is chosen as a foreign language being taught as compulsory at high schools and tertiary education because Indonesian government considers this language status as an international language. Thus, it can be summarized that the biggest influence of using English as international language depends on the numerous of countries that consider the importance of this language.

Meanwhile, since the development of technology and communication in the Revolution Industry 4.0, human are expected to be more competence and skillful in Information and Technology sectors, communication sector including having ability to speak or even mastering international languages such as French, Japanese, Arabic, English, etc. Mastering a language means having ability to master the four language skills namely writing, reading, listening and speaking and apply it in a real context. Bailey (2003) points out that speaking and writing skills are categories productive skills while listening and reading are classified as receptive skills. Speaking and writing belong to productive skills because in speaking and writing human produce words and sentences that are expressed orally and through writing respectively. On the contrary, listening and reading are clustered as receptive skills due to human simply accept provided reading texts and listening audios respectively.

The fact that English is applied as a compulsory subject for six years in high schools in Indonesia does not guarantee that students not encountering problems during learning this language. Mostly, students having problems in mastering productive skills, writing and speaking. Another expert, Bailey (2003) discovers that language learners find it difficult to speak because of two reasons. First, speaking occurs spontaneously, and in a real context. Speaking is always spontaneous even it happens repeatedly. Although a person has practiced his/her monolog before giving a public speaking, for example, he/she is going to speak spontaneously. The second reason is there is no revision while someone is speaking. The revision will occur directly after the word or sentences uttered or a minute later after the person realized they made mistakes.

Since the language learners find it difficult to speak a new language, various kind of feelings might come into their mind and heart such as shy, furious, depressed, humdrum, overwhelmed, and anxious. All these feelings could be categorized as negative feeling. From all of these negative feelings, it seems that anxiety is one of feeling that the language learners mostly experienced. Likewise, Horwitz (1986, p. 126) argues that anxiety is a part of the autonomic nervous reaction that results of scare, trembling, nervousness, edginess, or worries condition. From these definitions, it can be concluded that anxiety is not something that can provide a sense of calm but can put a person in a high sense of pressure, thus, students might feel unbearable with their situation.

## **Formulation of the Problem**

The problems associated with this research are formulated as: (1) What are the factors that cause students' English-speaking anxiety? (2) How do the second semester students overcome their English-speaking anxiety? (3) Which category of anxiety encountered by the students?

## **Research Aim and Significance**

This research aims to obtain an overview or information related to English speaking anxiety experienced by the students when speaking English; refactors that cause English speaking anxiety and possible strategies to overcome anxiety. Consequently, this research is practically beneficial for the students and lecturers, and theoretically enriches the horizon about speaking difficulties and the strategies.

## **RESEARCH METHOD**

In this research, the researchers used qualitative method to describe the data source. According to Moleong (2012), the purpose of the qualitative method is for understanding a fact experienced by the research targets as a whole such as behavior, perception, motivation, action, etc., which is converted into words or language in the

scientific realm and utilizes all kinds of scientific methods. In line with this statement, Sugiyono (2017) outlines that qualitative is known as naturalistic, artistic, interpretive, ethnographic, and positivism research. Thus, qualitative research method aims to understand or identify the phenomenon that occurs in the field, at real processes or results, and is carried out by researchers as the key instrument in certain research.

This study was conducted at STKIP Paracendekia NW Sumbawa. Then, the target population in this study was A and B classes of second semester students with a total population of 47 students. Furthermore, the samples in this study amounted to 10 students that had been selected using a purposive sampling technique. Purposive sampling technique is a data collection technique by considering certain circumstances, for example the samples are targets who participate or part of the problem being studied (Sugiyono, 2017). In this research, the subjects determined through the researchers' observation in the English-speaking class.

