

**AN ANALYSIS OF EFL STUDENTS' SPEAKING ANXIETY:
THE LEVEL AND POSSIBLE CAUSES**

A Thesis

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Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H / 2024 M**

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**Submitted in Partial Fulfillment of the Requirements for S1-
Degree**

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1445 H / 2024 M**

ABSTRACT

In the teaching and learning process of English, many problems occur, especially in students' speaking ability. One problem of the students is related to emotion. One of the emotional conditions that makes the learning process difficult is anxiety which a kind of mental emotion. Anxiety could arise in students when they were studying. Anxiety can be interpreted as a feeling of tension, worry, or nervousness that will interfere with students' ability to perform successfully in a foreign language classroom, especially in the ability to speak. Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. Meanwhile, during the observation of two class from the second semester students of the English Education Department at UIN Raden Intan Lampung, the signs of speaking anxiety among the students was found. Some of them feel ashamed, nervous, and afraid when participating in classroom activity. The students had difficulty speaking up in the class because they lack confidence, they feel anxious to speak. They were fearful and shy to speak up in English because some of them worried if they makes some mistakes. Moreover, some students feel scared when their lecturer calls his/her name to speak. This will have an impact on the teaching and learning process, students will not be easy to speak in the class and may lower their grades.

Due to speaking anxiety having many unsavory effects in English foreign language learning, it is important to understand the students' speaking anxiety. For those reason, this research wanted to analyze what is the level of students' speaking anxiety and possible causes that made them feel anxious in the classroom. This research was conducted in the third semester students of the English Education Department at UIN Raden Intan Lampung. A non-experimental quantitative research has been employed in this research. The population of this research was the third semester students of English Education Department at UIN Raden Intan Lampung. The sample of this research were three classes consisting of 67 students. The data was collected by using FLCAS adopted from Horwitz that was

questionnaire consist of 33 question to identify the level of students' speaking anxiety. Then, to figure out the causes or the factor of students' speaking anxiety, the interview was conducted that involved 10 students who had high level of speaking anxiety.

After collecting and analyzing the data, it has been found that the majority of the third semester students of English Education at UIN Raden Intan Lampung had a high level of speaking anxiety, which is around 37.3% or more than third of the number of respondent had a high level of anxiety, then 26.9% of students are at moderately high anxiety level which still shows that students had high anxiety, and 16.4% are at the moderate anxiety level and there were only 7.5% of students from the total number of respondents are included in the very low anxiety level. Meanwhile based on the results of interviews, the researcher concluded some factors causing students' speaking anxiety; first, students felt ashamed; the second, fear of misinterpretation between speaker and audience or communication apprehension; next is low self-esteem; fear of making mistakes then being criticized or fear of negative evaluation; last is anxiety can also occur when students have a lack of study, practice and lack of preparation when going to do a speaking performance. From this result, the researcher implicated that most of the causes of students' speaking anxiety were related to students negative assumption. So, students' negative beliefs about speaking and not used to speak in front of many people were indicated as the major factor causing students speaking anxiety.

Keywords: Students' Speaking Anxiety, Level of Speaking Anxiety, Cause of Speaking Anxiety.

ABSTRAK

Dalam proses belajar mengajar bahasa Inggris banyak permasalahan yang terjadi khususnya pada kemampuan berbicara siswa, salah satu permasalahan siswa berkaitan dengan emosi. Salah satu kondisi emosional yang menyulitkan proses belajar adalah kecemasan, yaitu sejenis emosi mental. Kecemasan bisa saja muncul pada diri siswa ketika sedang belajar. Kecemasan dapat diartikan sebagai perasaan tegang, khawatir, dan gugup yang akan mengganggu kemampuan siswa untuk tampil sukses di kelas bahasa asing, khususnya dalam kemampuan berbicara. Kecemasan merugikan kinerja siswa dalam bentuk kekhawatiran, keraguan diri, dan berkurangnya partisipasi. Sementara itu, selama observasi pada dua kelas mahasiswa semester kedua Jurusan Pendidikan Bahasa Inggris di UIN Raden Intan Lampung, ditemukan tanda-tanda kecemasan berbicara di kalangan mahasiswa. Beberapa dari mereka merasa malu, gugup, dan takut ketika mengikuti kegiatan kelas. Siswa kesulitan berbicara di kelas karena kurang percaya diri, merasa cemas untuk berbicara. Mereka takut dan malu untuk berbicara dalam bahasa Inggris karena beberapa dari mereka khawatir jika melakukan kesalahan. Selain itu, beberapa mahasiswa merasa takut ketika dosennya memanggil namanya untuk berbicara. Hal ini akan berdampak pada proses belajar mengajar, siswa menjadi tidak mudah berbicara di kelas dan dapat menurunkan nilainya.

Karena kecemasan berbicara mempunyai banyak dampak buruk dalam pembelajaran bahasa Inggris, penting untuk memahami kecemasan berbicara siswa. Oleh karena itu, penelitian ini ingin menganalisis tingkat kecemasan berbicara mahasiswa dan kemungkinan penyebab yang membuat mereka merasa cemas di kelas. Penelitian ini diadakan di kalangan mahasiswa semester tiga Jurusan Pendidikan Bahasa Inggris di UIN Raden Intan Lampung. Penelitian kuantitatif non-eksperimental digunakan dalam penelitian ini. Populasi penelitian ini adalah mahasiswa semester tiga Jurusan Pendidikan Bahasa Inggris di UIN Raden Intan Lampung. Sampel penelitian ini adalah tiga kelas yang terdiri dari 67 mahasiswa dari

ketiga kelas tersebut. Pengumpulan data dilakukan dengan menggunakan FLCAS yang diadopsi dari Horwitz yaitu kuesioner yang terdiri dari 33 pertanyaan untuk mengidentifikasi tingkat kecemasan berbicara siswa. Kemudian, untuk mengetahui penyebab atau faktor kecemasan berbicara siswa, dilakukan wawancara yang melibatkan 10 siswa yang memiliki tingkat kecemasan berbicara tinggi.

