An Analysis on Factors That Influence Students’ Anxiety in Speaking English

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Abstract

This research aims at exploring some theories and previous findings related to students’ speaking anxiety and identifying the factors and the phenomena that influence students’ speaking anxiety as well as finding out the way students to anticipate reducing their anxiety while speaking English. This research used library research in nature. In conducting the research, the researcher used two theories as the framework of the study. The first theories used by Worde (2003) and the second theory was from Rajitha & Alamulu (2019). The researcher analysed this data using descriptive qualitative. The results of this research found that there were some influential factors that contribute to the students’ anxiety in speaking English namely: speaking activities, inability to comprehend, pedagogical practices, error correction, fear of negative evaluation, external factors and internal factors. Meanwhile, several strategies from Kondo and Ying-Ling (2004) used to reduce students’ anxiety in learning foreign languages, especially when appearing in front of the class, are preparation, relaxation, positive thinking, making friends, and resigning. Therefore, students are expected to be able to minimize their anxiety and improve their English skills.

Key Words : Speaking Skill, Speaking Anxiety, Factors of Anxiety.

1. INTRODUCTION

The domains of learning are grouped into three parts; cognitive, affective, and psychomotor. Therefore, the affective domain is dealing with emotions and feelings. The affective domain also grows in attitude or self and their ability in learning English. Therefore, Brown (2000) states that there are three types of affective factors that affect students in the learning process, namely achievement motivation, self-confidence and self-anxiety. Brown also said that students’ proficiency in language can be achieved if there is a learning environment that supports students to have low levels of self-anxiety and low levels of self-resistance. From various previous studies, the self-anxiety factor is considered to be one of the most influential affective factors on students speaking English in the classroom. Students with low negative affective levels tended to acquire more knowledge of a language than students with high negative affective levels. Therefore it can be
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concluded that to master speaking skills students are not only influenced by cognitive factors but also affective factors (Andres, 2003). This is also in line with Krashen in Mason (2013) who argues that affective factors can help or slow down students’ speaking ability in the learning process of English as a foreign language. Therefore, affective factors have a great influence on the success of students in learning.

Anxiety is a kind of disadvantage that makes students unable to perform their competence in speaking. Meanwhile, they know something about what they want to speak but they cannot express it easily because of anxiety. Most of the students in foreign language learning will have a different experience of anxieties that make them better or worse during English language lessons. Students’ anxiety is a real problem that the majority of students faced in learning English as a foreign language. The condition makes the anxiety in English speaking performance important to be investigated to get some solutions to encourage students' confidence and competence. Regarding the statements above, the researcher wants to identify factors that influence students’ anxiety in speaking English.

Based on the experience during a month of internship at SMP 10 Banda Aceh, I observed that the students during learning English language found that they often express feelings of stress, nervousness, and anxiety when they tried to speak the target language and several of them, claimed have a mental block against learning. I found they had the best abilities to speak English. I heard them so fluent conversing with their peer using in a quiet voice and I also heard that they used the vocab well, but when they get a turn to conversational to perform a presentation, they reject it on reasons of embarrassment. They felt strangely pitched when tried to pronounce the words because of the factors they cannot master the vocabulary and fear of being laugh by friends if they had mistakes. The same thing I found at a low-level class, they have the same experienced. However, the students are less willing to participate in learning activities, and have lower performance than non-anxious students. Related to the students’ anxiety speaking problems stated above and also the way to reduce the anxiety can be implemented to face the constraints, while the researcher will identify the influence of the following research questions:

1. What are the factors that influence students’ anxiety in speaking English?
2. What are the students’ strategies to reduce anxiety in speaking English?