In the process of collecting data, the researchers used interview and observation techniques. Esterberg (2002) in Sugiyono (2017) classified interview into three types: structured, semi-structured, and unstructured interviews. It suggested the researchers to conduct semi-structural interviews to the respondents to get wider and deeper information. The researchers explored the information through face-to-face interview with respondents. Through this type of interview, the researchers could notice the reactions and reasons of the respondents. Then, observation was conducted by the researchers to find information that was appropriate and very satisfying about the reactions of the 10 respondents. In addition, the researchers also participated in doing and feeling everything that was experienced by the research targets. For example, the researchers recorded, took picture or wrote notes of the students' statements, reactions or expressions.

The data analysis techniques used are data reduction, data display, and drawing conclusion/verification. At the reduction stage, the researchers entered the data transcription stage, where data reduction was carried out. The researchers began to analyze the data to be clear and more focused, namely by sorting, selecting, grouping, and coding the data that is useful or not. There were several categories that were oriented to the research questions. Then, the researchers classified the information from the respondents into several parts. After going through the data reduction process stage, then moving on to the data display process which helped the researchers to understand something that was happening. Therefore, in describing the data, the researchers used the form of narrative text (in the form of field notes) in explaining the grouping of data, for instance, the data that was grouped earlier. Then, the researchers explained again in very detail and clearly in order to enable the readers knew the meaning of the groupings data. The researchers drew the conclusion that concluding the overall research results in a clear, dense, detailed, focused, and directed manner. Most importantly, the conclusion contained all of the final research results that could answer the research focus. According to Agusta (2003), the conclusion itself is meant to be broad, open, and skeptical, even though the conclusion is already available.

## **RESEARCH FINDING AND DISCUSSION**

### **Definition Of English-Speaking Anxiety, Categories Of Anxiety, And Factors Cause English-Speaking Anxiety**

#### **Definition Of English-Speaking Anxiety**

Speaking is one of the active skills that triggers chiefly students to produce words or ideas through verbal spontaneously. Speaking is the process of producing vocals verbally, and then yield auditory signals that are received by the auditory system (Torky, 2006). This is in line with Bashir, Azeem, and Dogar (2011) who argue that speaking is a productive skill that does not only include words, but also the meaning of what is conveyed. According to Shumin (2002), speaking language is arduous for students because in the process of interaction requires accurate language placement between the speaker and the interlocutor, thus, it can be easily accessed. In speaking, therefore, it is also necessary to process and respond to the information received.

English speaking anxiety is feelings of worry, shy, pressure, and anxious to learn and speak in English. Although anxiety is common to every school student and sometimes seem ignored, it is still the most crucial problem that should be solved immediately. The existence of excessive anxiety will make students experience very high pressure in any conditions. According to Liu and Jackson (2008), and Öztürk and Gürbüz (2014), one of the factors that causes students to speak little or even cannot speak at all is the lack of self-preparation. Another expert, Aeni (2020) points out that the lack of preparation caused the students assumed that they did not have the ability to performance speaking English very well. Thus, lack of preparation is one of the main aspects that can threaten the process of mastering students' speaking English, because it could be based on several other factors, such as difficult subject matter, inappropriate teacher teaching strategies, boredom of foreign language subjects, and no desire to seriously study. While the previous experts discuss about causes students having English speaking anxiety, Tien (2018) explores about the result of anxiety. Tien's research finding reveals that students' anxiety arise based on a

negative view of the final result which is likely to be unsuccessful. For example, students underestimate their classmates when they make mistakes, use of limited vocabulary, and discrepancies in the selection of types of English words. It can be concluded that the speaking process can be hampered by other factors, one of them namely anxiety and it becomes a serious problem. English speaking anxiety which consequence students to be afraid to express the contents of his mind and heart. Although students actually have more ability to performance, still it would be difficult to control under all circumstances.

