STUDENTS' SPEAKING ANXIETY IN SPEAKING PERFORMANCE CLASS

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Abstract

Basically most students experience anxiety when making presentations in front of the class or speaking in front of many people. This anxiety can affect the learning process and also the results of student learning. In this study, the authors aim to find the most dominant causes of students' anxiety in speaking performance in front of the class or during presentations. The design of this research used descriptive qualitative and the method is theoretical and library research methods. Based on several previous articles, the researcher found that one of the most dominant factors of anxiety experienced by students was due to their own negative thoughts which were afraid of the response from the audience. For the conclusion, the researcher found several factors that influence students' anxiety in speaking or presenting in class and also several strategies to control this anxiety. And the researcher also suggests to the teacher concerned to help students to overcome this anxiety.

Keywords: anxiety level, EFL classroom, factor, speaking.

Introduction

English is an important means of communication in the world. As an international language, English is one of the foreign languages taught to Indonesian students. When learning English, speaking is one of the four important language skills in the teaching and learning process, which are the basic functions of language for communication. According to Noermanzah and Syafryadin (2020), speaking is one of English Skills that could deliver and express the ideas of the communication. And according to Byrne (1984), oral communication is two way processes between a listener and speaker.

Putri (2020) stated that, speaking skill chosen as the most difficult skill to learn by the students. Puspitasari, Nargis, and Zakky (2020) found that there are several issues that contribute to their low speaking performance, including the students' unwillingness to speak English in front of the class, a lack of strong confidence, and anxiety while speaking English. In this research, this writer will focused more on one of the problem in speaking ability, namely the anxiety faced by students when speaking. According to Farhan (2017), anxiety is define as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. Anxiety disorders are among the most common mental disorders encountered by public speakers (Kirkwood and Melton, 2017). People who experience anxiety when speaking

in public generally tend to avoid situations that require performance, but when they encounter such situations they experience severe stress and anxiety

There were two inspired by the previous research on the same topic. First is the research from Gaya Tridinanti (2018) *"The Correlation between Speaking Anxiety, Self-Confiedence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang"*. The aims of this research are to find out whether 1) Main factors for students' anxiety in speaking English, and 2) Sources for students' anxiety in speaking English in this new situation. The result of this research showed that students' anxiety in learning English speaking came from lack of confidence and nervousness. And the second research from Aisyah Amini, Elfrida, Kasmani (2019) *"A Correlation between Students' Anxiety Levels and Oral Presentation Performance in EFL Speaking Class"*. The aim of this research is to find out wether there is a correlation between Students' Anxiety Levels and Oral Presentation Performance in EFL Speaking Class. The result of this research showed that there was a significant negative correlation between students' anxiety level and oral presentatin test score from rater 1 and rater 2. Based on the result, the strength of this correlation was moderate.

Based on the explanation above, the writer want to discuss more about anxiety in speaking class. The author aim to find out the most dominant factors that caused students' speaking anxiety in English class.

Methodology

The design of this research used descriptive qualitative and the method used library research and theoritical method. According to Mardalis, library research aims to collect data and information with the help of various materials available in the library, such as : books, magazines, documents, records, and historical stories and others. The data was collected and obtained based in several related articles from the 2017 to 2022. The author found 14 articles related to the topic including 7 qualitative dan 7 quantitave research.
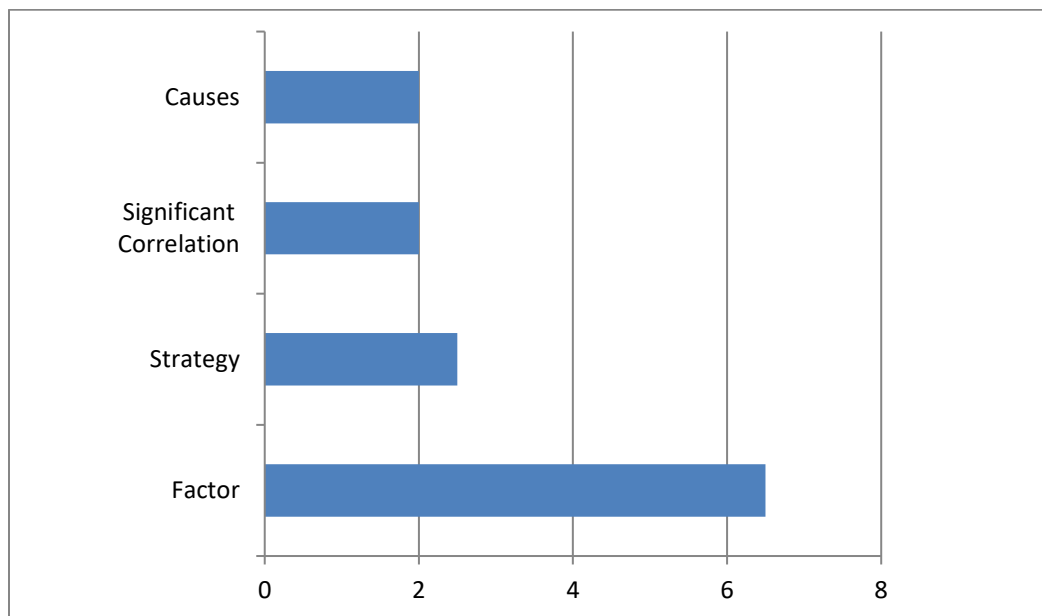
Discussion