Setelah mengumpulkan dan menganalisis data, ditemukan bahwa mayoritas mahasiswa semester tiga Pendidikan Bahasa Inggris di UIN Raden Intan Lampung memiliki tingkat kecemasan berbicara yang tinggi, yaitu sekitar 37,3% atau lebih dari sepertiga jumlah responden berada pada tingkat kecemasan tinggi, 26,9% siswa berada pada tingkat kecemasan sedang tinggi yang masih menunjukkan bahwa siswa mempunyai kecemasan tinggi, dan 16,4% berada pada tingkat kecemasan sedang dan hanya terdapat 7,5% siswa dari seluruh jumlah responden yang termasuk dalam tingkat kecemasan sangat rendah. Sementara itu berdasarkan hasil wawancara, peneliti menyimpulkan beberapa faktor penyebab kecemasan berbicara mahasiswa; pertama, mahasiswa merasa malu; kedua, ketakutan akan salah tafsir antara pembicara dan audiens atau kekhawatiran komunikasi; berikutnya adalah rendahnya kepercayaan diri; takut melakukan kesalahan kemudian dikritik atau takut mendapat penilaian negatif; yang terakhir adalah kecemasan juga dapat terjadi ketika mahasiswa kurang belajar, berlatih dan kurang persiapan ketika akan melakukan penampilan berbicara. Dari hasil ini, peneliti mengimplikasikan bahwa sebagian besar penyebab kecemasan berbicara mahasiswa berkaitan dengan asumsi negatif mahasiswa. Jadi, keyakinan negatif mahasiswa tentang berbicara dan tidak terbiasa berbicara di depan banyak orang diindikasikan sebagai faktor utama penyebab kecemasan berbicara mahasiswa.

Kata Kunci: Students' Speaking Anxiety, Level of Speaking Anxiety, Cause of Speaking Anxiety.

DECLARATION

I hereby stated that the thesis entitled "An Analysis of EFL Students' Speaking Anxiety: The Level and Possible Causes" is completely my work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, October 31th 2023

Declared by:



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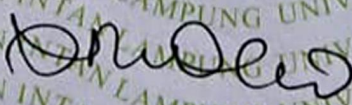

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A thesis entitled: "An Analysis of EFL Students' Speaking Anxiety: The Level and Possible Causes" by Deyan Iswan Prayudi, Students' Number: 1811040403, Study Program: English Education, has been successfully defended as thesis defence of the Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung. The thesis defence was held on: Thursday, December 07th 2023.

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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

“Whoever does the slightest good deed, he will surely see the reward,”

(Q.S Az – Zalzalah: 7)¹

¹ “Q. S. Az - Zalzalah 7,” n.d., <https://tafsirweb.com/12941-surat-az-zalzalah-ayat-7>.

DEDICATION

From deep in my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My Prophet Muhammad SAW who bring us from the darkness into the bright era then I have the strength to finish this thesis with spirits.
2. My beloved parents Mr. Dede Tatang and Mrs. Siti Syamsiah always love me and keep on praying every time for my life and success. Thanks for all the motivation and support. I love them so much.
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10. Lasty, I dedicated this thesis to myself as a reward for having lived my life so far with strenght and resilience.

CURRICULUM VITAE

The researcher's name is Deyan Iswan Prayudi. He was born on April 08th 2000 in Bekasi, West Java. He is the second son of the couple Mr. Dede Tatang and Mrs. Siti Syamsiah. He has one older sister and one younger sister; his older sister name is Istia Nur Endang then his younger sister's name is Niha Wulan Ismiati.

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Stepping to higher education in 2018, he was accepted to one of The State Universities of Bandar Lampung namely The State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for study in the English Department of Tarbiyah and Teacher Training Faculty through UM-PTKIN.

The Researcher

Deyan Iswan Prayudi

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First, all praise is due to Allah SWT, the most merciful, the most beneficent for blessing and mercy are given to the researcher during his study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis is entitled “An Analysis of EFL Students’ Speaking Anxiety: The Level and Possible Causes”.

This thesis is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ ask in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would like to express the deepest sense of gratitude to:

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and suggestions for the goodness of this thesis are always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for other researchers particularly and the reader generally, especially for those who are involved in the English teaching profession.

Bandar Lampung, October 31th 2023

The Researcher

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CHAPTER I

INTRODUCTION

A. Title Confirmation

To avoid misunderstanding in this proposal of undergraduate thesis, the explanation of the title needs to make it easy to reach, direct and clear. The title of this research is *An Analysis of EFL Students' Speaking Anxiety: The Level and Possible Causes*. For a description of some terminology contained in the title of this research are;

Analysis is a careful examination of a substance in order to find out what it consists of, the detailed study or examination of something in order to understand more about it, the result of the study.¹ In this research title, analysis means the act of studying and examining the data to find out the level of the EFL students' speaking anxiety and the possible factors that caused the students' speaking anxiety in classroom by conducting a quantitative descriptive research or also known as survey research.

EFL students are regarded as English Foreign Language students. Iwai defined EFL students as students who learn English in non-English speaking countries.² In this research title, EFL students refer to Indonesian students who study English language especially in English Education Department at State Islamic University of Raden Intan Lampung in third semester.

Maysari said that students' speaking anxiety is the students feeling of tension and apprehension when they are asked to speak.³ In this research title, students' speaking anxiety means the phenomenon when students feel afraid, ashamed, or nervous when they speak using English about something in the classroom.

¹ A.S. Hornby, "Oxford Advanced Learners Dictionary" (New York: Oxford University Press, 1989).

² Yuko Iwai, "The Effects of Metacognitive Reading Strategies: Pedagogical Implications for EFL/ESL Teachers," n.d., 10.

³ Maysari Maysari, "A Study of Students' Speaking Anxiety in Learning English at State Senior High School 2 Pekanbaru" (Riau, UIN Sultan Syarif Kasim Riau, 2020), 18.

Level can be defined as the height of something, the amount or number of something or someone's ability compared to other people.⁴ In this research, the level is refer to the level of students' speaking anxiety that occurred in the third semester students of English Education Department at State Islamic University of Raden Intan Lampung.