### **Categories Of Anxiety**

There are two categories of anxiety described by Spielberger and Sarason (2013) namely:

a. Trait anxiety

Trait anxiety is part of the anxiety that always continues to be felt under any circumstance. According to Indrianty (2016), this type of anxiety is considered likely to be difficult to overcome because individuals feel anxious in various circumstances. In this case, a person feels anxious all the time in everything even in non-threatening circumstances. Moreover, this anxiety can be permanent in a person's character.

b. State anxiety

State anxiety is a form of anxiety that is experienced at a certain time. Anxiety in this case is temporary because the anxiety feeling will disappear as the threatening situation ends. This is supported by Kim (2001) who states that anxiety is conceptualized as a state of restlessness or a temporary feeling of anxiety that is felt by the individual. That is, the state of anxiety is only temporary, this anxiety only occurs when a person feels something harmful or risky and this anxiety will disappear when a dangerous event has ended. However, this anxiety is classified as a normal feeling.

### **Factors Caused English-Speaking Anxiety**

Based on data obtained by Hilleson (1996), Jackson (2002), and Tsui (1996) in Liu (2007), there are several aspects becoming sources of language anxiety as listed below:

a. Lack of vocabulary

Limited of vocabulary is the basic problems in mastering speaking English, even students feel nervous when they are asked to speak English in class. The results of research from Sadighi and Dastpak (2017), and Öztürk and Gürbüz (2014) show that the cause of English anxiety that is often experienced by students are caused by limited knowledge of vocabulary. Students tend to feel shy or even afraid to speak because it is difficult to express what they want to convey. This is supported by Susanto (2017) who states that the limited vocabulary possessed by the students affect the mastery of an aspect of the language being studied. In this situation, students might have great ideas in their mind, but because of the limitation of vocabulary, they cannot bring their ideas into reality. In other words, this is the cause students to feel worried and nervous when they want to speak in front of the class.

b. Low English Proficiency

Low English proficiency can lead to nervousness and fear of speaking English. Based on the results of research from Rajitha and Alamelu (2020), one of the obstacles for students in speaking English is the language factor; limited knowledge of English will cause fear or anxiety when speaking English. Therefore, when students have low English-speaking skill, students might feel that they do not have the ability or are awful. Consequently, they are afraid to express their idea in front of people or in public places.

c. Lack of Preparation

Discussing "preparation" is not only about reading, writing and listening skills, but also including speaking. It is certain that good preparation will produce good results and can increase students' self-confidence. On the other hand, inadequate preparation might produce poor results. In other words, preparation has a big influence on the speaking process and performance. Successful or unsuccessful depends on how much effort is put in. It is the same with students' success in speaking English depends on how well or maximal the students prepare themselves. Indrianty (2016) concludes that the maximum level of preparation increases the level of confidence in speaking English. The better reparation the students have, the more confident they are in speaking English. On the contrary, the emergence of anxiety can be influenced by a lack or absence of preparation. Therefore, most students prefer to be silent because there is no prior preparation. Öztürk and Gürbüz (2014) concludes that not being prepared for speaking become the main source in speaking English. In this case, students feel uncomfortable and unhappy about the lack of preparation situation. Hence, Preparation is the most important effort that can build students' confidence in speaking English.

d. Lack of practice

Lack of practice might result students have limitations in speaking English. The fact that English is a foreign language, only learned in school, and not practiced continuously might make students feel anxious about speaking English. This is line with Heriansyah (2012) states that the way students can do to improve their

English-speaking skill is by making commitment with their peers to consistently use English starting from simple things around them. In addition, the limited allocation of time to learn English at school, and the difficulty of finding a partner to talk to are worsen the students' feeling. As a result, English students would feel much more nervous when they are asked to speak English.