2. LITERATURE REVIEW

2.1 The Definition of Speaking

Speaking as an activity to produce the words and sentences to communicate orally with others, (Irawati (2014). Bahadorfar and Omidvar (2015) define that speaking skills can be categorized as good speaking when the speaker able to make the listener understand the words spoken by the speaker. Meanwhile, Brown (2001) stated that speaking is literary to say things, convey a thought, and uses the voice. To conclude that speaking is used by everyone to communicate in daily life. Therefore by using the activity of speaking, people can express the message, information, ideas, opinion, and feelings orally. Moreover, Brown (2000) as stated in Ramadhani, Gani, and Erdiana (2020, p. 66) speaking is not a single skill, rather speaking is an interactive process of contraction meaning that involves producing, receiving, and sharing information. In other words, speaking is an ability to make the students can convey and express their ideas orally.
2.2 The Components of Speaking
Acccording to Brown (2001) stated that students need to learn some speaking components to have good speaking skill. Therefore, there are some components that should be known by a learner in learning speaking:

2.2.1 Pronunciation
Thornburg (2005) declared that pronunciation refers to the students’ ability to construct comprehensible utterances to complete the task requirements. In other words, pronunciation is about the making of individual sounds, the correct linking of words, and the use of stress and intonation to express the intended meaning. It is also about a part of communication which includes making a correct word sounds of a language.

2.2.2 Grammar
Grammar is an important component of speaking skills that have to be mastered by the learner, this part is necessary for students to speak with a correct word in the conversation both in oral and written form. In speaking skills, grammar may help the learners to distinguish the formal and informal expressions or polite and impolite expression. In line with that statement, this can be their reflection to achieve a higher level of speaking proficiency and improving a good speaking performance. In short, grammar helps the learners to produce the correct words and sentences correctly.

2.2.3 Vocabulary
Vocabulary is one of the important components in speaking skills that learners have to mastered to express their idea both oral and written form to communicate effectively. Therefore, students will be working with words to produce sentences. The learner with a lack of vocabulary makes them cannot arrange a sentence, share their ideas, and build effective communication. Alqahtani (2015) assumed that not many values can be generated in a grammatical sentence if you do not get the vocabulary needed to convey what you want to say. So, vocabulary means the proper diction used in communication.

2.2.4 Fluency
Fluency is the speaking ability when the learner tries to express their argument and ideas while communicating with other people without hesitation. Fluency is also a significant component to make speakers' ideas or messages understood by the listener. In other words, fluency can be defined as the ability to speak fluently and accurately. Shahini and Shahamirian (2017) say that fluency is one of the main characteristics of communicative competence.

2.2.5 Comprehension
In learning English, comprehension is used to measure the understanding of the conversation. Comprehension means the speaker and listener understood the topic in the same language as the main communication, it also defines as the ability to comprehend or to produce a good communication orally. Comprehension also the process of generating meaning from various sources by directly observing phenomena such as reading, seeing signs, and listening to discussions. This is an interactive process that requires the use of prior knowledge. The development of understanding is enhanced when a person interacts with others about a material after reading it.

2.3 Type of Classroom Speaking Performance
The teacher should be taught speaking skills through communicative activities in the appropriate activities which can support students to get concerned
actively in the activities. Based on Brown (2000), there are six types of speaking performance can help students to improve their speaking skill. There are imitative, intensive, responsive, transactional, interpersonal, and extensive.

2.3.1 **Imitative**

This type of speaking is the ability of learners to imitate words, phrases, or sentences. The purpose of imitation is to focus on some particular elements of language form. In other words, imitation means the opportunity of the learner to listen and practice through repetition. For further, the learner should put their attention to imitate the correct words sounds, intonation, phonological either grammatical to produce a good level of their speaking performance.

2.3.2 **Intensive**

An intensive type of speaking include the students speaking performance of self or pair to complete some work activity that intended to achieve the phonological or grammatical aspect of language for example like dialog completion. This type of speaking performance, the teacher gives a test such sentences or words to the students then the teacher value the ability of their performance through the result they achieved. The teacher can test the students by using dialog completion, picture-cued tasks, read aloud tasks, and such other kinds of tests.

2.3.3 **Responsive**

Responsive of speaking performance meant the students able to gives short replies or respond to the initiate questions and comments to the teacher. The replies or responses can be meaningful, authentic, sufficient, and do not so extend. The teacher can test the students by using answer the text, giving an interaction, directions, and paraphrasing. To add, the assessment of responsive tasks includes interacting with the interlocutor.

2.3.4 **Transactional (dialogue)**

Transactional language is like conveying or exchanging specific information and it takes more extended than responsive language. In other words, this type of speaking is such a conversation or negotiation nature that oneself needs to get something done. For example, the process of transactional dialogue in some public places like the market between a customer and the shopkeeper to buy something.