Possible causes also mean factor. Factor is a fact or situation that influences the result of something.⁵ In this research, factor or possible causes means the situation that made students' speaking anxiety occurred when the students' speaks or use English in the classroom activity.

To sum up, it confirms that this research entitled *An Analysis of EFL Students' Speaking Anxiety: The Level and Possible Causes* is a survey research that has been conducted to investigate the level and possible causes of EFL students speaking anxiety at the third semester students of English Education Department at State Islamic University of Raden Intan Lampung.

B. Background of The Problem

Speaking is a productive skill that is important to be mastered. Its role is very crucial to make the effective communication. According to Bygart in Al-Roud, speaking skill is the ability to share thoughts, strength, reasoning, and emotions with other people using oral language as a way to make the message clearly delivered and well received by the listeners. Speaking is a basic thing needed in life to build communication.⁶ Therefore, it is really important to master speaking skills, especially the ability to speak English that uses for international communication. English is the lingua franca, which means that English is the language used to bridge

⁴ *Cambridge Advanced Learners' Dictionary*, 4th ed. (Cambridge: Cambridge University Press, 2013).

⁵ Ibid.

⁶ Atallah Al-Roud, "Problems of English Speaking Skill That University Students Encounter from Their Perspectives," *British Journal of Education, Society & Behavioural Science* 18, no. 3 (January 10, 2016): 9, <https://doi.org/10.9734/BJESBS/2016/28404>.

communication between users of different languages in the world. Grag & Gautam stated that another advantage is that English language users will easily communicate and interact with people around the world. Speaking is considered as one of the final result or the output of the language learning process. Learner who are learn a language are expected to be able to speak the target language.

Hosni in Isnaini considered speaking as an important skill since language learning progress is dependent on the ability of the learner participant in oral activities.⁷ Wael also stated that to improve English competency students must be able to master English orally. In other words, the parameter of students' English skills also depends on how good students' speaking ability is. Therefore, to find out whether students have good English proficiency or not, they must be able to demonstrate their speaking skills. Even so, many students still find it difficult to speak English or perform their speaking ability. Even students majoring in English language education have experienced this, and not a few English education students feel insecure when asked to speak English.

In the teaching and learning process of English, it is many problems occur, especially in students' speaking ability, one problem of the students is related to emotion. Yusuf as cited in Isnani stated if students were experienced emotional strain it could inhibit or disturb the concentration of study and made them feel nervous.⁸ Emotion is an important thing in conversation and classroom activities since it has a big impact on the learning process. Brown as cited in Isnani states that emotions affect learning most fundamentally because they are the foundations of the learning strategy and technique.⁹ Furthermore, Chai, et, al. Said

⁷ Nur Isnaini, "An Analysis of Students' Speaking Anxiety of English Foreign Language (EFL) at the Fifth Semester English Department of UIN Raden Intan Lampung in the Academic Year of 2017/2018," *Dissertation: UIN Raden Intan Lampung*, 2018, 18.

⁸ *Ibid.*, 3.

⁹ *Ibid.*, 16.

that emotion has a particularly strong influence on attention, especially modulating the selectivity of attention as well as motivating action and behavior.¹⁰

Emotions are grouped in two kinds, sensory emotion and mental emotion. First, Sensory emotion is the emotion avoked by the stimuli from outside to the body, examples: cool, sweet, tired, satiety, and hunger. Second, mental emotion is the emotion has psychiatric reasons. Example: intellectual feeling, social feeling, morality feeling, aesthetic feeling, definity feeling.¹¹ So that the emotion is arised due to influence from changes in physical or individual activities.

One of the emotional conditions that were made the learning process difficult is anxiety which a kind of mental emotion. Anxiety could arise in students when they were studying. Anxiety can be interpreted as a feeling of tension, worry, and nervousness that will interfere with students' ability to perform successfully in a foreign language classroom, especially in the ability to speak. Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen, debilitating anxiety can raise the effective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition.¹²

Horwitz said that one-third of all foreign language learners experienced some level of language anxiety.¹³ For example, when the teacher asks students to practice in front of the class. Some of them thought their classmates will laugh at them if they make some mistakes. So they preferred to be quiet. That condition makes the

¹⁰ Chai M. Tyng et al., "The Influences of Emotion on Learning and Memory," *Frontiers in Psychology* 8 (August 24, 2017): 5, <https://doi.org/10.3389/fpsyg.2017.01454>.

¹¹ Syamsu Yusuf, 2009, Loc. Cit. p.117

¹² Ricardo Schutz, Stephen Krashen's Theory of second Language Acquisition, 2013, (<http://www.sk.com/br/sk-krash.html>)

¹³ Cucu Sutarsyah, "An Analysis of Student's Speaking Anxiety and Its Effect on Speaking Performance," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 1, no. 2 (May 26, 2017): 6, <https://doi.org/10.21093/ijeltal.v1i2.14>.

students feel anxious in the classroom and it will influence their speaking ability. Anxious students will have difficulties in following the lesson. They might learn less and also might not be able to demonstrate what they have learned to be practiced. Moreover, if they experience more failure, it might increase their speaking anxiety.

Liu states that one of the causes or factors of speaking anxiety is fear of making mistakes. Another cause of speaking anxiety is lack of practice. The students are anxious in speaking since they do not have enough time to practice speaking English in their daily life, and they are not frequent to speaking English in front of people.¹⁴ Students' speaking anxiety usually arises during the face-to-face teaching and learning process in the classroom. According to the study conducted by Nur Isnaini entitled "An Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year 2018/2019" found that most of the students felt scared to speak English, furthermore they fear if they make making mistake, felt shy when they want to speak English, felt nervous and less confident. The next cause of speaking anxiety is worry to speak up, heart breathed fast when come forward faced other students.

Meanwhile, during the observation of two class from the second semester students of the English Education Department at UIN Raden Intan Lampung, the signs of speaking anxiety among the students was found. Some of them feel ashamed, nervous, and afraid when participating in classroom activity. The students had difficulty speaking up in the class because they lack confidence, they feel anxious to speak. They were fearful and shy to speak up in English because some of them worried if they makes some mistakes. Moreover, some students feel scared when their lecturer

¹⁴ Widya Kusuma Wardani, "The Characteristics of Anxious Students in Speaking Class," *Journal of Foreign Language Teaching and Learning* 3, no. 2 (2018): 7, <https://doi.org/10.18196/ftl.3230>.

calls his/her name to speak.¹⁵ Some students also believed that English is a difficult subject. This will have an impact on the teaching and learning process, students will not be easy to speak in the class and may lower their grades. The result written in table 1.1.