e. Fear of making mistakes and being laughed at

It is inevitable that students make mistakes and others end up laughed at. It is often found that students feel pressured over their imperfect performance, which triggers anxiety and fear of being laughed at by their classmates. In addition, Rajitha and Alamelu (2020), and Suparlan (2021) argue that there is a peer factor or fear of making mistakes by students. This situation led to the thought that classmates laugh at and claim for errors in English communication. Furthermore, these experts state that the stage fear is the main reason for appearing to speak in front of the class or the public area, especially if students are not used to it or have never even appeared to speak in front of the class or the public. This is always with action on the performance of the students. This is supported by the result of research from Sadighi and Dastpak (2017) that show fear of committing mistakes is included in the three categories of factors that cause students' English-speaking anxiety. Anxiety is the most significant factor the three. According to Tati, Paul, and Golingi (2013), many students think that their mistakes will only make their position harder in front of people. For instance, students want to express their idea but previously they say the wrong word and it causes them stop to speak English in class. Thus, it could be concluded that fear of making mistakes and being laughed is one of the factors that makes students feel shy and nervous to speak English. Although students who like to speak English will become worried and do not want to speak because of mistakes that they make are always laughed at and taken for granted or wrong by others.

f. Fear of losing face

Horwitz (1986, p. 126) "define communication apprehension (CA) as a type of shyness characterized by fear or anxiety about communicating with people". Fear or shame are two aspects that cause high pressure in students. These feelings can make students even forget and are not accustomed to saying anything because the fear experienced is very strong.

g. Fear of being focused of attention

Usually, students experience a high level of anxiety when asked to speak in front of others, with the reason being afraid to look at people directly when speaking English. This is due to the limited time to learn English which only focuses on learning science rather than direct practice, and the school system that refers to exam assessment. According to Januariza and Hendriani (2016), paying attention becomes the biggest influence when students' performance to speak English in front of many people. Commonly, this aspect can cause feelings of fear in order students assume that they are not confident in their abilities. Students are very afraid if they become the center of attention of many people. When students become the center of attention, they will be afraid to make the slightest mistake because they assume that people will comment on everything they do, say, look or perform. It can be concluded that, students think that other people are dissatisfied with their performance.

h. Fear of being unable to follow and understand others

Lots of confessions from students who feel very worried if they cannot understand other classmates or teacher. Teaching and learning activities in the classroom make students feel afraid when the teacher delivers a material and then asks questions to the designated students to answer according to what the teacher wants.

i. Inability to express ideas

Inability to express ideas is one of the anxiety factors in speaking English. Communication will be interrupted when students cannot express their ideas well, or even when students choose to remain silent so that the interlocutor cannot understand what is being conveyed. This makes students nervous and afraid to speak English because they cannot convey their ideas.

j. Memory disassociation

Students who have short-term memory tend to quickly forget what they have learned and do not last long in memory. This is caused by a strong sense of anxiety that results in the loss of students' memory regarding the English subject matter that has been studied.

Besides above factors, based on the results of research from Rajitha and Alamelu (2020), there are two other factors that cause anxiety in speaking English, namely external and internal factors. From the several factors of students' English-speaking anxiety that have been listed in the aspects above, there are four other factors that have not been mentioned, namely grammar and pronunciation that belong to external factor, and the lack of self-confidence and shame factors that belong to internal factor. First, grammar factor also plays an important role and has a high level so that students often experience anxiety. Students are afraid to speak English because they are afraid of grammatical formation when communicating, and are always worried about every sentence formation by paying attention to whether the grammar is correct or not. Therefore, students tend to find it difficult to express English because of the grammar factor. The second aspect is the pronunciation factor. The writing and

pronunciation in English are different. This is indeed difficult so that it makes students might afraid and less confident to speak English. The last two factors are influenced by the lack of self-confidence and shame. Both of these factors can affect the students' English speaking performance. Students who lack confidence and feel ashamed to speak English previously always assume that their abilities are low or lack confidence in their abilities. Even though they can speak English, there is a lack of self-esteem and shyness that can hinder their performance in speaking English. Meanwhile, Januariza and Hendriani (2016) argue that lack of motivation is a very influential thing on students' desire to learn or speak English. Students who have a high level of motivation will always feel confident to keep learning in order to achieve maximum results. Otherwise, students who do not have motivation will avoid, feel bored and do not care about learning. Tayebi, Gómez, and Delgado (2021) mention that motivation is one aspect that is commonly experienced by students and can affect all the wishes or circumstances of students for to do something. The desire of students to speak English is influenced by motivational factors, and this greatly affects the results of students' English performance.