2.3.5 **Interpersonal (Dialogue)**

Interpersonal dialogue carried out to have communicated around with people that involve a little bit of difficult kind of conversation. The difficult factors may involve some factors like emotional language, slang, ellipsis, colloquial language such as other kinds of it. The learner needs to understand the features as in interlocutors’ relationship, sarcasm, and such linguistical code in the conversation.

2.3.6 **Extensive (monologue)**

Extensive monologue means the learner at the intermediate to advanced levels is sometimes asked by the teacher to give extended monologue like giving summaries, reports, or maybe a short speech. This activity can be to improve learner speaking skills. Thornbury (2005) suggest some activities to promote speaking, they are discussion and debate; drama, role play, and simulation; presentation; classroom conversation, and casual chat.

2.4 **Efforts in Learning Speaking**

To manage the constraints, learners have to create some efforts to help out themselves in learning speaking English and to reach the goal of learning the best
method that suitable for them to face their constraint in speaking they have. The more efforts they made the better they will get improvement in speaking skills.

2.5 Anxiety
2.5.1 The Definition of Anxiety
Anxiety is a personality aspect that affects students in learning a foreign language. According to Scovel in Brown (2000), claimed that anxiety is associated with feelings of uneasiness, frustration, self doubt, apprehension or worry. It means that anxiety is a negative feeling that felt by someone. In summary, the researcher concludes that anxiety is the subjective human feeling of negative effect which comes from oneself is being in something unpleasant situation uncomfortable. For these reasons, the students with anxiety can represent emotionally and physically uncomfortable conditions in learning, and possibly they will passive in the learning process.

2.5.2 The Effect of Anxiety on Language Learning
In these parts, the researcher will explain the effect of anxiety toward language learning. Whereas, in the second language study categories, the anxiety affected the students’ communication. The students also try so hard to elude the difficulties in learning the target language. Besides, the higher level of anxiety students will make a shorter composition and quality of writing less than calmer counterparts do. Additionally, students with clinical experience frequently feel apprehension, worry, and dread. In this case, the students felt difficult to focus, forget easily, sweat, and get palpitation. In this case, anxiety disorder affects students speaking performance and reaches low achievement in practicing speaking. For these reasons, the students should try to look at the best way to reduce anxiety in learning to improve their ability in learning speaking.

2.5.3 The Anxiety in Speaking Performance
Speaking anxiety may cause an impact on someone's self-confidence when the speakers try to speak about what he knows. The students who failed in speaking performance often separated her from taking a risk and keep quiet despite failed anymore. In short, anxiety is a serious dilemma for students that can impact their attainment in speaking performance. The students must conquer their anxiety in speaking to achieve their speaking goals, whereas the teacher necessary to guide the students to release their anxiety constraints, build an effective class, and also create a comfortable atmosphere in English class.

2.5.4 Types of Anxiety
In educational research, several types of anxiety have been described by experts. There are three most well-known types of anxieties are trait anxiety, state anxiety, and situation specific anxiety. Anxiety is a normal part of life and it is a natural emotion for every individual. Anxiety is usually classified as a trait or state. Trait anxiety is one of the relatively stable personality traits. A person who has an anxious nature tends to feel anxious in various situations. State anxiety is usually a temporary condition experienced by a person during certain situations. In line with Ormrod (2011), he says that state anxiety is a temporary feeling of anxiety brought about by a threatening situation. Most people experience a state of anxiety that is also known as normal anxiety. The third type of anxiety is situation-specific anxiety. This type of situation-specific anxiety shows the nature that occurs repeatedly in certain situations.
2.5.5 Characteristic of Anxiety

Nevid, (2016) et al classifies anxiety based on its own characteristics, including. Firstly, physical characteristics of anxiety include restlessness, nervousness, hands or shaking or trembling other limbs, sweating profusely, dizziness or fainting, difficulty speaking, difficulty breathing, cold fingers or other limbs, chills, etc. Second, the behavioral characteristics of anxiety include avoidance behavior, clinging and dependent behavior and shaken behavior. The last is cognitive characteristics of anxiety include worrying about something, feeling disturbed by fear or apprehension of something that happens in the future, belief that something terrible will happen without any clear explanation, feeling threatened by people or events that normally receive little or no attention, fear of inability to solve problems.