Table 1.1
Questionnaire result in preliminary research

No.	Questions	Responses		
		Yes, always	Rarely	Never
1.	Do you feel nervous while giving a presentation?	59.4%	40.6%	-
2.	Do you feel afraid to speak in front of the class?	45.3%	51.6%	3.1%
3.	Do you feel insecure when giving presentation and speaking in class?	40.6%	57.8%	1.6%
4.	Do you feel like you don't want to speak in class because fear of being wrong?	43.8%	45.3%	10.9%
5.	Do you feel afraid when the lecturer calls your name?	48.4%	46.9%	4.7%
6.	Do you feel ashamed when speaking in front of the class because the lecturer and all you friends pay attention of you?	43.8%	43.8%	12.5%

Source: Questionnaire result in preliminary research

¹⁵ Questionnaire result in preliminary research, February 24th 2022. Unpublished.

The data was obtained from preliminary research at second semester students of English Education Department UIN Raden Intan Lampung. Data obtained from a questionnaire made with Google Form and has been filled in by 64 respondents. From the table above it can be seen that quite a number of students experience a tendency to be anxious in speaking. Some students may rarely experience it but that does not mean never.

Due to speaking anxiety having many unsavory effects in English foreign language learning, it is important to understand the students' speaking anxiety. For those reason, this research want to analyze what is the level of students' speaking anxiety and possible causes that made them feel anxious in the classroom. This research was conducted the research about speaking anxiety among third semester students of the English Education Department at UIN Raden Intan Lampung. Besides the student of English Education Department at UIN Raden Intan Lampung, English Education Department was also chosen because during the teaching and learning process it is certain that students will use English more often especially in terms of speaking.

This research are expected to provide an overview of the EFL students' speaking anxiety level and possible causes and maybe a reference in the future for lecturers, teachers, or further researchers and may also helps in reducing the level and also knowing the possible causes of students' speaking anxiety in learning English. Therefore, in this research the researcher will conduct a research entitled *An Analysis of EFL Students' Speaking Anxiety: The Level and Possible Causes*.

C. Identification and Limitation of the Problem

Based on the background of the problem above, it were identified several issues, they are:

1. The student's emotion inhibit or disturb the concentration of study.
2. The students at English Education were shown signs of anxiety in Speaking Foreign Language.

3. The students were worried about making mistake in speaking English..
4. Speaking anxiety can disturb the students' concentration in speaking class and could be affect the students achievement.

This research are limited to focus on the level and possible causes of speaking anxiety in third semester students of English Education Department at UIN Raden Intan Lampung.

D. Formulation of the Problem

Based on the limitation of the problem that has been described, the formulation of the problem are:

1. What are the EFL students' anxiety level?
2. What are the possible factors that cause students' speaking anxiety?

E. Objective of the Research

The objective of this research are:

1. To identify the level of EFL students' anxiety.
2. To figure out the factors that cause students' speaking anxiety.

F. Significance of the Research

The result of this research are expected to contributing the development of theory and teaching and learning practice. The significance of the research are described in two parts, theoretical contribution and practical contribution:

1. Theoretical Contribution; the results of this research are expected to provide an overview of the level and possible causes of students' speaking anxiety that occurs in teaching and learning english.
2. Practical Contribution;
 - a. For the institutions and the lecturers, the result of this research are expected to helps more effective learning system in the future to make the students more motivated to study English especially to improve the students'

speaking ability. Then, this research can also help in reducing the level of students' speaking anxiety in learning English.

- b. For the students, the result of this research are expected to make the students are more motivated to practice his/her speaking abilities in English foreign language learning, more prepared, and more confident in the subjects to avoid the speaking anxiety.
- c. For the teacher educator, the result of this research are expected can give more knowledge to the teacher educator.
- d. For the other researchers, the result of this research are expected could be a source of information for further research on speaking anxiety in English foreign language students.

G. Relevant Research

There are several types of previous research that have been investigated the issue of EFL students' speaking anxiety from different perspectives. The first research was conducted by Saidatul Ula in 2016 entitled "An Analysis of Speaking Anxiety in The Production of English in Speaking Class". The research was conducted at IAIN Salatiga and involved the second semester students of the International Class Program (KKI) of IAIN Salatiga as participants. The study aims to identify students' speaking anxiety levels and determine how speaking anxiety affects students' speaking ability. This study uses a descriptive quantitative method. Researchers used an instrument questionnaire and speaking test to collect data. The questionnaire used is the FLCAS (Foreign Language Anxiety Scale) by Horwitz, aiming to determine the level of student anxiety and the speaking test's final score to see the effect of anxiety levels on the students' speaking skills. In this study, the researchers found that the average student was at the middle anxiety level. The study also found that the

anxiety level does not always affect the students' speaking performance.¹⁶

The second research was conducted by Nur Isnaini in UIN Raden Intan Lampung with the title "An Analysis of Students Speaking Anxiety Student of English Foreign Language (EFL) at the Fifth Semester English Department of UIN Raden Intan Lampung Academic Year of 2018/2019". The research focused on the cause of speaking anxiety in English Foreign Language. The research found that students' speaking anxiety factor in English foreign language (EFL) were: felt self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy. Second, the causes of students' speaking anxiety that students' were unconfident to speak English, fear to make mistakes when speaking, anxiety when teacher asked to speak up, and shy to perform in front of class.¹⁷

The third research was conducted by Sardian Maharani Asnur in 2010. The research focused on what factors which influence students' anxiety in delivering presentation and how to deal with the anxiety in delivering presentation. And then the research found that there are numbers of sources of anxiety, those are: 1) internal factors include fear of failure, fear of criticism, speech anxiety, conflicting emotion, negative experiences, negative thinking, and fear of losing the thread of material; and 2) external factors include condition of presentation room, failing to practice, and physical factor. The anxious feeling of a person can be viewed from his voice, verbal influence, mouth and throat, facial expressions, arms and hands, and also gross body movements.¹⁸

¹⁶ Ati Saidatul Ula, "An Analysis of Speaking Anxiety in the Production of English in Speaking Class" (IAIN Salatiga, 2016), 38.