### **Strategies to Overcome Anxiety in Speaking English**

According to Demir (2015) there are 4 general strategies found by scientists and psychologists to anticipate anxiety problems experienced in previous studies. These strategies are as follows:

#### **a. Preparation**

Preparation is part of the efforts who made by students to assist in improving their English-speaking skills. In addition, preparation will also help students to be more confident with the situation at hand, because usually students who want to prepare themselves optimally are students who have a growth mindset that can provide positive energy. For example, students prepare what they will learn at school the next day. With this they will not easily feel afraid or even nervous when speaking in front of the class because this type of student believes that optimal preparation will really help them. This is supported by Damayanti and Listyani (2020) who believe that preparation is one of the effective strategies that students do to avoid anxiety, such as preparing themselves optimally before the learning process takes place and taking English courses. In addition to re-learning the material, other ways that students can do can be in the form of preparation such as taking English courses, asking for explanations from teachers or friends, and paying attention to things they are worried about (Ariska, 2019). It can be concluded that maximizing the preparation might lead to better performance.

#### **b. Relaxation**

One strategy that can reduce anxiety symptoms in students is relaxation. Calmness is needed in all situation, especially in speaking English. The simple way can be done by taking a deep breath then exhale slowly. Then, students can do it with a good and correct sitting position and straighten their views. This is supported by Aeni (2020) who points out that to reduce anxiety, students can use body movements, namely moving their hands, holding something to demonstrate, and seeing objects around them. These are very effective strategies of calming students-self down if them got nervous previously.

#### **c. Positive thinking**

A pressure makes students always uneasy about what they feel. Even so, this can certainly be overcome with positive thinking. For example, students may imagine that they could speak English well to know how their feeling without worrying about the final outcome of the appearance, or discuss an interesting topic with a classmate to distract students to calm down. This is supported by Maharani and Roslaini (2021) based on the research finding, positive thinking intends to stay focused on the center of attention without worrying about anything else. Then, keeping positive thinking will encourage good performance in students' English-speaking performance. It is very important to learn for positive thinking so as not to worry. If other people demand to be perfect then it is very impossible because in teaching and learning process, mistake often occurs to students or even teachers. Mistake is a thing that need to be avoided, but students can also learn a lot from a mistake after correcting it. Therefore, it is suggested to students not to pay too much attention to what other people will comment or not to follow the thoughts that might encourage students to worry. It is better to stay confident and optimistic whatever the outcome.

#### **d. Peer seeking**

Peer seeking includes self-introspection by finding common ground experienced classmates, and is a record that can bring change for the better. Siagian and Adam (2017), refers peer seeking to as social comparison, where students realize that other students or classmates have the same problem so that becomes emotional regulation for the students. The search for peers can foster a person's self-confidence by comparing their selves to others. This can increase progress in a person not to always be discouraged by students' ability.

## Factors That Cause Students' Speaking Anxiety

The data obtained through observation and semi-structured interview revealed that the causes of anxiety in speaking English can be classified into:

### a. Lack of vocabulary

The findings indicated that the lack of vocabulary was a factor that contributed to students' English-speaking anxiety. Most of the students thought that their biggest obstacle when they wanted to speak English was the lack of vocabulary. This is based on the results of the interview where students tend to limit the frequency of their speaking and want to quickly ending the conversation in English because they have limitation of vocabulary. This finding is in line with what the researchers found during the observation stage in which the students suddenly stop speaking in the middle of the conversation. Even if they speak, their voice is low, less clear and stammered. Based on students' statements, it is clear that they do not want to speak in English because these students do not have enough vocabulary. This is supported by Susanto (2017) who states that the limited vocabulary possessed by the students affect the mastery of an aspect of the language being studied. Therefore, students with an adequate level of vocabulary can be seen with the appearance of good speaking English. On the contrary, inadequate vocabulary level is indicated by the students' low English-speaking ability. Inadequate vocabulary plays an important role for students, especially in speaking English, because this factor can cause the anxiety and hinder students in speaking English.