2.5.6 Possible Factors Increasing Anxiety in Speaking Performance

Generally, anxiety is caused by several factors that may come from individual and social factors. The low student's achievement in speaking English may come from themselves. Brown (2007) declared that some of the factors that influence students in language learning that come from themselves are personality factors. He also divided the personality factors into anxiety, self-esteem, motivation, willingness to communicate, etc. Still, social factors include teacher instruction in teaching and the material use by teachers.

The first personality factor is anxiety. Language anxiety is one of the problems in learning foreign languages. That is, anxiety causes an affective filter, which will prevent students from receiving input, and then their language acquisition will fail to make progress. Anxiety is one of the affective variables that have the most negative effect, which prevents students from succeeding in learning foreign languages. This means anxiety makes students nervous and scared, which can lead to poor verbal performance. In short, affective variables play an important role in language acquisition.

Moreover, self-esteem is how a person sees himself. Self-esteem is seen as an important aspect in shaping a person's personality. When a person cannot respect himself, it will be difficult for him to be able to respect the people around him. Hence, lack of self-esteem can lead to negative attitudes towards their abilities as learners, and lead to decreased cognitive abilities, thus causing the students concerned to consider themselves unable to learn. Self-esteem helps increase initiative, resilience, and feelings of satisfaction in a person (Baumeister et al., 2003; in Myers, 2005). So, self-esteem is an important element for the formation of a person's self-concept and will have a broad impact on attitudes and behavior.

The third personality factor is motivation. Success and motivation in language learning are connected. Motivation has a very important role in learning and teaching foreign languages. Grabe and Stoller (2002) stated that motivation is one of the main keys in learning which is also interrelated with individual interest's self-efficacy, engagement, and self-concept. Motivation to learn is one of the factors that determine effectiveness in learning. A student will learn well and earnestly if he has the motivation to learn. With a great sense of motivation within a student, there will be a greater sense of desire to succeed, an urge to learn, as well as being an internal driving force to achieve his learning goals.

The last personality factor is a willingness to communicate. Speaking English or can be called speaking becomes a scary thing if it is practiced to speak. It has become a common reason that they don't want to speak English because they feel
they can not speak English at all, do not master the vocabulary and fear of mispronouncing. Even though speaking English is not from the measure of a can and cannot and the measure of mastering words, but the ability to speak English is from the willingness to be brave to speak. Starting from building self-confidence to being able to speak good and correct English so that slowly we can become someone who has the ability like a native speaker.

2.5.7 Previous Findings Related Study

Several studies have been conducted by many researchers related to the analysis of students’ anxiety in learning English. One of them was done by Woodrow (2006) about “Anxiety and Speaking English as A Second Language”. Woodrow in his investigation found that all interviewees said they experienced anxiety when speaking English as a second language. In this study, it was also found that some of the participants talked about their ways of dealing with anxiety when speaking English with persistence. In this case, the students used relaxation techniques to overcome their anxiety. Moreover, in this research found other ways to help reduce anxiety when speaking English, the students have by paying attention to or maintaining communication both inside and outside the classroom and routine practice is needed for daily communication.

The second previous study is from Oktaviani at al (2013) in SMAN 7 Padang. This study aims to identify the components and sources of anxiety that are most influential in learning English. The results of the research found through questionnaires show that the components that most influence students are feeling afraid of various negative evaluations, worry when communicating, feeling anxious during tests, and learning English in the classroom. As for the results shown through interviews, students found that they lacked confidence in learning English, felt anxious about teacher corrections, and class activities, such as speaking and English tests.