¹⁷ Isnaini, "An Analysis of Students' Speaking Anxiety of English Foreign Language (EFL) at the Fifth Semester English Department of UIN Raden Intan Lampung in the Academic Year of 2017/2018," 63.

¹⁸ Sardian Maharani Asnur, "THE STUDENTS' ANXIETY IN DELIVERING ENGLISH PRESENTATION," n.d., 24.

The fourth research was conducted by Afrianto Daud, Fakhri Ras, Novitri, Clara Putri Audia in 2019 entitled “Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teacher”. The research aimed to investigate the anxiety level of a group of preservice English teachers in a teacher education program at an Indonesian university. This research is further aimed at exploring factors that contribute to the pre-service English teachers’ speaking anxiety. The quantitative data were obtained through a set of questionnaires adapted from FLCAS (Foreign Language Classroom Anxiety Scale) as suggested by Horwitz. The research found that the pre-service English teachers are overall in the mildly anxious level with an average score of 95.5 and the most of the participants in the research still felt anxious when they have to speak in English during their teacher education program. Several inter-related factors are social factor, linguistic factor, and personal factor that contributed to speaking anxiety.¹⁹

The fifth research was conducted by Cucu Sutarsyah in 2017. The research focuses are to seek if there is a negative psychological factor known as anxiety could really affect students’ speaking performance and to find the difference in speaking performance between students with higher level of anxiety and students with lower level of anxiety and also to seek which of the factors of anxiety is dominant. The research found that there is a significant difference of speaking performance between higher level anxiety students and lower level anxiety students. This difference also means that students with lower level of anxiety have higher score in speaking performance than students with higher level of anxiety. It is clear that learners with lower level of anxiety have better performance in their speaking.²⁰

¹⁹ Afrianto Daud, Fakhri Ras, and Clara Putri Audia, “Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers,” *Journal of Educational Sciences* 3, no. 3 (November 7, 2019): 33, <https://doi.org/10.31258/jes.3.3.p.412-422>.

²⁰ Sutarsyah, “An Analysis of Student’s Speaking Anxiety and Its Effect on Speaking Performance,” 18.

The sixth research was conducted by Vera Abdillah in 2018 entitled “Students’ Anxiety Factors in Speaking English”. This study was a qualitative method with case study approach. This study focus on the factor causing students’ speaking anxiety based on students’ perspective. The researcher found some factors which divided into two categories; internal and external factors. The internal factors; attitude, speaking in front of the class, being laughed at by peers, incomprehensible input, students beliefs about speaking English, lack of preparation and the external factors; teacher personality, school environment, family environment.²¹

Meanwhile, the seventh research was conducted by Fitri in 2019, "The Correlation between Anxiety and Students' Speaking Performance in The EFL Classroom". The purpose of this study was to determine whether students' anxiety affects their speaking performance. This study uses a quantitative method that involved 31 participants from the tenth-grade students of SMA PGRI 56 Ciputat. Researchers used the FLCAS and Five Likert Scale to analyze students' anxiety levels and oral tests to assess speaking performance. The results showed that the level of student anxiety affected speaking performance. The higher the level of student anxiety, the more negative impact on students' speaking performance.²²

Based on the seven previous researches above, there are some differences and similarities between them. The first research focused on the effect of students' anxiety levels on their speaking skills. The next four research was focused on the factors that caused students speaking anxiety in the classroom. Moreover, the fourth research also focused on the level of EFL students speaking

²¹ Vera Abdillah, “STUDENTS’ ANXIETY FACTORS IN SPEAKING ENGLISH (A Case Study at the 8th Grade of SMP N 16 Semarang) in the Academic Year of 2016/2017” (Semarang, Universitas Islam Negeri Walisongo, 2018).

²² K. Fitri et al., “The Correlation between Anxiety and Students’ Speaking Performance in the EFL Classroom,” in *Emerging Trends in Technology for Education in an Uncertain World*, by Dwi Nanto, Maila D.H. Rahiem, and Tita Khalis Maryati, 1st ed. (London: Routledge, 2021), 35, <https://doi.org/10.1201/9781003219248-24>.

anxiety. The first, fourth, and sixth of the previous researches was using FLCAS to discover EFL students speaking anxiety. Besides other previous researches was using other instrument and questionnaire.

Slightly different from the researches above, this study will use survey research method and not only concern about students' anxiety levels but also the possible cause of the students' speaking anxiety. This research will use a non-experimental study method and just like some researchers above, the FLCAS questionnaire will be use as an instrument to collect data.

H. Systematics of the Research

This research discusses into the structure as:

Chapter I presents the introduction of the research there are includes title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the problem, significant of the problem, and relevant research. This chapter focus on introducing the research containing what the research about, why this research is needed, and the objective of the research. The explanation of the research is on chapter II.

Chapter II presents the frame of theory. Containing the theories that used in the research and the theory about students' speaking anxiety. The explanation about how the research will conduct is on chapter III.

Chapter III presents the research method there are includes place and time of the research, research design, population sample and data collecting technique, operational definition of variable, research instrument, validity and realibility of the instrument and data analysis. This chapter containing about how the research will be conduct and the technique of collecting the data that will be describe in chapter IV.

Chapter IV present the finding and disscussion there are includes data description and discussion. This chapter will describe

the data that has been collecting in conducting the research and discuss the result of the research.

Chapter V presents the conclusion and recommendation that will be containing the conclusion of the research and the recommendation for the teacher, students, further researchers, or the institution that related to the research.