### b. Low English proficiency

The second factor that plays a great role to the students' English-speaking anxiety is low English proficiency. Based on the interview result, these students admitted that they only had lack knowledge of linguistics such as grammar, tenses, pronunciation, and spelling. This result of interview is supported by the result of observations in which low English proficiency factor make students often experience mispronunciation. Related to English spelling and pronunciation, Boroditsky, Ham, & Ramscar (2019) mention that a very common difference between English and Indonesian language lies in pronunciation, vocabulary and tenses. In Indonesian, word spelling and its pronunciation are the same. In terms of tenses, English tenses play an important role in explaining an event. In relation to tenses in English, verb is one of word classes that play crucial role in structuring each tense. On the contrary, Indonesian does not have tenses like English, and verb is used in any condition with the same form. Another finding based on interview is that students also have difficulty in developing a topic due to they run out of ideas. This was supported by the result of observation that shows students tend to be silent in the middle of a conversation, and confused when asked to speak English. This is in line with Rajitha and Alamelu (2020) who state that the cause of students feel anxiety due to the limitation of English knowledge. Students choose not to speak English a lot because they are influenced by their self-confidence with a low level of low English proficiency. It means that students are less interested in responding more deeply and in developing certain topics because of their ignorance of the grammar, pronunciation, and tenses.

### c. Lack of Preparation

The next factor that contributes to students' anxiety is lack of preparation. Most students argued that anxiety is a result of not having a well preparation. While most of these students not preparing themselves, there are some students who are ready and confident to attend the class because they have studied prior to the class started. These students admitted that preparation has a significant contribution in overcoming anxiety. Indrianty (2016) concludes that the maximum level of preparation increases the level of confidence in speaking English. Thus, the higher students' self-confidence the better speaking performance they have. However, there are many students that still lack of initiative to apply it in their lives thereby appeared the feeling anxious when speaking English. This was evidenced by the results of observations that showed that students are often seen trembling when speaking in front of the class, for instance, when the lecturers suddenly called them to speak in front of the class. Two factors that cause students not having preparation are lack of motivation and enthusiasm to learn English. This can be seen from the frequency of students attending the class. From the discussion above, it can be concluded that students feel anxious in learning when there is no preparation before activity in class begins. Indeed, students feel more nervous when they are asked difficult questions.

### d. Lack of Practice

Regular practice of speaking English is very helpful in growing students' self-confidence. In the fact, practicing English can be done with their classmates or friends in the classroom or outside the classroom. However, based on the result of interview, students feel inferior to express their ideas in English because the class environment is lack of supportive to use English language. This finding is supported by the result of observation in which the researchers found that the students tend to use Indonesian inside and outside the classroom. Thus, it can be concluded that classmates and environment supports are two factors that can help students to maintain regular practice. Once regular practice is done, anxiety can be minimized. This is hand in hand with Heriansyah (2012) suggestion, the way students can do to improve their English-speaking skill is by

making commitment with their peers to consistently use English starting from simple things around them. It means, practicing speaking English regularly can increase students' self-confidence. Another example of activity that students can do is listening to music, watching films with English subtitles, finding word meaning in English dictionary, and inviting friends to speak English. However, making commitment with peers is not a simple task to do since the class environment is still dominating by the use of Indonesian and even vernacular or mother tongue. The anxiety is often caused by lack of practice.