The third previous study is research conducted by Mayangta (2013). In this research, he tried to find out about the level of students’ speaking anxiety in EFL classrooms at second graders of Junior High School in Bandung. The purpose of this research is to identify students’ speaking anxiety in the EFL class. Meanwhile, this study uses an open questionnaire (FLCAS) and the second questionnaire in the form of an open questionnaire designed to determine the source of students’ speaking anxiety and strategies for dealing with anxiety. By the way of the research, the source of anxiety felt by students came from personal and interpersonal anxiety, while to overcome this anxiety, most students carried out strategies of preparation, relaxation, and resignation. The result indicates that as much as 43.8% of the students felt a little anxious, 9.4% of them felt very anxious, around 21.9% of them experienced feelings of anxiety, and 25% of them felt relaxed in speaking English.

The similar study about students’ anxiety in learning English was also conducted by Anshori (2016) at the third semester of English Education Department in IAIN Surakarta. He was investigated about the factors or sources of students’ anxiety and to find out students’ strategies to reduce the students’ anxiety in speaking class. The research was a qualitative method and used interview and observation as a method of collecting the data. From this study, it was found that several factors caused students who were in the third semester to feel anxiety in the form of lack of preparation, personal and interpersonal factors also felt afraid if they made mistakes. Besides, this study also has some similarities in the strategies
used in dealing with anxiety when speaking English, namely by preparing materials, taking deep breaths and also relaxing.

3. METHODS
The data of library research included the analysis data by the experts, previous research findings related to the main topic, literature searches in the library and the internet, and journals. So, the data were collected from the statements and theories of the experts particularly about the students’ anxiety problem in the learning speaking. Therefore, the researcher uses the theory of student anxiety factors from Von Wörde (2003) as the main research framework and uses the theory from students anxiety factors by Rajitha & Alamelu (2019) as a second framework. Then, the researcher will do by using two steps. Firstly, the researcher identifies the information from journals, articles, e-books form the internet that relates to the concepts of the research as a technique of data collection. Second, she draws and elaborates on a conclusion by using the analyzed data of the study.

4. RESULT AND DISCUSSION
4.1 Result
The factors that trigger students’ anxiety arise from various factors. As expressed in research from Wörde (2003), several factors can cause students anxiety in learning English. Meanwhile, in his research, he revealed that the participants faced several anxiety factors such as speaking activities, inability to comprehend, pedagogical practices, error correction, and fear of negative evaluation.

First, concerning about speaking activities, speaking activities is one of the most important parts in the process of learning a foreign language as a second language student to develop competence in oral and written form. Wörde (2003) states that the factors cause students’ anxiety in speaking activities often occur in language classes. In line with Cutrone (2002), speaking foreign languages in public places or the classroom as well as in front of native speakers often creates anxiety for students. As discussed in the section on the problem of study, one of the problems in the circle of students when trying to speak English is being laughed at by their friends. Related to this case, students feel sensitive to evaluations or corrections from their peers and their teachers. However, this affective variable has a very negative effect on students to prevent them from succeeding in mastering English well. Therefore, Woodrow (2006, in Ningsih 2017) said that the anxiety experienced by students in foreign languages is one of the problems in the process of learning a language and some students will experience negative effects when speaking English. The possibility that the next happens to students will remain passive because they feel less confident and feel less knowledgeable about the subject matter, Tutyandari (2005). In short, the restlessness and anxiety felt by the students made them scared and nervous which caused them to speak well.

Second, relating to inability to comprehend, Wörde (2003). The opposite of the comprehensive meaning is an inability to comprehend. It is means that refers to something that cannot be understood by students when studying in class. In this situation, the students are unable to capture or accept the information conveyed properly and have minimal knowledge of the related topic. As for one example found in Ningsih's (2017) study, she stated that the student participants
emphasized that if they wanted to say something or answer a question from a teacher, they did not master a lot of vocabulary, and sometimes the students knew the vocabulary but they were reluctant because from the start she thought that she didn't know the words. So because of that, they are nervous and feel anxious about participating in speaking activities in class.

Third, as pedagogical and instructional practices, Wörde (2003) in his research described that some of his student participants when interviewed stated that they had problems with oral testing and listening exercises. One of the students admitted that he almost cried, felt annoyed, was shaking and sweating when he was facing the final exam because he had to make a presentation orally. Quoted from the statement of Ningsih (2017), she claims that in addition to psychological factors (emotions, self-esteem, anxiety, attitudes, fear, and motivation), situational settings (such as speaking in front of the whole class), there are also instructional factors (classroom procedures applied) and the lecturer-student relationship which can spur students to feel anxious when they are expected to meet these criteria. That is the factors mentioned above greatly affect the speaking improvement of students in learning a language and cause affective filters that further prevent them from making progress towards achieving targets in learning a language. Thus, this affective variable greatly affects students in language acquisition.