In this discussion section, the author will discuss about the results of the 14 articles that have been analys by the author.
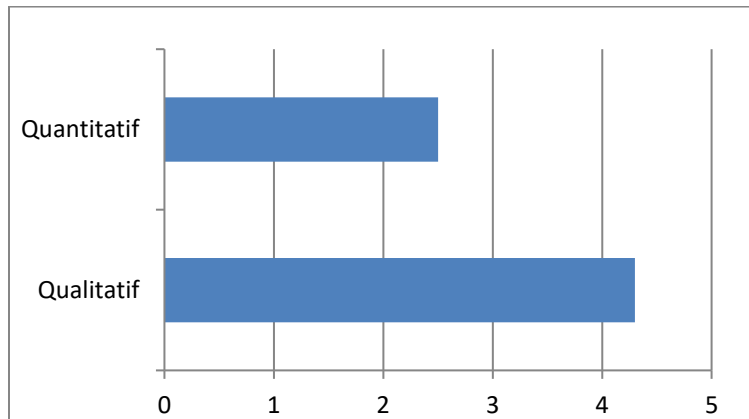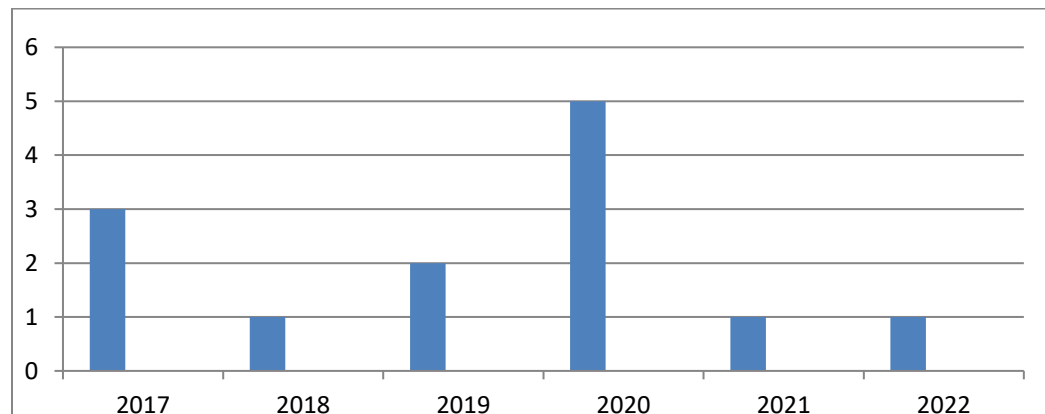
Graphic 1.1

Based on the graphic of articles that have been analyzed by author, which includes qualitative and quantitative research related to the topic. For details of the articles, can be seen in the table 2.1 in the appendix.

Grapic 1.2

Based on the graphic above, we can see that the result from the previous research that lower level anxiety students have higher speaking performance than those with higher level of anxiety. Students who fear public speaking can use strategies to overcome their fears, such as peer seeking, preparation, relaxation, positive thinking, and resignation.

Graphic 1.3

Based on the graphic above, there are frequency of the articles that author found related to the topic.

Conclusions

Based on the discussion of the research, we can conclude that anxiety is an example of a problem that is often experienced by students in English classes, especially speaking classes. Horwitx et al (1986) classified foreign language anxiety into three components, there are communication apprehension, fear of negativr social evaluation, and test anxiety. Based on Liu (2006 : 23), there are factors that cause anxiety: low English profiency, lack of familiarity task, lack of confidence, fear of making mistakes, and incomprehensible inputs. And the last, there are five main categories of strategies included preparation, relaxion, positive thinking, peer seeking, and resignation.

Students who are uncomfortable speaking in front of groups can utilize techniques including peer seeking, preparation, relaxation, positive thinking, and resignation to get over their worries. The findings indicated that students with lower levels of anxiety performed better when speaking than students with higher levels of nervousness. According to the study, the most important variables producing speaking anxiety in students were fear of failure, fear of making mistakes, fear of looking into the audience's eyes, lack of confidence, and nervousness.