e. Fear of making mistakes and being laughed at

Fear of making mistakes and being laughed at are feelings that experienced and suppressed the student's situation when they want to speak English. Based on the result of interview, many students stated that these feelings appeared when the students are asked to speak English in front of the class. The students felt tense, panic, worried, and even unable to speak a lot due to afraid of making mistakes and laughed by peers. Basically, this occur due to the student's assumption that what would be conveyed something that is not correct or has errors. This is in line with the result of observation that habitual of the peers in class who are laughing at their classmates when appearing in front of the class. Although, this feeling dominated every student, the students still tried to speak English. In addition to that the students feel that the characteristic of lecturers also effects to the students' anxiety in speaking English. For Example, lecturers who have assertive personality tend to speak in high tone of voice. It was the thrilling part that could make the students feel reluctant to appear in front of the class. Thus, this anxiety arises due to the perception of students who argue that they revealed in English are mistakes.

### **Strategies Applied By The Students To Overcome Their Speaking Anxiety**

Students in this research applied three strategies that were considered able to reduce their English-speaking anxiety. The first strategy applied is preparation. Some students believed that by having preparation they would feel calmer in class. This means that preparation has an important role to increase students' confidence in their English-speaking skills. The preparation could be conducted by doing self-practice, and searching for the material before entering the class. The second strategy is relaxation. Relaxation also quite helpful for students to stay focused when the students feel anxious, for instance using body movements, improving sitting position and looking at peers. The last strategy is positive thinking. In applying this strategy, students tried to find or obtain information through social media, such as watching motivation videos to divert their minds to stay and think positively. This strategy is believed could return the students' learning interest.

The research finding in this paper is similar to the finding in Hilleson (1996), Jackson (2002), and Tsui (1996) in Liu (2007) paper in term of the factors that cause students' English-speaking anxiety (lack of vocabulary, low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, fear of losing face). In terms of strategies, apparently the 2nd semester students of class A and B of the English education study program applied 3 out of 4 Demir's theory except peer-seeing strategy.

### **Types Of Anxiety Experienced By The Students**

Based on the data findings and discussion, the researchers found simply one type of anxiety that experienced by the second semester students of English department at STKIP Paracendekia NW Sumbawa, namely state anxiety because the students faced this anxiety only when the students got a certain time in the class.

## **CLOSING**

### **Conclusion**

Based on the finding and discussion, it is clear that there are several factors that cause anxiety in speaking English experienced by the second semester students of class A and B of the English Education Department. The factors faced by the students are lack of vocabulary, low English proficiency, lack of practice, lack of preparation, and fear of making mistakes and being laughed. In addition, there are 3 strategies used by the students to minimize their anxiety in speaking English. The strategies include preparation, relaxation, and positive thinking. Those strategies are argued as the effective strategies for them in reducing anxiety. Those points can be classified into three factors in overcoming students' anxiety in speaking English. Furthermore, based on the given theory above, the researchers conclude that there is simply one type of anxiety that was experienced by the second semester students of English department at STKIP Paracendekia NW Sumbawa, namely state anxiety.

### **Suggestion**

Based on the results of the study, the researchers would like to suggest some important points related to research. Anxiety is one of the problems that is often experienced by students during speaking. Thus, the



lecturers/teachers should recognize whether the learners anxious or not when they are speaking. Subsequently, if the anxiety occurs, the lecturers/teachers analyze the level or type of anxiety experienced by these students. Offering possible strategies might be one of effective solution to help the students to reduce or even to eliminate their anxiety. Another solution can be introducing to the students all information about anxiety such as definition, factors causing anxiety, common anxiety cases, and strategies to overcome anxiety. Once the knowledge obtained, these students might be able to recognize the anxiety they experience and apply possible strategies to reduced their anxiety. As a result, students' speaking ability can be improved step by step.