Fourth, Wörde (2003) also reported from his research that error correction is also a part of pedagogical practice that can trigger students' anxiety regarding errors in correcting their mistakes. One student of his participant said she was annoyed when a teacher scolded her when she made a mistake. Students also reported that they became frustrated when the teacher immediately corrected their mistakes before they had finished giving a full response. Furthermore, another statement made by the students that they often lost their sense of focus when a teacher interrupted them to correct a mistake while they were talking. This means that a teacher or lecturer can also be a problem factor for students when they dominate students' speaking activities in class and do not provide the opportunity to express their ideas until they are finished. To add, a technique that is mostly applied by foreign language teaching teachers is to call students one by one in a sequence when doing activities in the classroom or the form of performing assignments. Related to this case, a student has an explicit opinion, he said that the techniques used by the teachers are the same as the style of execution which creates tension, anxiety when a few minutes before they take their turn to be called by their teacher.

Fifth, Wörde (2003) claims that fear of negative evaluation is also one of the other factors that influence students' speaking anxiety in learning a foreign language. So, as stated by Vitasari et al (2010), feeling anxiety when facing tests or exams is one of the factors that greatly affect the level of anxiety of students during the learning process. Expectations of accomplishing extremely perfection can also provoke students by demanding unrealistic attitudes of themselves and finding that an imperfect assignment or test result is a failure. From this sense of failure, they increasingly have a sense of worry or anxiety that dominates their way of thinking so that it could make them unable to complete assignments well and tend to be passive in class to avoid evaluative situations that will occur.

Sixth, negative classroom experiences. Regarding the bad experiences of students in the class, it is also included in the affective variable filter section which prevents them from experiencing their anxiety when speaking English. The factors
originating from the curriculum are other triggers such as high curriculum targets, a less conducive learning atmosphere, and too many assignments that are imposed on students. Rather than that, school management factors such as teacher treatment and unfriendly attitudes, and schools that implement a punishment system also trigger feelings of anxiety in students. The more negative experiences they have, the more anxiety they will have. However, anxiety still affects the students’ learning process. Because students experience negative experiences in class, in this condition the teacher has a priority or an important role to control the classroom environment which can minimize the anxiety level of students. Therefore, the teacher can control it by using the right strategy so that students can reduce their anxiety levels in increasing their learning activities.

4.2 Discussion

4.2.1 Students Anxiety Factors

Rajitha & Alamelu (2019), in their study, identified several causes of the factors causing anxiety in students. There are two main causes, namely external factors, and internal factors. The external factors include the language factor, grammar factor, pronunciation factor, and peer factor. Meanwhile, the internal factors are stage fear, lack of confidence, and shyness factor.

First, Rajitha & Alamelu (2019) said that the language factor is a major factor in the emergence of a sense of anxiety. This is what makes students feel inhibited and feel scared when they start trying to speak English. From his research, he said that his participants expressed "I don’t know how to put my thoughts into English properly, I also can't finish my sentences but I like English". In addition, several other participants also expressed the same problems related to a lack of mastery of vocabulary and a lack of understanding of sentence structure correctly. Some of them can only understand speech but cannot speak English very well. Instead of that, individual factors that influence students in foreign languages were also detected, such as problems related to self-confidence so that they did not have the courage to speak English aloud, were unsure of the words they said, and were less able to express well. This statement is also supported by research from Horwitz, Horwitz, and Cope (2012) which states that fear from communicating is one of the factors that cause student anxiety besides negative evaluation and test anxiety, and from his research, he proves that the dominant participant experiences 90% anxiety in speaking. In addition, 90% majority of the participants also reported that they found it difficult to convey messages in English from the question "Are you having trouble conveying messages to friends or others in English?" detected from the research results. Therefore, the researcher can conclude that there are several factors that can affect the development of students in speaking English.