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Wikipedia. Anxiety. https://en.wikipedia.org/wiki/Anxiety

Appendix

Table 2.1

NO	Title	Qualitative	Quantitative
1	Anxiety Level in Student of Public Speaking: Causes and Remedies (2017)		✓
2	An Analysis of Students' Anxiety in Speaking (2017)	✓	
3	An Analysis of Students' Speaking Anxiety and Its Effect on Speaking Performance (2017)		✓
4	EFL Male and Female Students' Perception on Speaking Anxiety in Class-Oral Presentations (2018)	✓	
5	A Correlation Between Students' Levels and Oral Presentation Performance in EFL Speaking Class (2019)		✓
6	An Anaysis of Factors that Affect Students Anxiety in Speaking for Presentation Class (2019)		✓
7	Speaking Anxiety in EFL Classroom: Categories and Factors (2020)	✓	
8	Students' Speaking Anxiety in English Class (2020)		✓
9	Students' Perception Toward Psychology Problems Faced in Public Speaking Class (2020)	✓	
10	The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang (2020)		✓
11	The Effect of Speaking Anxiety on Students Performance in Speech Class (2020)	✓	
12	The EFL Students' Perception of Their Foreign Language Anxiety in Speaking Class (2020)	✓	
13	Exploring The Level and Primary Causes of Public Speaking Anxiety Among English Department Students (2021)		✓

| 14 | Identfying The Main Factor of Students' Anxiety in Limited Face-To-Face Learning English Speaking During Covid-19 (2022) | ✓ | |

Table 2.2

NO	Finding
1	The findings showed that students who fear public speaking can perform well if they use certain strategies to fight their fears. Research revealed that exposure to virtual environment can facilitate student confidence an enables them to face audience irrespective of the size.
2	The results showed that the factor causing of the students' speaking anxiety to speak in the language classroom are: lack of familiarity of task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence, and then low English proficiency. And student's strategies to overcome speaking anxiety were peer seeking, preparation, relaxation, positive thinking, and resignation.
3	The result show that the students' speaking performance significantly differs between the two groups. By using Mann-Whitney U Test, it show that lower level anxiety students have higher score in speaking performance than those with higher level of anxiety. The data showed that the speaking anxiety may give negative contribution to the overall students' speaking performance achievement.
4	The result for the first research question found that male and female students always felt anxiety if they should present a presentation at class and that anxiety was caused by some factors such as anxiety because of their selves, other students and their teacher. Moreover, the results for the second research question revealed that strategies used by students do to handle their speaking anxiety in class-oral presentations.
5	The result of this research showed that there was a significant negative correlation between students' anxiety level and oral presentation test score form rater 1 and rater 2. Based on the result, the strength of this correlation was moderate. The finding also showed that most of the student had "Mildly Anxious" level of anxiety and "Basic" category from presentation test score. It can be conclude that anxiety can influenced the students' speaking skill especially while performing a presentation in front of the class.
6	The result of this study showed that there were three factors that causing the anxiety of the students in speaking; fear of negative evaluation; communication apprehension; and test anxiety. In conclusion, the most dominant factors is the fear of negative evaluation.
7	Based on the analysis, there were two result. The first, the speaking anxiety categories found in EFL classrooms are trait, state, and specific-situation anxiety. The second result

	showed that there are three factors that caused the students' speaking anxiety. They are cognitive, affective, and performance.
8	The result of this research showed that the majority of the students were Mildly Anxious level and the most dominant factors causing the student speaking anxiety was the fear of negative evaluation. In conclusion, the researcher found that students are afraid to speak up in front of the class because they always think that other students will laugh at them and judge the student who speaks in front of the class.
9	Based on findings, it was found that the students gave negative perception toward psychology problems faced in public speaking class of English Department. Moreover, there were several factors of students public speaking class fear and anxiety, those were fear of making mistakes, feeling that their friends will laugh at them, fear when looked at the audiences' eyes, though that other students were better than them, and students did not have a good preparation.
10	The result indicate that speaking anxiety has no significant correlation with speaking achievement. Self-confidence has a significant correlation with speech achievement. That is, students with self-confidence have higher achievement. So, it is important for teachers and lecturers to encourage students and practice speaking English in front of the class, especially to improve the self-confidence when the students are communicating in English.
11	The research found that the students with low level of anxiety in those three types of anxiety performed well in speech test. From the interview, it can be concluded that the students' anxiety derived mostly from the internal factors; fear of being laughed at or their unconfidence,
12	The research found that students felt anxious when they were unable to comprehend communication in class. The researchers could conclude that factors influencing students' language anxiety in speaking class were communicating, apprehension, test anxiety, and fear of negative evaluation.
13	The result from the questionnaire are delineated to explore the causes of public speaking anxiety. The study found that 58.8% of students experience a medium level of public speaking anxiety.
14	The result showed that the primary causes of students' concern in learning English speaking, according to this research, were poor pronunciation and a lack of vocabulary. Meanwhile, students' anxiety in learning English speaking came from lack of confidence and nervousness.