## REFERENCES

- Aeni, N. (2020). *An Analysis Students' strategies in Overcoming Anxiety in Speaking English*.
- Agusta, I. (2003). *Teknik pengumpulan dan analisis data kualitatif*. Pusat Penelitian Sosial Ekonomi. Litbang Pertanian, Bogor, 27(10).
- Ariska, S. (2019). Students' strategies to Overcome Anxiety in Speaking English at the Tenth Grade Students of Smk Negeri 4 Bulukumba.
- Bailey, K. M. (2003). Speaking. *Practical English language teaching*, 47-66.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor effecting students' English speaking skills. *British journal of arts and social sciences*, 2(1), 34-50.
- Boroditsky, L., Ham, W., & Ramscar, M. (2019, April). What is universal in event perception? Comparing English & Indonesian speakers. In *Proceedings of the twenty-fourth annual conference of the Cognitive Science Society* (pp. 136-141). Routledge.
- Crystal, D. (2003). English as a global language. Ernst Klett Sprachen.
- Damayanti, M. E., & Listyani, L. (2020). An Analysis of Students' speaking Anxiety in Academic Speaking Class. *Eltr Journal*, 4(2), 152-170.
- Demir, H. (2015). Speaking anxiety among Turkish EFL students (Case of IBSU). *Journal of Education*, 4(1), 37-43.
- Heriansyah, H. (2012). Speaking problems faced by the English department students of Syiah Kuala University. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 6(1), 37-44.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Indrianty, S. (2016). Students' anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). *Eltin Journal: Journal of English Language Teaching in Indonesia*, 4(1).
- Januariza, Y., & Hendriani, S. (2016). Students' Anxiety in Learning Speaking. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 468-474.
- Kim, Y. (2001). Foreign Language Anxiety as an Individual Difference Variable in Performance: From an Interactionist's Perspective.
- Lauder, A. (2010). The status and function of English in Indonesia: A review of key factors. *Hubs-Asia*, 10(1).
- Liu. (2007). *Anxiety in oral English classrooms: A case study in China*. Indonesian.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The modern language journal*, 92(1), 71-86.
- Maharani, N. N., & Roslaini, R. (2021). EFL Students' Coping Strategies for Speaking Anxiety during Online Learning. *English Language in Focus (ELIF)*, 4(1), 1-10.
- Moleong, L. J. (2012). *Metodologi Penelitian Kualitatif*. Bandung: Pt Remaja Rosdakarya. Buku.
- Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of language and Linguistic Studies*, 10(1), 1-17.
- Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, 172, 1053-1058.
- Sadighi, F., & Dastpak, M. (2017). The sources of foreign language speaking anxiety of Iranian English language learners. *International Journal of Education and Literacy Studies*, 5(4), 111-115.
- Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. *Methodology in language teaching: An anthology of current practice*, 12, 204-211.
- Siagian, U. M., & Adam, A. (2017). An Analysis of Students' Anxiety in Speaking. *ANGLO-SAXON: Journal of the English Language Education Study Program*, 8(1), 03-09.
- Spielberger, C. D., & Sarason, I. G. (2013). *Stress and emotion: Anxiety, anger, & curiosity*. Taylor & Francis.
- Sugiyono, P. D. (2017). *Metode penelitian bisnis: pendekatan kuantitatif, kualitatif, kombinasi, dan R&D*. Penerbit CV. Alfabeta: Bandung, 225.

- Suparlan, S. (2021). Factors Contributing Students' Speaking Anxiety. *Journal of Languages and Language Teaching*, 9(2), 160-169.
- Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra*, 1(2), 182-191.
- Tati, J. S., Paul, C., & Golingi, L. B. (2013). English Language Speaking Anxiety Among Community College Learners: How Can It Be Overcome? *Social Sciences*, 2(3), 38-53.
- Tayebi, A., Gomez, J., & Delgado, C. (2021). Analysis on the lack of motivation and dropout in engineering students in Spain. *IEEE Access*, 9, 66253-66265.
- Tien, C. Y. (2018). English speaking anxiety in EFL university classrooms in Taiwan. *European Journal of English Language Teaching*.
- Torky, S. A. E. (2006). *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. Online Submission.