The second external factor is the grammar factor. In this study, Rajitha & Alamelu (2019) concluded that the identified grammar factor was relatively higher than other factors. The findings of the study, the students said that grammar is one of the causes they experience external anxiety factors. In addition, some of them said that they were worried about the correct or wrong language used, had difficulty forming the correct sentence formation and some said that they could not speak perfectly because they did not master the grammar correctly. In the research of Horwitz, Horwitz, and Cope (2012) shown 22.2% of the participants responded that the way English words were pronounced and written were not the same, besides that English was also not used in everyday life, therefore they found it difficult to guess and understand it. In addition, it is possible for students to avoid
activities that require them to speak English for fear of making mistakes and feeling at risk. From the above statement, these grammar factors can prevent students from achieving their achievements as well as result in their minimal willingness to actively participate in activities in speaking English.

For the third factor, Rajitha & Alamelu (2019) found that the peer factor is also one of the other external factors that also influence students’ anxiety in language acquisition. Rajitha & Alamelu also described that students who were worried about evaluations from classmates would always trigger anxiety among them. Zhiping & Paramasivam (2013) as cited in Erdiana, E. et al. (2020, p.342) also added that feeling afraid of being evaluated by others, fear of speaking in public, and feel embarrassed are factors of anxiety in language. Similar to what was stated by Ningsih (2017) in an informal interview in an English class, students reported that they liked speaking in English but they would feel nervous when in front of other people so that they could not speak for fear of making mistakes and afraid of being laughed at by their friends. Therefore, this peer factor greatly influences students to improve their development and ability in the acquisition of speaking English properly and well for students.

From the point of view of Rajitha & Alamelu (2019), they divided student anxiety factors into three categories of internal factors which include stage fear, lack of confidence, and shyness factor. Concerning stage fear, for some students speaking in front of the class or public is an easy matter. But for some other students speaking in public was so scary. This spontaneously makes a person feel a level of stress that makes him unable to express and speak freely in front of everyone. Meanwhile, someone who tends to think negatively and has a low perspective on himself will dominate the panic when he has to speak in public. Rajitha & Alamelu (2019), from their research also revealed that there was a student who said stage fear made him feel difficult when facing other people while speaking, besides that stage fear made him forget about topics or ideas that had been compiled and felt confused about what to do.

Second, then about external factors of lack of confidence that cause students anxiety. Everyone should have stable self-confidence to be able to socialize well. Meanwhile, the level of confidence in language users is very important to be able to convey their ideas without fear and anxiety. The factor of lack of insight into a topic of discussion may be the cause of the lack of self-confidence in students. This is because these students do not have the knowledge or master the topic of the discussion. Meanwhile, another factor that allows anxiety is when a student is unsure of his or her abilities and is worried about the opinions or judgments of others, especially if you get attacks or use harsh sentences and argue.

The third internal cause of the students’ anxiety in speaking English is shyness. Shyness is part of a personal psychological problem. However, not all students have the talent to communicate well naturally. Rajitha & Alamelu (2019), in their research, found that a student said fear and shyness as also the factors of their anxiety. A student from another also said that "I am feeling shy to speak or communicate with others", "shy to speak", "I know English, but shy is the number one problem"; "Fear also". Further explanation, with the emergence of embarrassment in an individual, this will cause anxiety when someone communicates so that it hinders their development in obtaining the target language. This statement is relevant to the opinion of Baldwin (2011) which states that one of the phobias often experienced by students is when they have to speak in public and
the feelings of shame they experience make them forget what they should say and become empty immediately. Furthermore, Ericson (2009) adds, low self-esteem, fear, and rejection can cause embarrassment in an individual. In short, the shame or anxiety that students have greatly affects their communication skills.

4.2.2 Strategies to Reduce Students’ Anxiety

Kondo and Ying-Ling (2004), in the journal say that five strategies can reduce anxiety in language, especially to reduce students’ anxiety when appearing in front of the class, namely: preparation, relaxation, positive thinking, making friends and resigning.