CHAPTER II

FRAME OF THEORY

A. Concept of Speaking

1. Definition of Speaking

Speaking is a productive skill used to communicate, share information, convey messages, and express ideas through words. According to Louma speaking is an interactive process of constructing meaning that involves the process of receiving, producing and processing information.¹ As said by Leong and friends, speaking is not only an activity of expressing words by mouth but also conveying information through words from our mouths.² Actually, in its application, speaking not only happens through words from our mouths but can also be supported using body language and facial expressions. It makes the idea or information that the speaker wants to convey can be received clearly by the listener. In other words, speaking is an activity to convey information through verbal or non-verbal. Speaking is considered an important aspect in EFL because the purpose of learning the language itself is to make students able to understand the language being studied and make students able to use the language. In other words, speaking is output activities or goals from learning language learning.

Haidara said that language learners frequently measure their language learning progress and their English course effectiveness in terms of how much they thought they had increased their spoken language skills.³ They often use the

¹ Sari Luoma, *Assessing Speaking*, Cambridge Language Assessment Series (Cambridge ; New York: Cambridge University Press, 2004), 351.

² Lai-Mei Leong et al., "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 34–41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

³ Youssouf Haidara, "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia," *Universal Journal of*

ability to use the language they learn as an indicator of their language learning success and evaluate it according to how much they improve and how fluent they speak in the language. In other words, they assume that good speaking skills represent language competency. It can be inferred from all the explanations above that speaking is the ability to communicate information through words, facial expressions, and body language. The ability to speak in English is often seen as a productive skill and an objective of learning the English language. Speaking is often used as a parameter to assess someone's English skills.

2. Types of Classroom Speaking Performance

According to Brown there are six types of classroom speaking performance:⁴

a). Imitative

Imitative speaking is the ability to reproduce phrases, words, or sentences spoken by other speakers. In other words, this activity focuses on students' pronunciation skills to match native speakers of the language.

b). Intensive

Intensive speaking is a little more complicated than imitative speaking. In intensive speaking, students do not only emphasize phonology and grammatical aspects. However, in intensive speaking, students are also prepared to produce a word or sentence and respond to simple questions.

c). Responsive

Responsive speaking is a person's skill in speaking which spontaneously, such as responding to questions and providing brief comments.

Educational Research 4, no. 7 (July 2016): 1501–5, <https://doi.org/10.13189/ujer.2016.040701>.

⁴ H. Douglas Brown, "Language Testing Book: Principles and Classroom Practice." (Pearson-Longman., 2004).

d). Interactive

In classroom learning activities, sometimes active communication is needed, where several people are participating in the conversation. It can make the conversation more exciting and interactive.

e). Extensive

Speaking extensive is a high-level speaking skill that involves various oral products such as speeches, delivering material, and storytelling. It can be planned or impromptu.

3. Components of Speaking

According to Harris, there are five speaking skill components concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.⁵

a). Comprehension

Comprehension is very important to make the listener understand what the speaker says to avoid misunderstanding or misinterpretation in communication. This understanding is called comprehension. That is why, in communication, the speaker should explain clearly the message she or he wants to say to the listener.

b). Grammar

Grammar is the ability to construct structures and define grammatical forms' appropriateness. Grammar is needed in speaking so that the speaker can make words well. Also, the use of proper Grammar in speaking can make what the speaker wants to convey can be conveyed clearly and on target. That way, there will be no confusion in meaning. So that others can easily understand the words conveyed.

c). Vocabulary

Vocabulary is a word or diction that we used in communication. Without vocabulary, we could not deliver any information. It is vital to master vocabulary because the

⁵ David P . Harris, "Testing English as a Second Language" (Georgetown University, n.d.).

more vocabulary, the more information we can share through communication. Enriching vocabulary is also very much needed; this is done to make speakers able to choose the right vocabulary or diction in a sentence and make them able to construct good sentences according to their functions and meanings.

d). Pronunciation

Pronunciation also plays a vital role in speaking. It is essential to make the word or sentence pronounced clearly and correctly so that listeners can grasp the word or sentence that we say. Many words sound similar in English; if we pronounce a word with the wrong pronunciation, it will change the meaning of the word and make it difficult for listeners to understand what the speakers say. Therefore, the speaker must pronounce the words correctly, both from intonation, stress, and another aspect. It is done to avoid the ambiguity that can lead to misunderstanding.

e). Fluency

Fluency is the ability to speak English accurately, smoothly and without hesitation. Fluency occurs when someone speaks English clearly to express their ideas or delivers messages to the audience. Usually, speaking fluently in English also includes pronouncing the word correctly, using grammar accurately, and choosing the right word diction.

B. Concept of Anxiety

1. Definition of Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from 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 several definitions are of anxiety which are found by the researcher. According to Carlson as cited in Asnur defined anxiety as “a sense of apprehension or

doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach”.⁶ Furthermore, anxiety arises as a response to a particular situation. Passer defines anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people naturally feel anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome. Although anxiety and fear sound similar, both are actually different. Halgin describes the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.

Furthermore, according to Barlow as cited in Passer and Smith, anxiety responses consist of emotional component, feeling of tension; cognitive component, worry, physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations.⁷ From the definition above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

Anxiety is very likely to occur during the learning process, some students already feel afraid when the teacher comes to class, afraid if their name is called, afraid when they are asked to do something, or afraid if they are asked to speak or present in front of the class. One of the causes is the lack of students' self-confidence and also many other factors. According to Wu and Zheng, anxiety becomes a major problem in the education field including in foreign language classrooms and it needs to

⁶ Sardian Maharani Asnur, “THE STUDENTS’ ANXIETY IN DELIVERING ENGLISH PRESENTATION,” 2010, 15.

⁷ Michael W. Passer and Ronald Edward Smith, *Psychology: The Science of Mind and Behavior*, 4th ed (Boston: McGraw-Hill Higher Education, 2009), 10.

be overcome. Anxiety is one of the problems that exist in foreign language classrooms which happens because of something threatening, and it needs to be solved. Anxiety must be overcome because it becomes an obstacle for the students, and it affects negatively the students' ability.⁸

2. Types of Anxiety

Recent research in the field of linguistics EFL has showed some types of anxiety. Horwitz mentioned that there are two types of anxiety: trait anxiety and state anxiety. While some researcher state three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety.⁹

a). Trait anxiety

Spielberger described trait anxiety as a general tendency to be nervous in any situation. This anxiety can occur at any time in various situations. People with trait anxiety are easy to get attacked by panic or anxious feeling, and even trivial things can trigger their anxiety. It is like a characteristic of a person's personality and often feels anxious is a part of them. People who are trait anxiety have an intensity of anxiety that is higher than people in general.

b). State anxiety

Brown argued that state and situation-specific anxiety relate to some certain event or situation. State anxiety usually occurs at certain times, such as when a person is in a threatened or uncomfortable situation, then the possibility that he will experience anxiety. However, the anxiety experienced is balanced with the time when people feel threatened or stressed. In other words, if the situation that makes them threatened or uncomfortable ends, it is likely that the anxiety experienced will also disappear. In other

⁸ Wardani, "The Characteristics of Anxious Students in Speaking Class," 14.

⁹ Elaine K Horwitz and Michael B Horwitz, "Foreign Language Classroom Anxiety," n.d., 10.

words, state anxiety is a temporary type of anxiety triggered by a threatening situation.

c). Situation- specific anxiety

Luo stated that situation-specific anxiety is stable over time, similar to trait anxiety, but it might not be consistent across circumstances. Almost the same as state anxiety, situation-specific anxiety usually only occurs in certain situations, such as during exams and public speaking. The situation that triggers their anxiety also depends on each person.

3. Anxiety Symptoms

Passer and Smith described symptoms of anxiety¹⁰ as follows:

- a). Emotional Symptoms
 - 1) Feeling of tension
 - 2) Apprehension
- b). Cognitive Symptoms
 - 1) Worry
 - 2) Thoughts about inability to cope
- c). Psychological Symptoms
 - 1) Increased heart rate
 - 2) Muscle tension
 - 3) Other autonomic arousal symptoms
- d). Behavioral Symptoms
 - 1) Avoidance of Feared situations
 - 2) Decreased task performance
 - 3) Increased startle response.

4. Anxiety Factors

There are several variables that make learners anxious in learning language. Zhang and Zhong mention that the main cause of anxiety stems from learners' unrealistic or erroneous

¹⁰ Passer and Smith, *Psychology*, 15.

beliefs about language learning.¹¹ Other learners think they lack the aptitude or gift to learn a new language. However, Horwitz said that some believe that two years or less is sufficient for them to become proficient in another language. without estimating the difficulty of the language learning task, and therefore, they could possibly experience conflict resulted in anxiety. Some factors which can make people feel anxious are:

a). Over self-prediction toward fear

Person with anxiety disorder often predict copiously about how great fear or anxiety in a situation. Example, people with phobic snakes will feel trembling it is same as students who feel trembling if he/she forward in front of the class for perform and think if the other students have bad impression.

b). Irrational faith

Self-defeating can increase anxiety disorder. if a person face problems. Example, she/he would thought “I should get out from here” or “my heart will come out from my chest”. That suggestion will distrurb the plan, encourage the behavior to avoid, descreasing hope.

c). Over sensitivity toward threat

Over sensitivity toward threat is like a fear of threat. other people feel in safe situation but for he/she will happen that makes afraid.

d). The sensitivity of anxiety

A fear of anxiety people who high sensitivity toward anxiety have excessive fear. They were afraid on emotions unmanageable resulted something that detrimental theyeasily feel panic when having signs of anxiety are heart breathing, short breath.

e). Wrong attribution body signal

It means that the beat of heart will rise, the breath quickly, perspire.

¹¹ Renxia Zhang and Jian Zhong, “The Hindrance of Doubt: Causes of Language Anxiety,” *International Journal of English Linguistics* 2, no. 3 (May 28, 2012): p27, <https://doi.org/10.5539/ijel.v2n3p27>.

f). Low self-efficacy

Low self-efficacy is tend to feel more anxious in a situation where doubt the ability its own. And anxiety will impede performance. People with low self-efficacy will less confidence on its ability to perform the task with success.

To sum up, there are factors that can make people feel anxiety such as over self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, and wrong attribution body signal. Moreover, people who feel anxiety can experience emotional, cognitive, psychological and behavioral symptom. When they are feeling anxious they may worry about something, avoid the task, rapid heart rate, feeling of tension, etc.

C. Speaking Anxiety

In general, anxiety can be defined as someone's fearless in facing someone or something and that can be a serious problem for him or her. Horwitz, Horwitz, and Cope assumes that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system¹². Pappamihiel as cited in Mahmoodzadeh defined anxiety as the threats to self-efficacy and appraisals of situations as threatening.¹³ In another word, anxiety can be defined as restlessness and feeling worried about an uncertain outcome of a given condition. In conclusion, anxiety is every scary feeling which is appeared because of the unsure result of a particular effort. Furthermore, anxiety is meant by a risk of a situation.

Lanefeldt as cited in Daud argued that "speaking anxiety is something that has a great impact one's self- confidence when the

¹² Elaine K. Horwitz, "Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety Scale," *TESOL Quarterly* 20, no. 3 (September 1986): 5, <https://doi.org/10.2307/3586302>.

¹³ Mohammadreza Valizadeh, "Foreign Language Anxiety in Virtual Classrooms during the Covid-19 Pandemic in Turkey," *St. Theresa Journal of Humanities and Social Sciences* 7, no. 1 (2021): 13.

speaker speaks out and shows what one knows”.¹⁴ The students who experience failure in speaking performance, they will better to quiet than taking a risk to fail again. Hence, it is important for teacher to make effective class in stimulating them to speak. Horwitz et al., stated that the students who have problem in speaking, they will have greater difficulty in speaking in foreign language class. To sum up, anxiety is serious problem for students that can influence their achievement in speaking performance. For this reason, Antony claimed that it is necessary to overcome students’ anxiety in speaking performance. The students can plan for change, change the way of think, confront anxiety-provoke situation, change the way to communicate and improving relationship, meditate, copy with rejection, meet new people, learn to make presentation with confidence, and stop trying to be perfect.

Performing spoken English in front of an audience can be a very difficult task for some students as they may experience anxiety, which hinders them from giving successful oral performance. When such anxiety is experienced by students majoring in English Language Education, the stakes are higher since they are future. In this profession, they are required to have confidence to demonstrate their skills before an audience: their students.