The first strategy is preparation. In this preparation strategy, students try to control themselves by improving learning methods and learning good strategies to achieve a target. For example, studying hard, trying to get a good summary of lecture notes. By implementing this strategy, it is hoped that students can improve students’ subjective mastery of the material and reduce anxiety associated with language classes. With preparation, students will be accustomed to training themselves to face the conditions so that they can prepare all the things needed when facing situations such as taking a test or a performance.

Moreover, the strategy of relaxation is to reduce the symptoms that arise due to anxiety that is felt by a person. One of the relaxation activities that can be done is to take a deep breath, pray, and drink water. Praying to God is also one way to calm the mind. Trying to calm you down with this strategy can make the body relax and calm than before. This breathing activity is good for students to do when they feel anxious in the classroom. Thus, students can practice it by sitting quietly in the chair, then taking a long and slow breath, hold for four or five seconds, and release slowly. This breathing exercise is great for converting negative energy into positive energy. So, the more relaxed, the more anxiety you will lose.

Positive thinking is the third strategy that aims to divert attention from stressful situations faced by students towards positive and fun thinking. An example is imagining you giving a great performance, trying to enjoy the tension, and thinking that things can go as expected, thus bringing help to anxious students. Every student needs to think positively to realize that everyone makes mistakes in learning the language. It is important to realize that mistakes are also part of the language learning process and perfection is not a condition for success in language learning.

The fourth strategy is peer seek or making friends. This strategy is different from the willingness of students to look for other students who seem to have difficulty understanding the class to control their anxiety. For students feeling anxiety, realizing that others are experiencing the same problem can serve as a source of emotional regulation through social comparisons.

The last strategies are resignation. This strategy aims to avoid yourself from a problem. This is indicated by students running from problems and refusing to engage in activities that aim to minimize the impact of anxiety by refusing to face problems. Some of the actions in this strategy are to give up, and students choose to sleep in class. This strategy is considered to be very extreme in the form of accepting reality to reduce stress and tension. The students choose to give up and don’t want to try after failing for fear of being more stressed than before. This strategy will only provide a temporary solution and then the students will have to face a bigger problem which allows them unable to master the second language properly that may also fail the test. To conclude, there are many factors that trigger
anxiety in students. Through the above efforts, it is hoped that students can avoid various forms of anxiety. Also, students are expected to improve language abilities and become physically and psychologically healthy individuals who in the aim can demonstrate better ability in English.

5. CONCLUSION AND SUGGESTIONS

The results of this study indicate that several factors affect students' speaking ability. Two theories from Von Wörde (2003) and Rajitha & Alamelu (2019) describe the factors that cause student anxiety. Wörde revealed that several dominant factors cause student anxiety in learning English, including speaking activities, inability to comprehend, pedagogical practices, error correction, and fear of negative evaluation. Meanwhile, the second theory from Rajitha & Alamelu states that two factors cause student anxiety, namely internal and external factors. This internal form of anxiety includes the shyness factor, stage fear, and feeling less confident. Meanwhile, external anxiety is such as language, grammar, and peer factors. As described by Kondo and Ying-Ling (2004), they identified five strategies that can reduce students' anxiety in English, including preparation, relaxation, positive thinking, making friends, and resigning. These strategies are techniques or solutions they form in an attempt to reduce students' anxiety factors in speaking English. Therefore, by implementing these strategies students can better improve their abilities and be able to minimize their anxiety in reaching the target language.

Teachers and lecturers act as facilitators and coordinators in-class activities where all activities are arranged by them, while teachers and lecturers must be able to understand and have a sense of sensitivity to the conditions of their students, including being able to detect problems they experience such as anxiety. Then, a teacher and lecturer should be able to overcome the anxiety of their students by adjusting their learning style in the classroom so that the students' difficulties can be resolved properly. Furthermore, lecturers and teachers must also give understanding to their students if laughing, criticizing others or their classmates is not a good deed. And lastly, teachers or lecturers need to create a conducive and fun learning atmosphere for students so that they can overcome their anxiety and learn well. Concerning with anxiety in speaking, students can apply techniques or solutions that have been exposed by Kondo and Ying-Ling (2004) in the previous chapter. By using these anxiety anticipation strategies, students are expected to be able to minimize or reduce nervousness and fear when speaking English.

6. REFERENCES


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