Lightbown also discuss speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Nevertheless, in these situations researchers prefer to use the term tension.¹⁵ Lightbow claim however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student’s learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

¹⁴ Daud, Ras, and Audia, “Factors Contributing to Speaking Anxiety.”

¹⁵ Lightbown, P. & Spada, N. (2003) *How Languages are learned*. Oxford University Press.

Speech or oral communication anxiety are feelings or nervousness, dread, and concern that people experience before, during, or after public speaking. Academic researchers use the term communication apprehension to describe this condition and define it as the fear or anxiety associated with real or anticipated communication with others said Dwyer.¹⁶ Moreover, Speech anxiety and communication apprehension are terms used interchangeably to describe similar (if not the same) phenomena. According to Brydon, speech anxiety refers to the feelings of discomfort that people experience before or during speaking in public.¹⁷ Whereas Devito describes communication apprehension as a feeling of fear or anxiety about a situation in which one must communicate, especially when the communication act takes place in a public forum.¹⁸

D. Anxiety and English Foreign Language

1. English as Foreign Language

English is one of the subject in school and university in Indonesia, this subject is important value and be examined in national standard in Indonesia. English is an international language and it is spoken by many people all over the world, so it is an important language. English is used to communicate to the world wide and it is very important to acquire science and technology. English is used as foreign language in Indonesia and it must be learnt by students in Indonesia to get science or the knowledge which comes from others countries easily.

Handayani stated that English is really a foreign language in Indonesia. It means that in Indonesia, English is just learnt at school as a compulsory subject. Students seldom use English in the society, because they usually use a language based on their

¹⁶ Dwyer. *Conquer Your of Specchfright*. Orlando, FL: Harcourt Brace, 1998.

¹⁷ Brydon& Scott. *Between one and Many: The art and science of pubic speaking*. Mountain View, (CA: Mayfield, 1997)

¹⁸ Devito. *Messages: Building interpersonal communication skills*. 4 edition. (Newyork: Longman. 1999)

mother tongue.¹⁹ Language is social construct as much as it is a mental ability. It is important for students to be just aware of this in foreign or second language as they are in their own. Learning English as a foreign language is not same as learning a mother tongue were the students have much time to use it in daily life. Learning is acquiring or getting of knowledge of a subject of skill by study, experience, or instruction. It means that learning activity that done by students to get experience and instruction to help us understanding everything that we wonder to know.

2. Foreign Language Anxiety

According to Brown, foreign language anxiety is “a feeling of intimidation and inadequency over the prospect of learning foreign language.” In addition, according to Gardner that “It is fear or apprehension occurring when a learner is expected to perform in the target language,” Furthermore, Horwits Proposed conceptual Foundations of foreign language anxiety. Based on them, foreign language anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

Anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz, defined fear of negative evaluation as “apprehension about others’ evaluations, avoidance of evaluate situations, and expectations that other would evaluate one-self negatively.” In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Horwitz, and Cope also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, “foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and

¹⁹ Ayu Maulidia Handayani, Siska Rizkiani, and Asyisyifa Asyisyifa, “STUDENTS’ SPEAKING ANXIETY IN EFL CLASSROOM” 2, no. 4 (2019): 7.

behaviors related to classroom language learning arising from the uniqueness of the language learning process.” Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when using the target language.

3. Form of Foreign Language Anxiety

Horwitz in Najiha stated that foreign language anxiety appears in the form of this three anxiety: communicate on apprehension, test anxiety, and fear of negative evaluation.²⁰ The explanation is describe below:

a). Communication Apprehension

Communication apprehension deals with students' fears in terms of communication. Their fear arises because they feel they cannot understand the information presented and are also unable to convey information clearly when they communicate. This is marked by the appearance of shame and fear of communicating with others.

b). Test anxiety

This type of anxiety is related to academic evaluation, which is the fear of failing a performance or exam. Usually students who experience this type of anxiety have bad experiences regarding previous exams that cause students to be insecure and think about failing the test they are taking, this can happen to all students.

c). Fear of negative evaluation

Fear of negative social evaluation is related to students' fear of negative opinions and views from those around them. When they talk, they are afraid that they will get an evaluation, criticism, or a bad impression from others. It causes them to be anxious and try to avoid these kinds of things. This type of anxiety is broader than the test anxiety

²⁰ Najiha Najiha and Betty Sailun, “An Analysis of Students’ Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu,” *Lectura : Jurnal Pendidikan* 12, no. 2 (August 29, 2021): 218–29, <https://doi.org/10.31849/lectura.v12i2.7518>.

situation, it can attack a variety of other social evaluation conditions, such as job interviews, speaking in front of the class.

4. The Effect of Students Speaking Anxiety

Sutaryah mentioned in her research about the effect of students anxiety on students speaking performance. She found that speaking anxiety influenced students' speaking performance. She discovered that learner with low levels anxiety have better performance in speaking than students with high levels of anxiety.²¹ Not only that, Horwitz and cope also mention about the effect of anxiety on language learning. They divided the effects in two categories; second language studies and clinical experience.

a). Second language studies

In his research, Howitz and Cope claimed that many language studies have conducted a research about the effect of students' anxiety on student's English language skill, particularly in speaking. Some researchers found that there was no significant effect between student anxiety and students' English skills. However, some of them discovered that anxiety was sufficiently influential on students' English language skills. They stated that students who have a high level of language anxiety tend to avoid various types of complex or difficult communication, both from the conversation they convey or the communication messages they receive.

b). Clinical experience

Based on Horwitz and Cope about clinical experience, it was found that students' anxiety can cause students to find it difficult to concentrate while studying. Besides, students also become forgetful, causing them to be hampered when trying to take advantage of the second language skills they

²¹ Sutarsyah, "An Analysis of Student's Speaking Anxiety and Its Effect on Speaking Performance," 12.

have successfully cultivated. Furthermore, students who experience anxiety disorders will experience physical problems such as sweating and heart palpitations. Even in some cases, the effect of this anxiety can cause students to skip class to avoid the fear they feel while studying.

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